Facultad de educación

Escuela de Educación en Inglés

ACTIVIDAD DE TITULACIÓN

Implementing Kahoot platform to improve student's vocabulary learning in 6th grade students from Domingo Savio School in Santiago, Chile.

Trabajo de Investigación para optar al Grado de Licenciado en Educación y al Título de

Profesor de Inglés para Educación Básica y Media

Seminar Director: Carla Gallardo

Authors: Katherine Belén Arce Martínez

Ezequiel Eleazar Moya Huenul

Javiera Paloma Salinas Corvalán

Francisca Javiera Sepúlveda Galdámez

SANTIAGO DE CHILE

2019

Abstract

This action research project is focused on how teachers plan strategies or methodologies for students to increase the use and the acquisition of vocabulary taking technologies into use. This research study is based on the use of Kahoot application to improve students' vocabulary while they are learning English as a foreign language. This project was executed throughout six sessions in a school located in San Ramón called Colegio Salesiano Domingo Savio. A pre-test and a post-test were applied to a group of students at the beginning and at the end of the sessions in which the study was implemented. Along with this, a pre-survey was applied in order to see if the students were interested in the use of Kahoot and English as a whole. Whereas the post-survey was applied to see the impressions after using the Kahoot application and their thoughts towards the English language. After the implementation of our project, the analysis and results are presented in this study.

Acknowledgements

As a group we would like to thank our seminar director, Carla Gallardo, our head of career, Tamara Cortés, all of our teachers who were part of this process and also our families because without them this would not have been possible. They helped us come through frustrations and hard moments, but with their support, our strength and perseverance we were able to accomplish our goal of completing the English programme at Universidad Católica Silva Henriquez.

We also want to give a special thanks to all of the teachers who taught us during the four years, for their motivation and dedication to what they do. Also, highlight the disposition that they had whenever we had a struggle even if it was outside the class hours.

To our families, for always supporting and understanding our mood swings, our achievements, our failures. We want to thank them for always having a word of support towards us in the moment that we most needed.

These are the people who were with us since the beginning of this beautiful stage in our lives of becoming a professional and most importantly of becoming a teacher to guide and share the knowledge gained to children and teenagers.

Table of contents

1. Introduction

The world of work and education have advanced vertiginously. However, teachers in general have not adjusted to the changes that today's world demands. That is why it is necessary to contribute in education to the planned and meaningful use of technologies, include them in classes and take advantage of them to improve teaching and learning methodologies of students. The following action research project is focused on the use of Kahoot application to improve the vocabulary in students when they are learning English as a foreign language.

It has been noticed that sixth grade students which we have been working with have problems when learning vocabulary. It occurs due to the traditional educational system in which they are immersed. However, there are some teachers who tend to implement new methodologies to create a perfect environment for learning. According to our experience and what we have seen in this school, teachers tend to just use books and notebooks in their lessons. However, this generation of learners are more likely to use information and communication technologies (ICTS) such as their cellphones, computers, internet, social media, and others. Currently teenagers are using technological devices, but in their schools, students can be punished by giving them 'negative annotations' and even suspensions. What would happen if their cellphones are included in their vocabulary learning by using an educative application?

This project can be beneficial for the students, because the way in which they are learning English will be modified by including and interacting with ICTs. Moreover, they can include technological devices into their English lessons by learning in an active way, not only for them, but also for their teachers. That is why the aim of this research is to improve their vocabulary learning while they use the Kahoot application.

2. Objectives

2.1 General objective: To establish the relationship between the use of Kahoot application and the improvement of vocabulary in students from sixth grade.

2.2 Specific objectives:

2.2.1 Reinforce students' vocabulary towards English as a foreign language using Kahoot application with sixth grade students.

2.2.2 Analyze the improvement of students English vocabulary with the use of Kahoot by applying a pre and a post-test.

2.2. 3 Interpret students' perception of vocabulary learning through Kahoot application and the use of ICTS.

Research questions

1.- What is the difference in terms of results between the pre and the post-test applied?

2.- What is the difference between the scores of the pre and the post-tests regarding students' vocabulary knowledge?

3.- How can we relate the implementation of Kahoot application with the post test results?

4.- What are the general perceptions of the students after applying the intervention?

3. Conceptual framework

3.1 Educational Research:

In our times, it is completely necessary for teachers to continuously stay learning about educational processes so as to adapt to the new times. Being this the true importance of why educational research is relevant, because not only the teacher is being benefited with that, but also the students who are being more understood. (Mcmillan & Schumacher, 2005)

Since new educational processes are introduced in schools, technologies and multimedia learning are being more common and necessary for teachers to adapt to them and therefore to be used inside classrooms, in order to increase their learning taking into account their contexts and preferences. With the integration of technologies inside classrooms we can connect to our students' context due to the fact that technologies are becoming into more use, especially in younger generations and it is of great importance to use them for school and learning purposes.

3.2 Multimedia learning:

First of all, it is important to define and explain the meaning of those two important concepts: Multimedia and Learning. According to Mayer "Multimedia refers to the presentation of words and pictures, whereas learning refers to the learner's construction of knowledge. Multimedia learning occurs when people build mental representations from words and pictures" (Mayer, 2014 pp.2).

"In particular, when we focus on tests of problem solving transfer – which are designed to measure the student's understanding of the presented material – students perform much better with words and pictures than from words alone." (Mayer, 2014) In this case, in the application that is being used, students have an approach to seeing pictures as well as words. Therefore, according to what it is said they should have a better performance at the moment of answering a question or understanding what is being said and showed in the application.

With the use of ICTS, teachers have the possibility to create and work with activities where images can be shown so that the students can have a better recognition of what is being taught. "With the recent advent in powerful computer graphics and visualization technologies, instructors have the ability to supplement verbal modes of instruction with pictorial modes of instruction." (Mayer, 2014) This can turn out to be a more flamboyant way to catch the students' interest towards learning English as a second language through an application and through the use of their mobile devices.

Due to multimedia resources the student's learning can be improved by the use of the incorporation of technologies with educational purposes.

3.3 Technology and teenagers:

Nowadays, it is known that technologies are part of a teenager's life. For most of the things that they do they use the Internet and technologies such as cellphones,

computers, laptops and others. According to Prensky (2011) "They spend about 10.000 hours playing video games, and just 5.000 hours reading". Due to that, we believe it is important to include technologies in their process of learning in order to be more successful.

"In fact, recent research is showing us that these technologies are shaping the way we think, work, and live. This is especially true for our youngest generations." (Groff, et al, 2019) Since the invention of the Internet, most people are using it to work, chat, networking and others because now we are living in an era in which those technologies are part of our lives, up to the point that we use them to do research and almost everything because of the massification of the information found on the internet. Moreover, with the benefits of new technologies, there is also the acquisition of more and new vocabulary for the students.

"Although they recognize the many possibilities that language learners have for expanding their vocabulary, including television, the internet, newspapers, audio recordings, among others, they acknowledge the benefits of effective vocabulary instruction, which include: definitional and contextual information about a word, multiple exposures to a word in different contexts, and encouragement of students' active participation in their word learning." (Castro-Garces & Guaqueta, 2018)

According to our context, our country is currently immersed in this new digital era which means that more and more schools are betting on the use of technologies in classrooms, implementing technological devices for educators to

teach their lessons. Some schools also train teachers to use them well so they can present their contents in a more didactic way to students in a manner where they can be more interested in learning. On the other hand, it is known that not all the schools and students have access to the internet in their classrooms. Due to that, they can not make use of technology to teach and learn.

Young learners and teenagers are exposed technology every day and most of them have access to do what they want as Severin (2014) mentions in his document, "these are young people who have not known the world without the internet and for whom digital technologies are mediators of much of their experiences". For example: to play games online, study and practice what they have learned at school, watch videos on YouTube and many other things. However, sometimes they want to use their phones inside the classroom, but some schools and teachers do not agree with that. As smart teachers, we have to include technology (IT) in our classrooms, because it is something important, useful, and it can be a fun way to encourage learning in our students. Besides, using technology helps us to be inclusive with the students who learn differently. Budhwar said: ·The integration of technology into the classroom is a great way to reach the diversity in learning styles. (Budhwar, 2017) Moreover; for teachers, education is the most important issue and if technology can help us, it is worth implementing them in the classrooms.

Marc Prensky claims that this era belongs to young people called Digital Natives which are involved in technology and internet. Prensky states that Digital Natives are prepared to receive information fast and that they also work quickly.

"They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work." (Prensky,2011)

That is the main reason why this investigation is based on the use of Kahoot, an educational application for mobile phones and computers in which you can practice grammar, vocabulary, use of language and everything that you need to improve, not only English, but also a lot of subjects and contents. It is similar to a game where the users play it by answering questions and they can also challenge other users to play it because the use of these technologies "allows to imagine, for the first time since the educational reforms that substantially expanded the coverage of school systems, a massive education at the same time and customized." (Cabrol, Severin, 2010)

During the years, we have noticed that technology has changed our lives, not only in social aspects, but also in educational aspects. Teenagers use technology most of the time. Teenagers are the ones who use the internet for almost every aspect of their lives so "Technology has changed every aspect of human life, and EFL classroom is not an exception. That is, educators look for integrating technology

within the classroom with the hope of augmenting the efficiency and efficacy of students learning" (Idir & Iskounen, 2018, pp. 1).

Consequently, we have decided that it would be a good and beneficial idea to implement the use of an educational application in young students since they are taking a part worldwide and it is becoming more and more useful to apply and take advantage of them for learning purposes. Furthermore, we believe it might be interesting for students to be able to use their mobile phones during class hours. Therefore, it is considered a very important tool for them and it is much better if they can use their devices for learning purposes. In addition, the use of technology has several benefits for our learners as it is mentioned in Reimagining the Role of Technology in Education, "Learning principles transcend specific technologies. However, when carefully designed and thoughtfully applied, technology has the potential to accelerate, amplify, and expand the impact of powerful principles of learning." (U.S. Department of Education, 2017)

Using Information and communication technologies (ICTS) in classrooms is beneficial for vocabulary learning because of the impact that ICTS bring to the student's learning process. We consider that it is helpful to learn new contents, vocabulary, pronunciation and other important aspects of this second language.

3.4 ICTS and Learning:

The use of ICTs (information and communication technologies) has been useful for Chilean teachers and students. It is very common to see colleagues using different types of technological devices into the classrooms and lessons. Its use has many benefits: it is inclusive and interesting for all types of learners. According to Ghavifekr & Rosdy, "It also helps teachers to design their lesson plans in an effective, creative and interesting approach that would result in students' active learning." (Ghavifekr & Rosdy, 2015).

 "It is believed that the increase of information and communication technologies (ICT) has dramatically reinforced and created powerful learning atmosphere." (Çakici, 2016). This is one of the reasons why we have chosen to implement an ICT in the English classroom. Since it has been shown that it increases the learning atmosphere, we have decided to see the interest of students at the moment of using the Kahoot application to learn vocabulary in English as a foreign language.

Moreover, using ICTS in English lessons is an interesting and a didactic way of teaching and learning, according to Noor, "The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas". (Noor, 2013, pp.3).

3.5 Vocabulary learning

Vocabulary learning is one of the most important aspects when people are learning a foreign language.

Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive - that which we can understand or recognize - and productive - the vocabulary we use when we write or speak. (Hiebert & Kamil, 2009).

Actually, young children acquire vocabulary indirectly. It has been suggested that first, they hear when others speak or read to them, and then by using words to talk to someone. When the process of reading and writing begins, children start to acquire more and more words through understanding what they are reading. Finally, they incorporate these new words into their speaking and writing. As Reza mentioned, "Vocabulary learning is the basis of language and without vocabulary, we cannot learn any language; it is the knowledge of words" (Reza, 2012). Thus, it has to be considered while someone learns a foreign language, because if you do not learn vocabulary you will not be able to communicate.

If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations. However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will not occur. (Hiebert & Kamil, 2009).

Teaching word-learning strategies that students can use independently and promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words is related to the job of the teacher. If teachers work and promote the development of word consciousness with new material for the process of learning, students will be motivated to learn and acquire new words in order to express what they feel or think.

Students have to be able to learn vocabulary in a satisfactory way, that is why Kahoot application is being used to practice and improve their vocabulary in a didactic manner and related to the new generations of technological learners.

3.6 Kahoot application

Kahoot is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. (Kahoot.com, 2019) This application is perfect to motivate students inside the classrooms, in this case during English classes. It has two modalities; one for teachers to create and another for students to be able to learn in a fun way.

There are two types of kahoot. The first one is free, and you can access to create activities, use activities and receive the summary of your players. However, if you pay for Kahoot, you can have access to create slides of contents, videos, audios and even set your activities with everything that you want to include on it.

Teachers can create fun learning games in minutes, called "kahoots". It is up to the teacher to decide how many questions are included in the game. You can also add images to have a more complete questionnaire type game for your students to learn more and to amplify engagement.

A fun aspect about Kahoot application is that you can play in groups by sharing the same questions on a big device, but each student has to answer through a mobile phone.

Then, the games created can be shared in the Kahoot platform for other users to use and implement them in other classroom lessons.

Kahoot can be used to introduce new topics, review content, reinforce knowledge, break the ice between students and reward them, collect student opinions, motivate teamwork, and gather data for formative assessments as stated in the terms of service at Kahoot.com.

Finally, with the Kahoots being used in the classrooms, teachers can extract data for formative essays and also to see the progress in the students.

In our study, the Kahoots were created according to the content that was being viewed in class, therefore it was used as a reinforcing tool to reinforce and practice the vocabulary seen in class, that is to say past simple verbs; regular and irregular, means of transport and also adjectives. The different Kahoots were created by us in

order to follow the content viewed in regular English classes. The six sessions were to be completed in three weeks.

4. The study

The project was carried out in Domingo Savio School, a public school located in San Ramón in Santiago, Chile. This school is composed by 1066 students from pre-k to twelfth grade, with a range of thirty-five to forty-two students per class. There are also 45 teachers working in the school, including the PIE program teachers and psychologists. This school has a gym, a chapel, music classrooms, three computer labs, cafeteria, chemistry lab, green areas and a field. In this opportunity, we worked with students from sixth grade with a group of ten anonymous students in first instance. This varied from one session to another. The requirement was to have smartphones with internet connection in order to use the Kahoot application and work during all the lessons, however some preferred to use the desktop computers that the school had in the computer labs where we held all our sessions.

In Domingo Savio School, along with the English teacher and the coordinator of the Elementary students, it was decided to extract the students that were picked during the English classes on Tuesdays, from 12:30 to 13:15. On Wednesdays, the students were taken out during the Religion class which was from 9:00 to 9:45 am. They were taken to the laboratories during all the sessions. Even though they all had

cell phones, in every session, some of the students preferred to use the desktop computers because it was easier for them. Meanwhile, the questions used in the Kahoot application were projected on a big screen in the computer lab, which made it easier for the students to read the question and answer from their mobile phones or computers.

At the beginning, we had chosen ten students, but we ended up working with only nine of them because one did not bring the permission from his/her parent guardian. In every session we sat five on one side and four on the other side of the desks, so that they could have the same visual towards the big screen. The number of students varied between each session since not all went to school. We had a range between five and nine students along the six sessions where the Kahoot application was implemented. The students were chosen randomly within the ones who possessed a mobile device in the sixth grade classroom.

As mentioned before, in the first session a six question survey was applied prior to the implementation of the application along with a pre-test to assess their knowledge related to the application and interest towards the English language. During the following four sessions, a different Kahoot was implemented for the students to reinforce vocabulary seen in class. Finally, on the last one a post-test and post-survey were applied to see if there was an improvement as to when we began this action research study.

It is important to mention that in the pre and post-tests there were five closed questions and one open question to know the opinion of each student about their impression towards the English language and to the use of technologies during class hours.

4.1 Experiences using Kahoot in Domingo Savio School

The next section will show a concise description of each of the work sessions with the students of sixth grade from Domingo Savio School.

4.1.1 First session

Our first session was on Tuesday, October 1st from 12:30 PM until 13:15 PM. On this day, there were only five students out of the nine students because the rest had not brought the permission from their parent guardians.

In this session, they first had to complete the pre-survey. Then, the instructions were given to the students to start using Kahoot. Some students used a desktop computer and others used their cell phones; however, it was suggested for them to bring their cell phones for the next session. During the session, we implemented a first session of the Kahoot application which was focused on past simple with regular and irregular verbs. The students felt very excited and anxious as they answered each question since they were also competing with each other. However, they focused more

on selecting an answer quickly to have more points rather than choosing the correct option and obtaining even more points.

4.1.2 Second session

Our second session was on Wednesday, October 2nd from 9:00 AM until 9:45 AM. On this day, there were nine students out of the ten, which two of them were boys and the rest were girls. In this session the students that were not in the last session first had to complete the pre survey and later received the instructions to know how to use the application. In this session, four students used cell phones and the rest used a desktop computer. During the session, the focus was on means of transport, where images were projected on the big screen and they had to choose the correct answer based on what was being exposed. The students felt excited, even the students that were there for the first time. Most of them made mistakes in many questions because of trying to answer fast in order to obtain more points. In this session the first and the second place had a difference of 1070 points, which means that the winner obtained more points only because he or she answered more quickly.

4.1.3 Third session

This session was held on Tuesday, October 8th, 2019 from 12:30 PM to 13:15 PM. On this day, there were seven students present, two were boys and five were girls. During this session, the students seemed to be very enthusiastic as in the first two sessions. They have improved in the sense that they answered the questions correctly

and fast in order to achieve higher scores. In this session, the Kahoot was based on means of transport vocabulary. First, the students were shown a picture and they had to choose the correct answer according to what the picture was. The last two question were based on answering correctly when someone asks you how much it takes you to get to a place and where you can take a certain means of transport. These last two questions were worth more points than the rest since they were more demanding to know the correct answer.

4.1.4 Fourth session

This session was held on Wednesday, October 9th, 2019 from 9:00 AM to 9:45 AM. In this session all the students were present, two boys and seven girls. For this session, three students used a desktop computer and the rest used cell phones. In this session, students were more confident about their skills on second language, and this is reflected on the speed with which they answered. However, because they answered quickly, they made mistakes selecting the incorrect answer in some questions. The topic for this session was a summary of all the content viewed in previous sessions (past simple and means of transport.)

4.1.5 Fifth session

This session was held on Tuesday, October 15th, 2019 from 12:30 PM to 13:15 PM. This was the last Kahoot session. In this session all the students were present, two boys and seven girls. The topic in this session was descriptive adjectives, in which students had to identify the meaning and the use of some descriptive adjectives. For this session, students were aware about answering quickly and correctly so much that the first two places had the same amount of correct answers, but the first place obtained more points because the student was able to answer faster than the student who placed second.

4.1.6 Sixth session

This session was held on Wednesday, October 16th, 2019 from 9:00 AM to 9:45 AM. In this session only eight students attended the session. It was the last session in which the students had to answer the post survey and post-test. The students at first felt nervous when we told them about the test. However, as we explained that it was based on the same content they had seen in the English classes and on Kahoot, the felt more relaxed and completed the test with what they knew. Some completed the test really fast, while others took longer and was more complicated for them, but they all managed to answer something.

During the time that we were working with them, we were able to notice that they were students who were always willing to learn and participate in our lessons

using the Kahoot application. Even if they did not know much about English and the content, they did huge efforts to show their knowledge and participate with enthusiasm in all the activities that were planned. These nine students always came to our lessons with enthusiasm to learn English in a fun and different way. The forty-five minutes we had stipulated for each session became rather short because the students wanted to keep "playing" as they referred to it. Consequently, we could deduce that they liked using this application to play and learn in an entertaining way.

After the third session, we had one student that came up to us telling us that they had downloaded the application in their house to play and then we told the rest of them that they could do that to keep practicing on their own.

Overall, it is important to highlight the positive disposition that the students had since the beginning towards us and the implementation of the Kahoot sessions.

5. Methodology

5.1 Action Research (AR)

Its main objective is to work with a selected group of study. First, researchers start working with the group, then the researchers can identify a problem. Second, they think of a possible solution for that problem. Third, researchers implement the solution and work with the solution. Finally, the researchers can reflect about all the procedures and the step of their research. According to Burns, "AR is the superordinate term for a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation" (Burns, 2015, pp.188). Therefore, action research is basically based on setting out a problem, improving that problem of study and acting on it by making things work better during the process of investigation.

The type of research presented is an action research, which, according to Chizaka et al, 2013, pp.14:

> "*Action research is an attempt to address one's own shortcomings through a process of systematic investigations. The systematic investigation represents systematic reflection on one's own actions. It is not a research methodology itself. It is an approach to action that employs research techniques in the process of finding a solution to a problem.*" (pp.14)

The purpose of this research is to find the problem in order to provide a proposal that can solve that specific problem, keeping in mind the facts involved in

the problem. Action research is focussed on the actions performed by the researcher, who is interested in turning a negative situation into a positive based on a previous research made by the researcher, being this the main goal. (Chizaka & CO, p. 16)

The following Figure represents the cycle of the Action research, in which the researcher is the one who makes a diagnosis about the problem observed. Later, the researcher formulates a hypothesis about which could be the correct form to solve the problem. Then, the researcher applies the instrument that the teacher designed at the stage of the hypothesis. Finally, the researcher makes a reflection of the whole process and analyzes the data to know if the hypothesis is correct or incorrect.
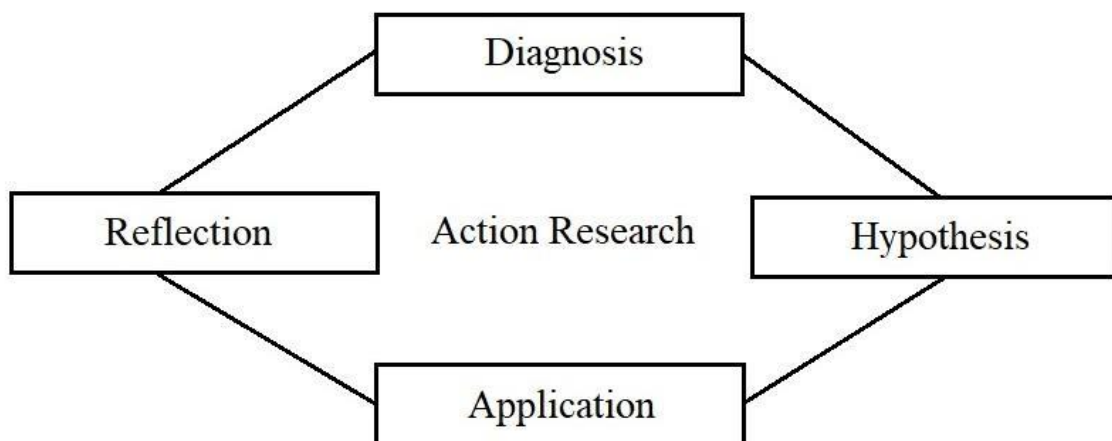
As mentioned above, AR is focused on finding a solution for a specific problem. Due to this, it is important for teachers to be informed about new methodologies, activities and strategies which are constantly being updated through time and a determined context.

5.2 Qualitative and quantitative methodology

The research to be carried out will be a mixed design, that is, it presents both Qualitative and Quantitative features in it. Qualitative design presents data in narrative form and tends to be more descriptive. On the other hand, quantitative design presents result in numerical data. (Mcmillan & Schumacher, pp. 18). For the purpose of our research, it will be necessary to mix both designs to have a wider data collection as it will allow us to obtain a more accurate conclusion about implementing an application to analyze students' improvement of vocabulary towards English as a foreign language in schools. This research is mixed because it is divided into six sessions in which the first one and the last one have two kinds of surveys which students will have to answer. These surveys are about the perception towards English, the use of technologies and Kahoot application during the lessons. That is why this part of the research is qualitative. On the other hand, the quantitative part is presentented on the pre and post-test applied during the first and the last sessions of the implementation of the Kahoot application.

At the beginning, this research was planned to be implemented in two different schools with the objective of comparing the acquisition of new vocabulary by using Kahoot application. However, due to the Chilean revolution which began on October 18th, it was not possible to apply all the stages of the study. Hence, the second school decided to cancel classes and we could not continue with the lessons of

Kahoot application with those students. Due to the circumstances, it was decided to base the research only in Domingo Savio School.

The contents worked in the interventions are the ones corresponding to the national EFL curriculum. The specific contents were suggested by the teacher of the class, since all of them were being taught during the time of the intervention. The contents chosen are seen under the point of view of vocabulary learning, the grammatical points are practiced in depth in other sessions which are not in charge of this action research group.

6. Data analysis

6.1 Pre-survey

The following graphics were done with the information and the answers obtained from the pre-survey applied with nine students from the research. The pre survey was applied on the first session in order to observe students' reaction towards English classes and the use of technologies. This survey was divided into five closed questions and one open question.

1. Me gusta usar mi teléfono en la sala de clases.

In the first statement, "Me gusta usar mi teléfono en la sala de clases", we can see that only one student totally agrees with liking using their phones during class and five of the nine students agree that they like to use their cell phone during class. On the other hand, there were two students who neither agree, nor disagree with this statement meaning that they do not mind using or not using their phones during class

hours. Finally, only one out of the nine students disagrees with liking to use their phones during class hours. According to the answers to this statement, we can assume that the majority likes to use their mobile phones in their lives and during class since they are accustomed as Severin (2014) states in a document called "Tecnologías de la Información y la Comunicación, TIC, para el aprendizaje, "these are young people who have not known the world without the internet and for whom digital technologies are mediators of much of their experiences", being this the reason why a class in which they are able to use a technological device is attractive to them, since it is an innovative and different form of what they had known so far.

2. Me gustan las clases de Inglés

- Totalmente en desacuerdo (1)   - Desacuerdo (0)
- Ni de acuerdo, ni en desacuerdo (3)   - De acuerdo (1)
- Totalmente de acuerdo (4)
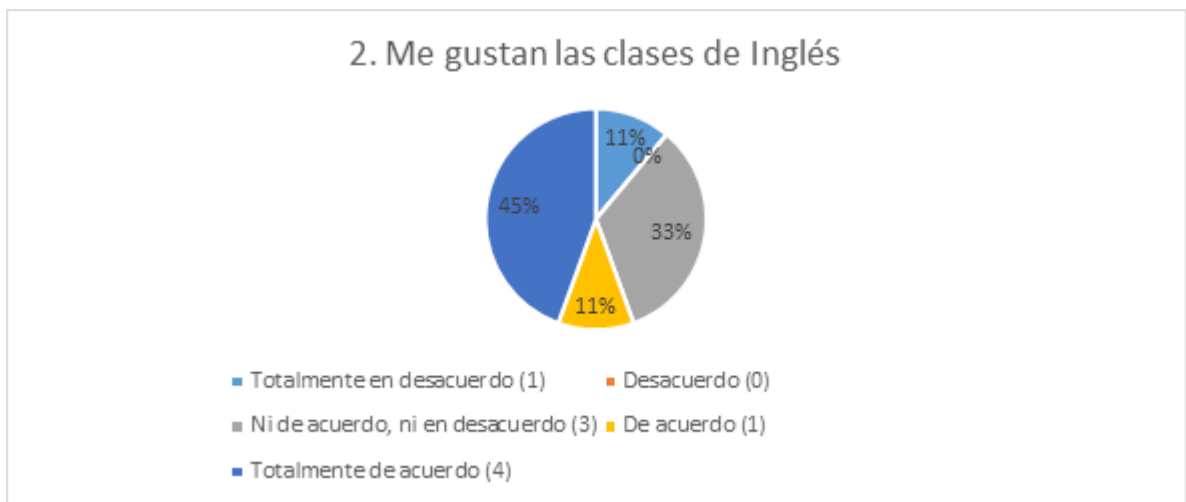
In the second statement, "Me gustan las clases de inglés", there is only one student who totally disagrees in liking English classes, three students neither agree nor disagree in liking their normal English classes. On the positive, there were four students who totally agree in liking their English class and only one who just agrees in liking them. We can see that there is a high percentage of students who like

English classes; however, there is almost an equal amount of students in which English classes do not seem to cause any importance to them. Therefore, there is a division in the total amount of the students who like or do not like English class in this school. With this data we can figure out that the group of students is a mix between students who do like English classes and pay attention to them because of that, and students who do not like English classes.

3. Es importante para mi aprender Inglés

- Totalmente en desacuerdo (1)
- Desacuerdo (0)
- Ni de acuerdo, ni en desacuerdo (2)
- De acuerdo (2)
- Totalmente de acuerdo (4)
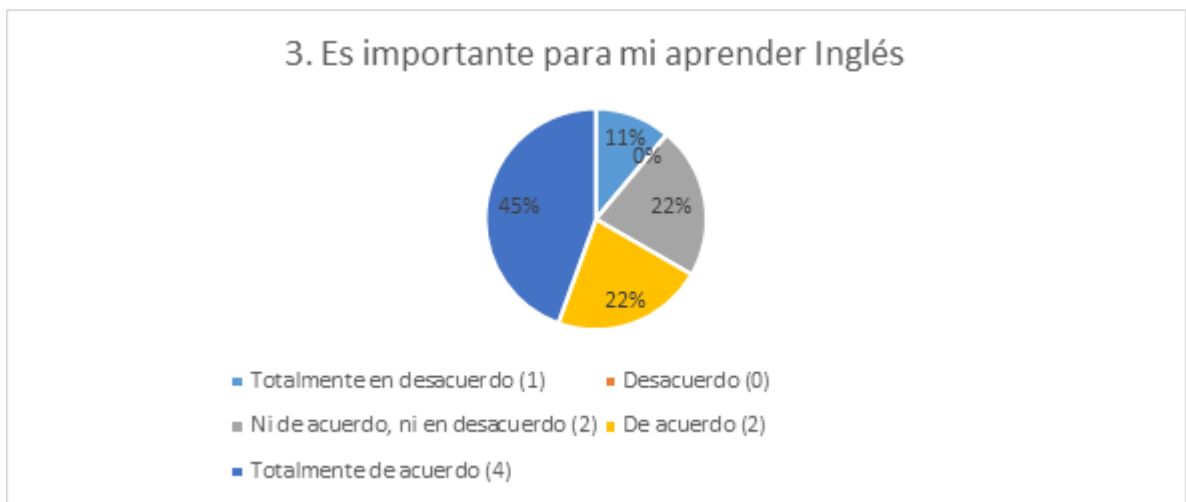
In the third statement, "Es importante para mi aprender inglés", four of the nine students stated to totally agree in believing that it is important for them to learn English. Two of the nine students just agree, two more of them neither agree nor disagree. Finally, only one student answered to totally disagree in thinking that learning English is important to them. With these results we can see that for more than half of the students, it is relevant to learn a second language, in this case English.

Only a few of them seem to not see the importance of learning English as a second language, which is also valid.

4. Serían más entretenidas e interesantes mis clases de Inglés si utilizo mi celular.

0% 1%
11%
78%

- Totalmente en desacuerdo (0) ▪ Desacuerdo (0)
- Ni de acuerdo, ni en desacuerdo (1) ▪ De acuerdo (1)
- Totalmente de acuerdo (7)
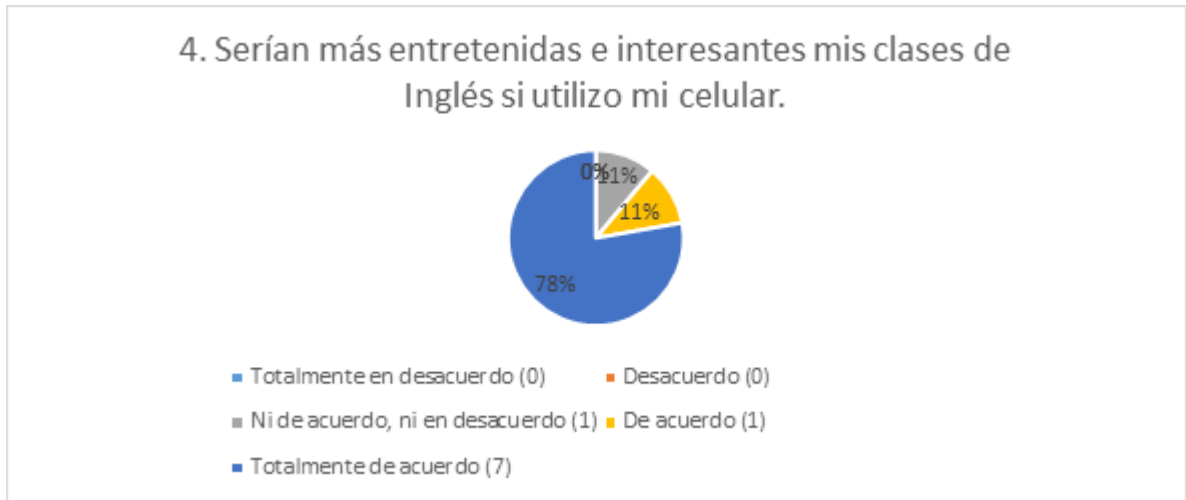
In the statement "Serían más entretenidas e interesantes mis clases de inglés si utilizo mi celular", there were seven out of nine students who totally agree to the fact that their English classes would be more fun and interesting if they used their mobile phones during class hours. One of the students just agrees, which is similar as to the response of the other seven students. On the other hand, only one student states to neither agree nor disagree to this statement. As Çakici, 2016 points out that the use of ICTs in classrooms creates a better and more powerful learning atmosphere, we can see the interest of the students if they were to be introduced inside classrooms for learning purposes.

5. Me siento cómodo/a en mis clases de Inglés

11% 0% 11%
0%
78%
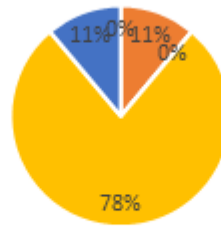
- Totalmente en desacuerdo (0)   ■ Desacuerdo (1)
- Ni de acuerdo, ni en desacuerdo (0)   ■ De acuerdo (7)
- Totalmente de acuerdo (1)

In the statement, "Me siento cómodo/a en mis clases de inglés", the majority, that is to say seven out of the nine students seem to agree to feeling comfortable in their English classes. Only one student totally agrees, while one of them disagrees in feeling comfortable in their English class. We can assume that most of the students who answered seem to feel comfortable and to like the environment that the teacher provides to them during the English class hours.

Question n° 6: ¿Me gustaría usar mi teléfono para aprender en las clases de inglés? ¿Por qué?

Students	Answer
Student one:	"Porque aprendería un idioma extranjero"
Student two:	" Sí porque sería más entretenido"
Student three:	"Para hacerlas más entretenidas podría ser con Duolingo o traductor"
Student four:	"Para buscar palabras que no conozco en inglés"
Student five:	"Sí me gustaría porque es bacan usarlo"
Students six:	" Porque es más divertido, porque aprendo más y es online"

Student seven:	"Sí me gustaría ya que yo tengo una aplicacion y entiendo cuando ocupo el celular"
Student eight:	"Porque hay muchas aplicaciones para Inglés, entonces encuentro que sería divertido y original ocupar el celular para las clases de Inglés".
Student nine:	"No, por qué el inglés en mi opinión es de hablar para aprender mejor. Con el celu uno se distrae, no siempre pero igual."

According to the answers obtained in this open question, we can analyze the following: two students are interested in using their cell phone in English classes so they can learn the language and acquire new vocabulary in English, four students want to use their cell phone since they think it is more entertaining to learn in this way, two students would like to use the cell phone in English classes because the implementation of technological devices seems good to learn, and only one student would not like the implementation of cell phones in English classes because he or she feels it would be a distraction for the class.

After analyzing the answers from the nine students who answered the open question of the pre-survey, we can conclude that eight out of the nine would like to use their mobile phones during English classes for various reasons: to learn a second language, to look up word meanings, to use language applications, etc. Some students also mentioned that they would like to use their cell phones because it would be more entertaining. Other say that by using their cell phones they would learn more and it is an original tool for teaching and learning. It is of great importance for students to know that "educators look for integrating technology within the classroom with the hope of augmenting the efficiency and efficacy of students learning" (Idir & Iskounen, 2018). That is why the Kahoot application was introduced to the students, to hope for them to learn and inherit more vocabulary which was the main purpose of the study.

On the other hand, only one student thought differently saying that mobile phones can be a distraction and that you use the oral production or speak in order to learn English, instead of using a cell phone to look things up.

In conclusion, the majority thinks that they would like to use their cell phones for learning English because it can be used as a tool to learn.

6.2 Post-survey

The following graphics were done with the information and the answers obtained from the post-survey applied with nine students from the research. The post-survey was applied on the last session in order to see the impressions after using the Kahoot application and their thoughts towards the English language. This survey was divided into five closed questions and one open question.
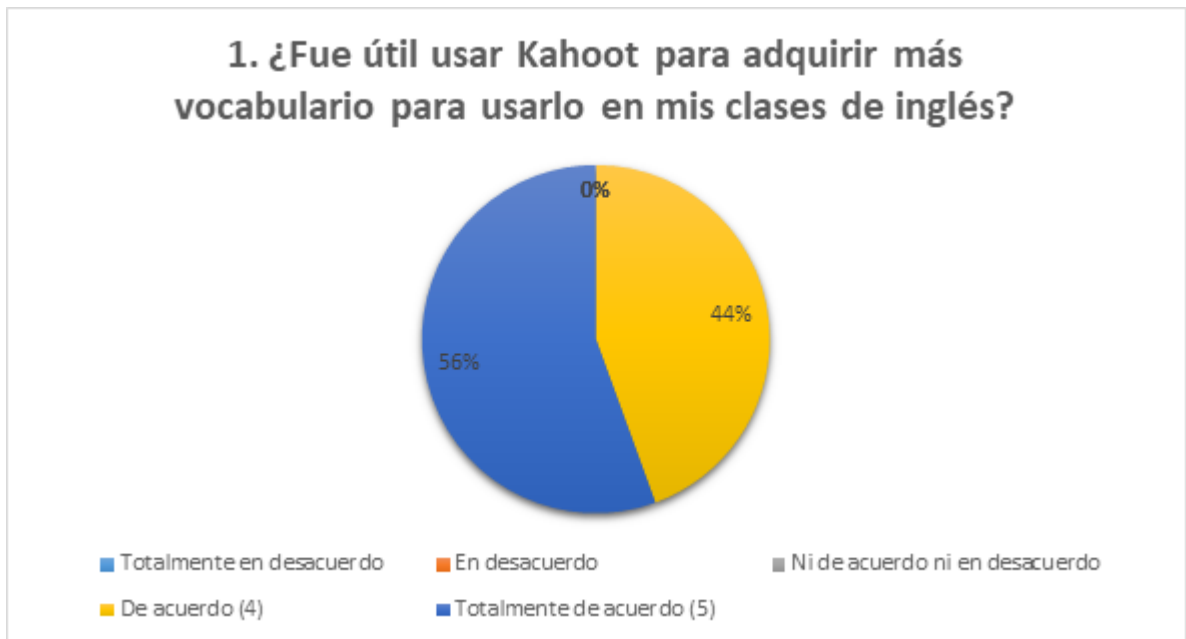
In the statement "¿Fue util usar kahoot para adquirir más vocabulario para usarlo en mis clases de inglés?" all the students answered in a positive way, where five of the students from the group of students definitely think that the use of Kahoot helped them to acquire more vocabulary, and four students from the group believe that they improved their vocabulary with the use of Kahoot. As Mayer (2014) point out "Multimedia refers to the presentation of words and pictures, whereas learning

refers to the learner's construction of knowledge" so, implementing a multimedia platform like Kahoot, which uses pictures and colors on each question as a method to learn a specific topic, makes the acquisition of new content more dynamic and more meaningful for the student, since this way students can remember content more easily when students need to use this information. It is possible to conclude that all of them improved their vocabulary using Kahoot and that they are aware of that which might be the reason why the whole group of students answered positively.
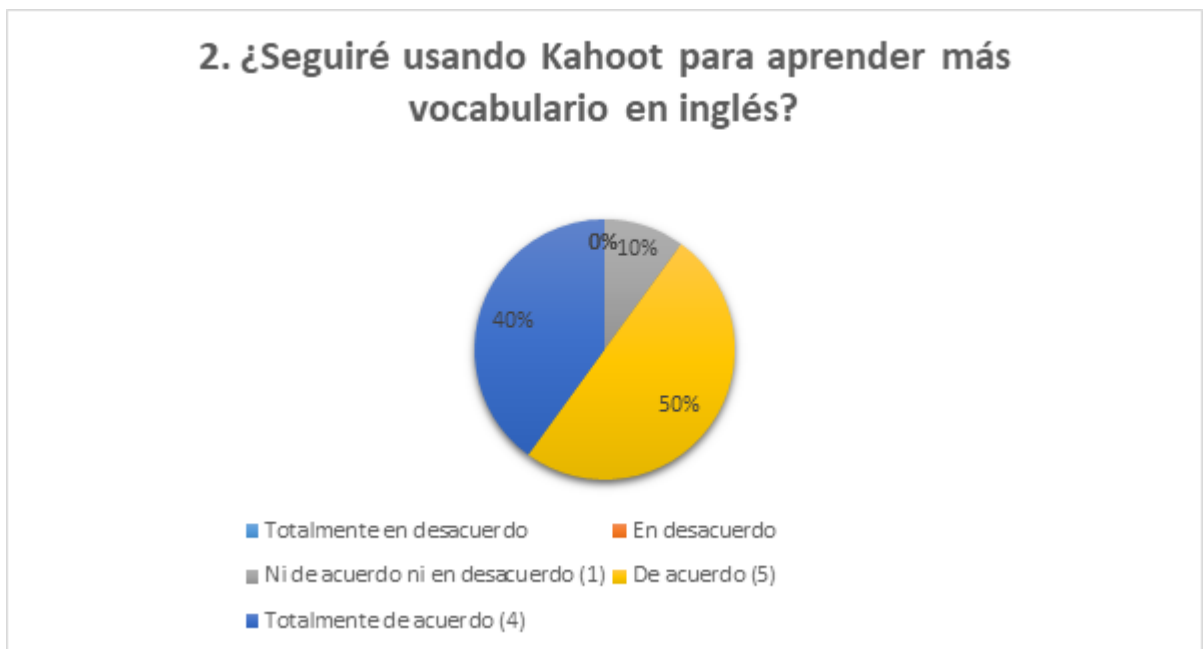
In the statement "¿Seguiré usando kahoot para aprender más vocabulario en inglés?", half of the students believe that they will continue using Kahoot to learn more, four students think that they definitely will use Kahoot in the future to acquire more vocabulary, and just one of the students from the group is indifferent about

continuing to use the application. With this data, it can be concluded that most students are motivated to continue using Kahoot to acquire more vocabulary, thus improving their level of English. This may be possible since the students saw in Kahoot the opportunity to learn in a different way. Only a small percentage of the group neither agrees nor disagrees with continuing to use the application to acquire more vocabulary.
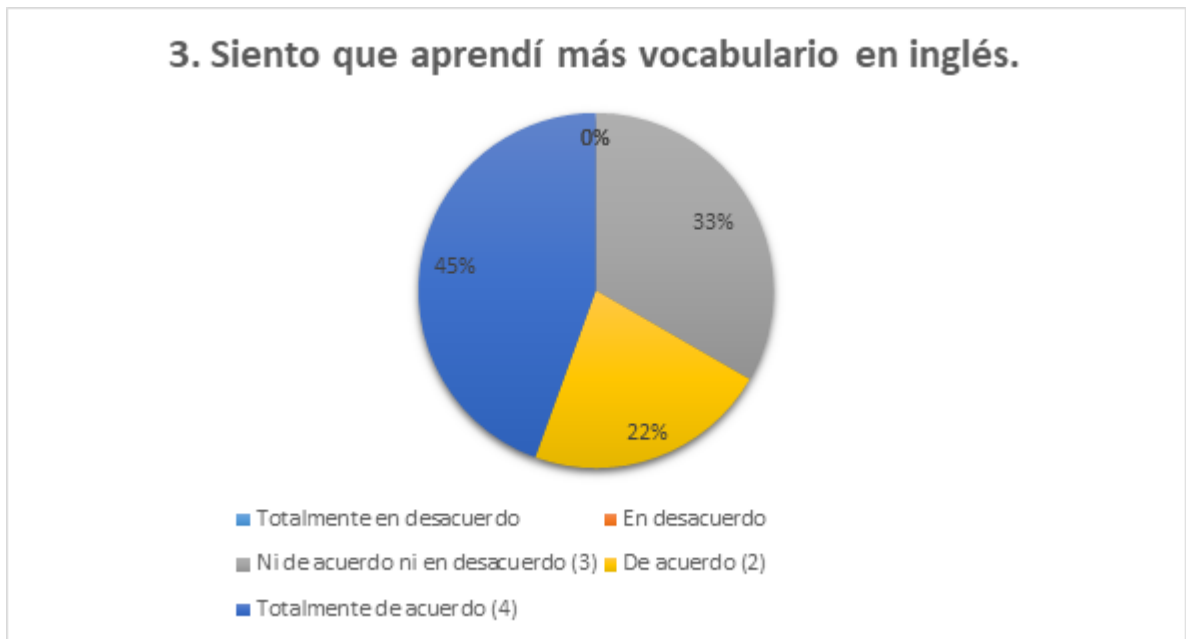
In the statement "Siento que aprendí más vocabulario en inglés" four of the total amount of students totally agree that they learned more vocabulary by using the application, two of them feel that they acquired more vocabulary through Kahoot, and three of the students neither agree nor disagree. It is possible to conclude that a large part of the group of students feel that they have acquired more vocabulary after using Kahoot during the sessions having only three people who are not sure if using Kahoot

actually helped them improve and acquire more vocabulary. With this information in mind it is possible to say that most of them will continue using this application in the future to learn more independently.

4. Siento que puedo reconocer y usar palabras de vocabulario que antes no sabía.

- Totalmente en desacuerdo
- En desacuerdo (1)
- Ni de acuerdo ni en desacuerdo (1)
- De acuerdo (3)
- Totalmente de acuerdo (4)
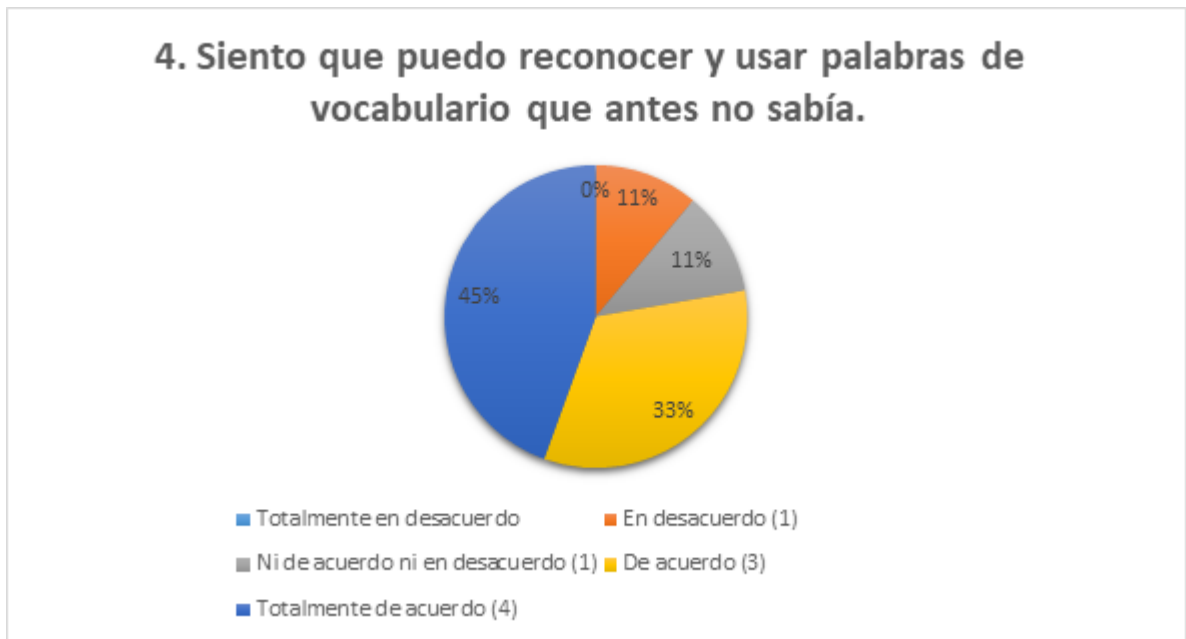
In the statement "Siento que puedo reconocer y usar palabras de vocabulario que antes no sabía" four students believe that due to the use of Kahoot they can now understand and use a broader vocabulary than they used to, three students feel that they know more vocabulary than before, one student is indifferent about whether or not he or she recognizes more vocabulary. Only one student thinks that there was no change in the way of understanding or using more vocabulary. According to the U.S department, "...technology has the potential to accelerate, amplify, and expand the impact of powerful principles of learning" (U.S. Department of Education, 2017), which can be reflected in the fact that students felt that they can use and recognize

more vocabulary after using Kahoot. With this data it can be deduced that although everyone worked the same sessions at the same time, not everyone feels that Kahoot was really helpful at all to better understand the vocabulary taught which was the same taught in their regular English classes. Nevertheless, many of the students feel that the vocabulary taught can be understood and used better since they have worked it both in their regular classes and in the Kahoot sessions.
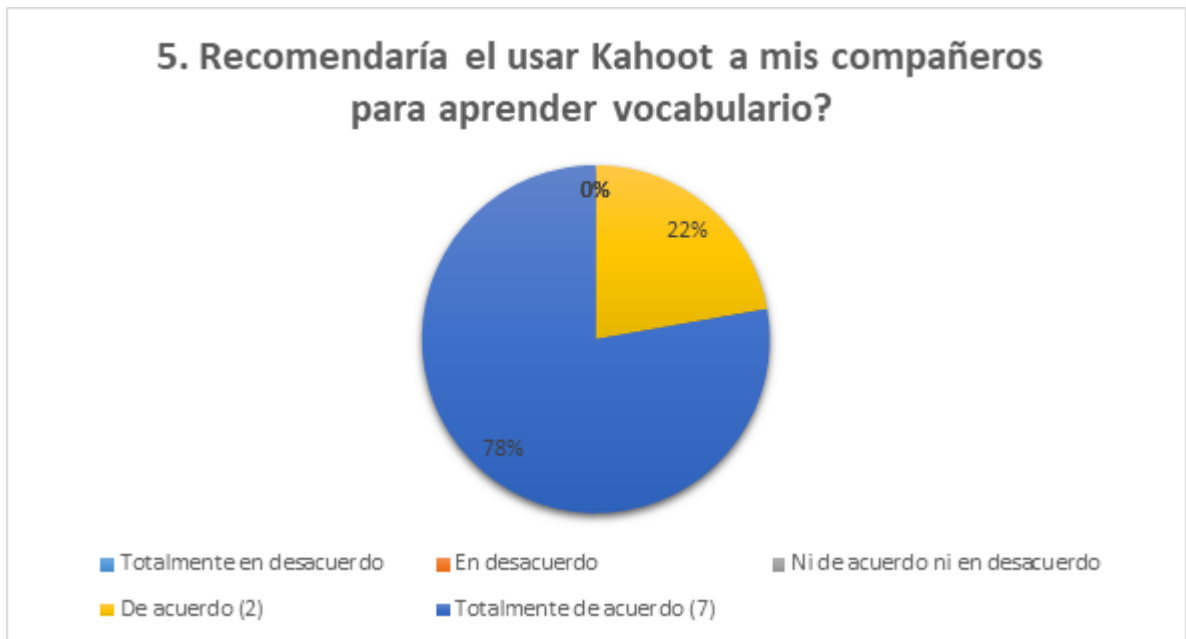
In the statement "Recomendaría el usar Kahoot a mis compañeros para aprender vocabulario", seven students were convinced that they will recommend Kahoot to their classmates to improve their vocabulary in English and two students agreed with recommending the application to their partners. In this case, we have that the whole group would recommend the application to their classmates because they learned in a different way with the application and would recommend their

classmates to use Kahoot so that they can also acquire and understand more
vocabulary in a more different and entertaining manner.

Question n° 6: "¿Cómo me ayudó el uso de Kahoot para aprender más vocabulario en
inglés?"

Students	Answers
Student one:	"Aprendí cosas que no sabía."
Student two:	"Porque tenía imágenes y me acordaba de cómo se llamaba en inglés."
Student three:	"La entretención de jugar con mis compañeros y competir contra ellos hace que no me aburra."
Student four:	"Siento que aprendí más de los que sabía."

Student five:	"A ser más competitivo y ser más amigos."
Student six:	"Para aprender más vocabulario en inglés."
Student seven:	"Era más entretenido aprender inglés y competir con mis compañeros."
Student eight:	"Porque fue más entretenido."
Student nine:	"Fue una manera muy divertida de aprender inglés y aprendí demasiado."

According to the answers obtained in this open question, we can analyze the following: Three students feel that Kahoot helped them learn new vocabulary and content in English that they did not know, one student feels that Kahoot helped him remember things he already knew in English, four people entertained learning with

Kahoot activities, and one student feels That Kahoot helped him make friends through the sessions.

For this statement, we can deduce that most students feel that Kahoot helped them learn more vocabulary due to it being entertaining and interactive for them to use in the different sessions. Thus, being Kahoot the tool that helped them understand and learn more vocabulary that they did not dominate before. Due to how entertaining it was to learn vocabulary, students could assimilate the content seen in Kahoot sessions better to use them in their regular English classes. Another reason that helped to accept the use of Kahoot to learn more vocabulary from students is that they could learn while playing and competing with their classmates to see who achieved the first place by responding quickly and correctly.

It is necessary to point out that although most of the students felt that they learned more and that vocabulary acquisition was achieved, some students refrained from thinking both positively and negatively, and even some students felt that there really was no real change when it comes to understanding or using vocabulary in English.

Session 1 Past simple																		
Kahoot! Summary																		
RANK	Players	Total Score (points)	Q1	Past simple of "MOVE"	Q2	Past simple of "DO"	Q3	Past simple of "BREAK"	Q4	Past simple of "BE"	Q5	The past form of "HIT" is "HIT"	Q6	The auxiliar of past form is "will"	Q7	Irregular verbs have a "ed" at the end of the verb	Q8	The sentence " I didn't eat too much" is incorrect
1	conyflor	6208	900	Moved	0	Doed	0	Breaked	830	Was/Were	935	True	1025	False	1140	False	1378	False
2	melissa	4921	0	Moveed	0	Doing	680	Broke	860	Was/Were	1040	True	1098	False	1243	False	0	True
3	samantha	4783	850	Moved	0	Doed	0	Broken	720	Was/Were	935	True	1078	False	1200	False	0	True
4	rayencita	3895	0	Moveed	0	Doed	0	Broken	770	Was/Were	930	True	1015	False	1180	False	0	True
5	eloisa	3446	810	Moved	0	Dided	0	Breaked	0	Beed	835	True	0	True	873	False	928	False

In the first session based on past simple, there were five students who had the chance to try this new educational application. As we can see in the graph, the student who achieved first place had two wrong answers as to the fifth place who had four incorrect answers having the lowest score, 6208 and 3446 respectively. In comparison between first and second place, we can see that the second place had one more incorrect answer than the first place. However, if you look at the answers they both had correct, the second place had higher scores than the first place. That is due to the fact that the person who answers faster obtains more points. In comparison with

fourth and fifth place, the graph shows that it was only a matter of who answered the quickest since they had the same number of incorrect answers, having only a difference of 449 points. This situation also occurred between second and third place, since there was only a minimum difference of 138 points with the same amount of correct and incorrect answers.

Session 2 Means of transport																	
Kahoot! Summary																	
R A N K	Players	Total Score (points)	Q1	What means of transport is this?	Q2	What means of transport is this?	Q3	What means of transport is this?	Q4	What means of transport is this?	Q5	Is this a "PLA NE"?	Q6	Is this an "Spac eship" ?	Q7	Taxi in Englis h is called "Taxi or Cab"	Q8	Is this a "TRAIN"?
1	rayencita	8251	878	Chariot	1025	A ship	1123	Subway	1220	Motorbike	1250	False	1380	True	1375	True	0	True
2	conyflor	7181	865	Carriage	993	A ship	0	Train	908	Motorbike	865	False	1055	True	1220	True	1275	False
3	eloisa bb	5118	0	Cabbage	0	A boat	0	Train	893	Motorbike	920	False	1045	True	1150	True	1110	False
4	Cholly perez	4601	843	Chariot	0	A subma rine	880	Subway	1013	Motorbike	0	True	865	True	1000	True	0	True
5	melissa	3880	0	Cabbage	0	A boat	0	Train	870	Motorbike	890	False	1005	True	1115	True	0	True
6	samantha	2518	0	Cabbage	0	A boat	0	Train	903	Motorbike	0	True	855	True	760	True	0	True
7	Luciano	1863	0	Cabbage	0	A boat	0	Train	933	Motorbike	0	True	930	True	0	False	0	True

#	Name	Score																	
8	madeline	1700	0	Cabbage	0	A boat	0	Train	885	Motorbike	0	True	815	True	0	False	0	True
9	Bastian	910	0	Cabbage	0	A boat	0	Train	0	Bike	0	True	910	True	0	False	0	True

In the second session based on means of transport, there were nine students present at the time of applying Kahoot, being this the first time that all the students were present for a session. As the graph points out, the first place obtained a total of seven correct answers and only one incorrect, on the other hand the last place obtained one correct answer and seven incorrect. The second place had the same amount of correct answers than the first place, but the difference in points is due to the fact that the first place responded faster than the second place, obtaining more points, this being the reason why the first place obtained 8251 points, and the second place obtained 7181 points. The same applies to the third and fourth place, which have the same amount of correct answers (four correct answers) but different scores (5118 and 4601 points respectively), but in this case there is another factor that influences the score, and is that there are questions that award more points than others. Something similar happens with the seventh and eighth place where the difference in points is only 163, this being only because the seventh place responded faster than the eighth place. It is possible to conclude that, for this session, the students were more focused on answering quickly to get more points than on answering well, this being the reason why there were so many mistakes from third place onwards.

R A N K	Players	Total Score (points)	Q1	Is this...?	Q2	Is this...?	Q3	Is this...?	Q4	Is this...?	Q5	How can I ask how to get to a place in English?	Q6	Select the correct answer to the next question: "How much time does it take you to get there?"	Q7	Select the correct answer to the next question: "Where can I take the train?
1	rayencita	4697	868	Train Station	988	Port	1118	Airport	0	Busport	0	What can i get to...?	730	30 minutes	993	In the Train Station
2	melissa	2620	0	Station Train	0	Ship Station	893	Airport	0	Busport	0	How did I got to...?	737	30 minutes	990	In the Train Station
3	Luciano	1782	0	Station Train	0	Ship Station	885	Airport	0	Bus Station	0	How did I got to...?	897	30 minutes	0	In the train stop
4	Conyflor	1763	860	Train Station	0	Ship Deck	0	Airplane	0	Busport	0	How did I got to...?	903	30 minutes	0	In the Gas Station
5	Bastian	1758	0	Station Train	0	Ship Station	870	Airport	0	Bus Station	0	How did I got to...?	888	30 minutes	0	In the train stop
6	madeline	1628	0	Station Train	0	Ship Rester	880	Airport	0	Bus Station	0	What can i get to...?	748	30 minutes	0	In the train stop
7	Eloísa bb	873	0	Station Train	873	Port	0	Airplane	0	Bus Station	0	How did I got to...?	0	By Bus	0	In the train stop

In the third session also based on means of transport, there were seven

students who had the chance to use this new educative application. As we can see in

the graph, the student who achieved first place had one wrong answer as to the

seventh place who had six incorrect answers having the lowest score of the activity. In comparison between first and second place, we can see that the second place had three more incorrect answers than the first place. Moreover, we can see that the first place, obtained the higher scores in all of the questions because her answers were faster than the other players, and also, they were correct.

The sixth and the seventh place had a difference of 745 points. This is because the sixth player had one more correct answer than the seventh.

The third, fourth and fifth players had 1782, 1763, and 1758 points respectively. Those players were the ones who obtained the lowest points of difference of 5 and 24 points respectively between the third and fourth place, and the fourth and fifth place.

Moreover, the first and the seventh place had a difference of 4224 points, and the last place answered just one question right. So the difference was huge. As a conclusion it can be assumed that most part of the students had troubles to recognize and apply vocabulary related to "trips and travelling".

R A N K	Players	Total Score (points)	Q1	If I want to go to another country, I...	Q2	What means of transport is this?	Q3	Past simple of HAVE.	Q4	This is a port	Q5	The past form of "READ" is "READED"	Q6	Where can I take the bus in the city?	Q7	Which is the correct structure of "Affirmative Past Simple"?	Q8	In affirmative sentences, I can easily find a verb...
1	Bastian	6046	895	travel to another country	1053	A ship	1162	had	1218	True	0	True	855	In the Bus Stop	863	Subject+verb in past form+complement	0	Before the subject
2	Conyflor	5607	887	travel to another country	1047	A ship	0	haved	860	True	995	False	0	In the Bus Station	870	Subject+verb in past form+complement	948	After the subject
3	Luciano	4619	898	travel to another country	1062	A ship	0	haved	923	True	0	True	863	In the Bus Stop	873	Subject+verb in past form+complement	0	Before the subject
4	rayencita	4000	0	visited another country	947	A ship	0	havesed	953	True	1015	False	1085	In the Bus Stop	0	Subject+verb+complement+past	0	Before the subject
5	Cholly perez	2912	955	travel to another country	0	A cruzeriro	932	had	1025	True	0	True	0	In the Bus Parade	0	Subject+auxiliar+verb in past form+complement	0	After the negation
6	Eloísa bb	2906	948	travel to another country	0	A cruzeriro	0	haved	0	False	0	True	903	In the Bus Stop	1055	Subject+verb in past form+complement	0	After the negation

7	samantha	2688	0	visited another country	945	A ship	0	haved	900	True	0	True	0	In the Bus Parade	0	Subject+verb+ complement+ past	843	After the subject
8	madeline	2485	0	visited another country	942	A ship	0	haved	0	False	0	True	840	In the Bus Stop	0	Subject+verb+ complement+ past	703	After the subject
9	melissa	1825	0	go to another country	957	A ship	0	haved	868	True	0	True	0	In the Bus Station	0	Subject+ verb in past form+adjective+complement	0	Before the adverb

In the fourth session based on a summary of the vocabulary viewed in the three previous sessions, we had complete attendance, therefore it was more exciting and more difficult for the students to obtain the first places. In general, we can see that in this session most of the students had more incorrect answers than correct ones. The student who obtained first place had six correct answers, while the last place only had two correct answers. The difference between first place and second place was based on how quick they answered since they had the same number of correct answers, but with a difference of 439 points.

Moreover, referring to third and fourth place, there were 619 points of difference, where third place had five correct answers and fourth had only four. It is possible to conclude that in some of the answers that the fourth place had correct, the student had higher scores since the difference between the final scores is not much.

Finally, from the fifth place and down, we can see that the scores lowered considerably from 4000 points to 2912 points, therefore the number of incorrect answers predominate over the correct ones, meaning that they performed poorly in this session where the last place obtained 1825 points only, which is very low.

Session 5 Adjectives																	
Kahoot! Summary																	
R A N K	Players	Total Score (points)	Q1	Adjectives are...	Q2	This is...?	Q3	Which adjective best describes him?	Q4	Which word is an adjective?	Q5	Which is NOT an adjective?	Q6	Which group of words are adjectives?	Q7	The word "TERRIFIC" is an adjective	Q8	This is an SMALL Castle
1	Eloísa bb	5111	0	something you do	0	a new house	0	Short	920	Modern	0	funny	1966	shy, friendly, smart, curious	1065	True	1160	False
2	samantha	4711	1840	words that describes a subject	998	an old house	0	Pretty	0	office	943	walking	0	quiet, he, smart, noise	930	True	0	True
3	luciano	3792	1776	words that describes a subject	1008	an old house	1008	Tall	0	office	0	pretty	0	very, happy, sad, quiet	0	False	0	True
4	Bastian	3746	1760	words that describes a subject	993	an old house	993	Tall	0	office	0	pretty	0	very, happy, sad, quiet	0	False	0	True
5	madeline	3675	1830	words that describes a subject	963	an old house	0	Pretty	0	office	882	walking	0	very, happy, sad, quiet	0	False	0	
6	melissa	3062	0	something you do	0	an outstanding house	653	Tall	818	Modern	0	funny	0	quiet, he, smart, noise	683	True	908	False

7	rayencita	2860	0	a person, place or thing	0	an outsta nding house	0	Short	890	Modern	1037	walking	0	quiet, he, smart, noise	0	False	933	False
8	Cholly perez	2845	1960	words that describ es a subject	0	a new house	0	Pretty	0		0	funny	0	quiet, he, smart, noise	0	False	885	False
9	Conyflor	1808	0	a person, place or thing	0	a good house	0	Short	865	Modern	0	funny	0	very, happy, sad, quiet	943	True	0	True

In the fifth session which was focused on adjectives, all the students were present on this day. Being this the last session, the students were excited to work in Kahoot. In this session, what happened in previous sessions was repeated, since many students obtained incorrect answers when trying to respond quickly without reviewing the alternatives consciously. The first and second place both had the same number of correct and incorrect answer; however, there was a difference of 400 points because the winner selected the alternatives more quickly.

In addition, the third, fourth and fifth places had the same number of correct answers which were only three and incorrect answers which were five with only a difference of 117 points from the fifth place to the third place meaning that their scores in the answers that they had correct were very similar.

Moreover, the student who obtained sixth place had four correct and four incorrect answers just like the first place. The difference here is based on which question the student answered since there are some that are worth more points than others which is determined by its difficulty or complexity. Consequently, the reason why this student was sixth place was because he or she answered the easier questions

that were part of this session, opposite to the first place who answered correctly the most difficult ones. A similar situation occurred to the seventh place compared to fourth and fifth places since they all answered three question correctly and five incorrectly, but the students who obtained the better places answered the questions that were more complex.

Finally, the eighth and ninth places only had two correct answers and six wrong answers obtaining the lowest scores of this session, 2845 and 1808 respectively.

As a conclusion, we can assume that the students managed different types of vocabulary and they were able to put into practice their vocabulary depending on the activities that they developed. Moreover, the students who obtained the higher scores were not always the same ones, they changed depending on the lessons. The same happened with the students who obtained the lowest scores, they were not the same in all the activities.

6.4 Pre-test

   This test was applied on the first session in order to know how much the

students knew the vocabulary.

   The test was divided into four items:

I. Past simple

II. Adjectives

III. Means of transport

IV. Past simple (writing)

 The following graphic shows the level of achievement for each item of the pre-test.

Pre test
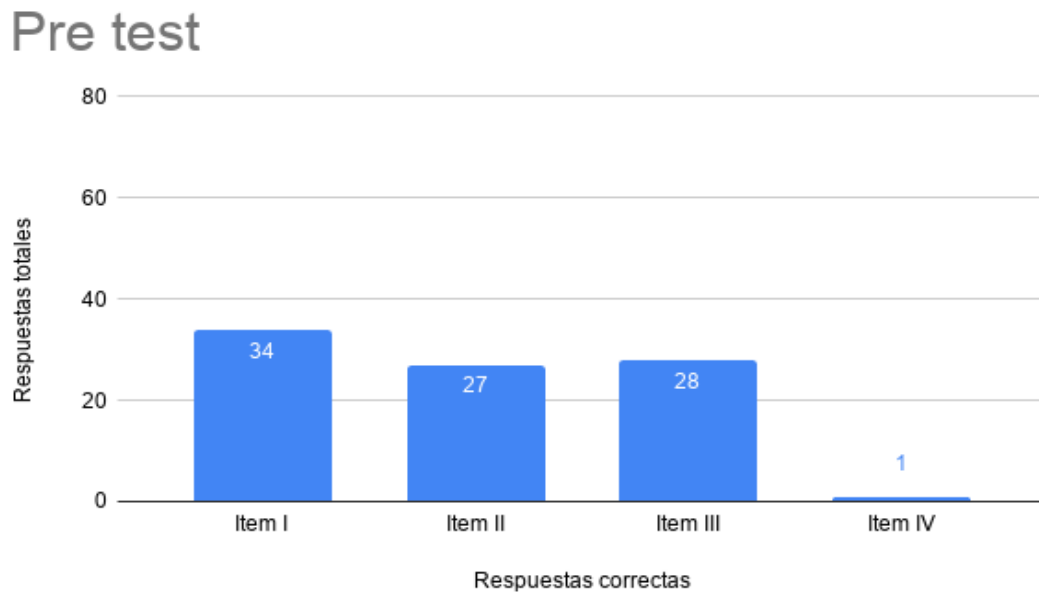
First of all, it is important to mention that the expectation of the results obtained from the first test was that the scores will not reach the maximum score, and the passing grades will not be achieved for all the students. The reason why it was thought in that manner, was because of their previous development in their previous classes and tests. Due to that reason, the results were as we expected from the beginning.

With these results, on Item I, students answered 47% of the questions right. This means that most of the students had problems using vocabulary related to past simple. On Item II, students answered 84% of the questions about means of transport. On Item III, students answered 100% right about adjectives. And finally on Item IV, students answered 8,3% of the questions about past simple and writing skills. This part of the test was very difficult for students, since it was complicated for them when they had to write a sentence or even a short phrase in English. According to the results obtained from all Items, it can be demonstrated that this test was not as successful, and the students did not manage the contents that we asked for.

6.5 Post-test

First of all, it is important to mention that due to the Chilean context, it was thought that the students were not going to be able to complete the test successfully, because they would not remember the content practiced during Kahoot lessons. Moreover, they felt anxious, nervous and even scared because of all the issues. Also,

they did not have classes during two weeks approximately. However, the results show something completely different and positive for the investigation.

This test was applied on the last session, in order to observe and analyze to know if the students learned the vocabulary seen during the Kahoot sessions. This post- test had the same format on the pre- test. Moreover, the contents were the same, but the vocabulary seen was more complex.

The following graphic shows the level of achievement for each item of the post test.

Post test
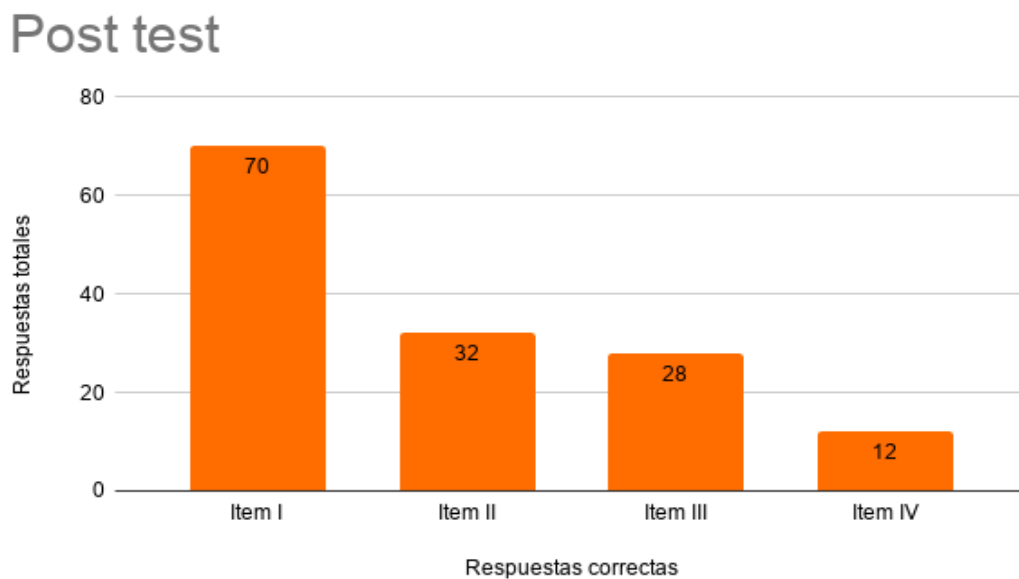
With these results, on Item I, students answered 97, 2% of the questions right. So, they are able to recognize and use vocabulary related to past simple. On Item II,

students answered correctly 100% of the questions about means of transport. On Item III, students answered 87, 5% right about adjectives. On Item IV, students answered 100% of the questions about past simple and writing skills. According to the results obtained from all items, it can be assumed that the test was successful and the students achieved what they were supposed to achieve.

As we can notice, on Items: I, II and IV the level of student's achievement increased positively. They were able to answer almost all the questions right. However, on item III, the students had the same results than the first test.

6.6 Pre and post-test analysis

Student	Mark
Student 1	5.4
Student 2	5.0
Student 3	4.2
Student 4	3.9
Student 5	3.6
Student 6	3.1
Student 7	2.5
Student 8	2.3

Student	Mark
Student 1	6.6
Student 2	7.0
Student 3	5.8
Student 4	7.0
Student 5	6.2
Student 6	6.6
Student 7	7.0
Student 8	7.0

The first table above shows the grades obtained from the pre- test, while the

second table shown above shows the grades from the post- test. There is a huge, but

positive difference between the first and the second test. As we mentioned before, the

first test was applied before the use of Kahoot in order to know how much the

students knew about the vocabulary that is why the results were so low. On the other

hand, the second test was applied after the use of Kahoot, so the results increased due

to the practice that the students had with the application. Also, students had the

opportunity to keep working on activities related to the content between the pre-test

and the post- test, so when they had to face the post- test they felt more confident and

less anxious than their first experience with the pre-test.
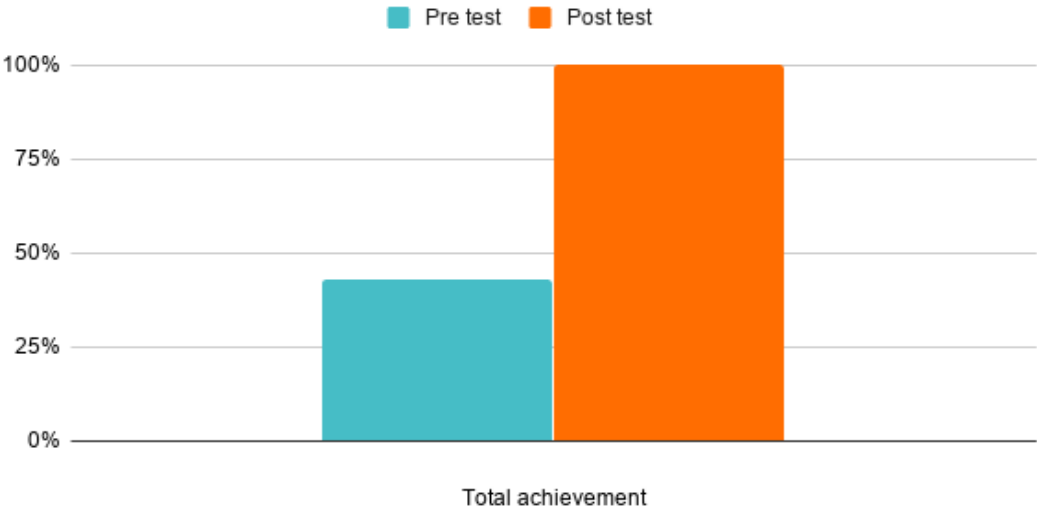
The media of the grades from the first test is 3.7, so the students failed the test, because they did not accomplish the minimum contents and the score to pass the exam. It is thought that it was due to their nervousness and their anxiety to complete a test. Moreover, they were worried while they completed the pre- test, even though the test was non-graded for them, so it would not affect their school grades.

The media of the grades from the second test is 66.5, so the students approved the test successfully. It is thought that it was because of the practice that they had while they were using Kahoot application. Moreover, they felt relaxed and confident about their knowledge and the style of the test.

The difference between the scores and grades from the pre and the post-test are positive to affirm that students can increase their vocabulary by using Kahoot application.

1. Conclusions

It is important to know that nowadays technologies are being more and more used in life, in work, but most importantly in schools. Teachers are the ones who must be up to date according to the new generation of students and their approach towards technologies and it is where educators must take advantage of them for teaching and learning purposes. It is necessary for teachers to lose their fear of using and implementing these new technologies in the classroom, as classes stop being monotonous and become more interesting for students. For this reason, we decided to implement Kahoot application for students to improve and reinforce their vocabulary.

Consequently, as a group we have noticed that using Kahoot application was a good methodology to implement in Chilean classrooms, since our educational context is far away from teaching by using technologies inside classrooms. Most of the teachers prefer to teach the same way they learned, that is to say by using a board, books and other traditional tools. So when we applied and tried these games related to the content and vocabulary, students' response was interesting and as a group we were able to understand how much it really benefited the students' confidence in learning English. Therefore, our students were able to practice vocabulary and play at the same time, so their vocabulary increased successfully.

Moreover, we could include Information and Communication Technologies (ICTS) in our lessons by using cell phones and an educative application. Due to this,

students were more willing to participate in the lessons while they were playing with Kahoot. It brought positive benefits to them: They used their cellphones in a productive and educative manner, they practiced and increased vocabulary thanks to their mobile phones and they were able to learn and reinforce the content in a different way in which they do in all the classes, so it was innovative. Also, by using Kahoot students could have the opportunity to work individually and trust in what they know. More specifically, that they were able to understand that learning another language can be difficult sometimes, but if they persevere and practice what they learned while using Kahoot, the new vocabulary and content will be useful in their future.

Their vocabulary improved from the pre-test to the post-test because at the beginning they could not make use of vocabulary and they did not know the meaning of some words. However, after using Kahoot, and after the post-test most of the students were able to make use of vocabulary without mistakes, and they were able to recognize and apply vocabulary according to the context.

Kahoot was positively and successfully used by the students, because they enjoyed it and they learned at the same time. The fact that students use technology daily is the main reason why we decided to use this application. By implementing a new way to learn in which they are able to use their technological device was an idea with great potential since we are in the digital age and it is essential for us as teachers to adapt to this new paradigm.

As a conclusion, the use of Kahoot application is completely recommendable for all of those teachers who want to try and apply and interact with different types of methodologies in order to change the way in which the students are working and increase the vocabulary learning of the students, by including technologies in a useful manner inside the English classroom. We consider that it was a great tool to implement in these students who seemed very interested and enthusiastic in learning English as a second language.

2. References

Brown, H. (2000). Principles of Language Learning and Teaching. pp 1-354.

Retrieved from:

https://1atestacna.files.wordpress.com/2012/04/principles_of_language_learning_an

d_teaching.pdf

Budhwar, K. (2017) The role of technology in education. pp. 1-3. Retrieved from:

http://www.ijeast.com/papers/55-57,TESMA208,IJEAST.pdf

Burns, Anne. (2015). Action research. pp. 187- 204. Retrieved from:

https://www.researchgate.net/publication/282199978_Action_research#targetText=A

ction%20research%20(AR)%20is%20a,informing%20and%20supporting%20the%20

other.

Cabrol, M, Severin, E. (2010) " Tics en educación: Una innovación disruptiva".

Retrieved from:

https://publications.iadb.org/en/bitstream/handle/11319/3123/TICS%20en

Cambridge Assessment English. (2019) Retrieved from

https://www.cambridgeenglish.org/exams-and-tests/flyers/test-

format/#targetText=A2%20Flyers%20is%20made%20up,what's%20in%20each%20p

aper%20below.&targetText=Linked%20to%20the%20CEFR%2C%20Can,for%20St

arters%2C%20Movers%20and%20Flyers.

Castro Garces, A & Guaqueta, C. (2018). The Use of Language Learning Apps as a

Didactic Tool for EFL Vocabulary Building. pp. 1-11. Retrieved from:

http://doi.org/10.5539/elt.v11n2p61

Çakici, D. (2016). The use of ICT in teaching English as a foreign language.

Retrieved from:

https://www.researchgate.net/publication/322294214_The_use_of_ICT_in_teaching_

English_as_a_foreign_language

Chizaka, B, Mamvuto, A, Matiure, S, Mukabeta, M, Shumba, T, Zireva, D (2013).

"ACTION RESEARCH: Some Practical Ideas For Educational Practice" pp. 1-56.

Retrieved from:

https://resourcecentre.savethechildren.net/node/9887/pdf/action_research-

_some_practical_ideas_for_educational_practice.pdf

Eric Klopfer, Scot Osterweil, Jennifer Groff, Jason Haas (2009). Using the

Technology of Today, in the Classroom Today. pp. 1-24. Retrieved from

https://education.mit.edu/wp-

content/uploads/2018/10/GamesSimsSocNets_EdArcade.pdf

Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology:

Effectiveness of ICT integration in schools. International Journal of Research in

Education and Science (IJRES), 1(2), 175-191. Retrieved from:

https://files.eric.ed.gov/fulltext/EJ1105224.pdf

Idir, R. , Iskounen , S. (2018). Investigating the Impact of Using Mobile

Technology   on Improving EFL Students' Learning

Achievement: A Case Study. pp. 1-105. Retrieved from:

https://pdfs.semanticscholar.org/c526/d996a28b440f47db223c0cbca454cf8334e1.p

df

Larsen-Freeman, D. and H. Long, M. (2014). An introduction to second language

acquisition research. 2nd ed. New York: Routledge, pp.1-184.

Mayer, R. (2014) The cambridge handbook of Multimedia Learning. Retrieved

from:

https://pdfs.semanticscholar.org/fd09/96d9b55901cecacf4427fc1f6837d1868b7a.pd

f

McMillan, J , Schumacher, S (2005). "INVESTIGACIÓN EDUCATIVA UNA

INTRODUCCIÓN CONCEPTUAL" Retrieved from: https://des-

for.infd.edu.ar/sitio/upload/McMillan_J._H.__Schumacher_S._2005._Investigacion

_educativa_5_ed..pdf

Noor, S. (2013) An Effective use of ICT for Education and Learning by Drawing on

Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for

Education. Retrieved from: https://www.nyu.edu/classes/keefer/waoe/amins.pdf

Prensky, M. (2011). Digital natives, digital immigrants. pp.1-6. Retrieved from:

https://www.marcprensky.com/writing/Prensky%20-

%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Reimagining the Role of Technology in Education: 2017 National Education

Technology Plan Update pp. 1-106. Retrieved from: https://tech.ed.gov/

Reza, M. (2012). Improving Vocabulary Learning in Foreign Language Learning

Through Reciprocal Teaching Strategy. pp. 186-201. Retrieved from:

http://www.macrothink.org/journal/index.php/ijld/article/view/2882

Severin, E. (2014)"Tecnologías de la Información y la Comunicación, TIC, para el

aprendizaje" Retrieved from:

http://repositorio.minedu.gob.pe/bitstream/handle/123456789/4916/Tecnolog%c3%

adas%20de%20la%20Informaci%c3%b3n%20y%20la%20Comunicaci%c3%b3n%

2c%20TIC%2c%20para%20el%20aprendizaje.pdf?sequence=1&isAllowed=y

Unicef. (2017) Niños en un mundo digital. pp. 1-40. Retrieved from:

www.unicef.org/SOWC2017

Vanpatten, B. and Williams, J. (2015). *Theories in second language acquisition an*

introduction. 2nd ed. New York: Routledge, pp.1-245.
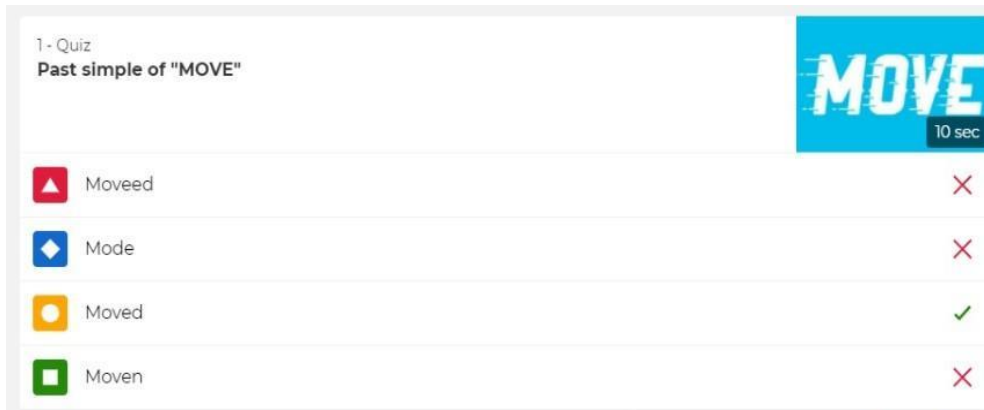
Hiebert, E & Kamil, M. (2009). *Teaching and learning vocabulary. Bringing*

research to practice. Mahwah, New Jersey: Taylor & Francis e-Library.

3. Annexes

The following pictures correspond to the activities developed during the Kahoot sessions.
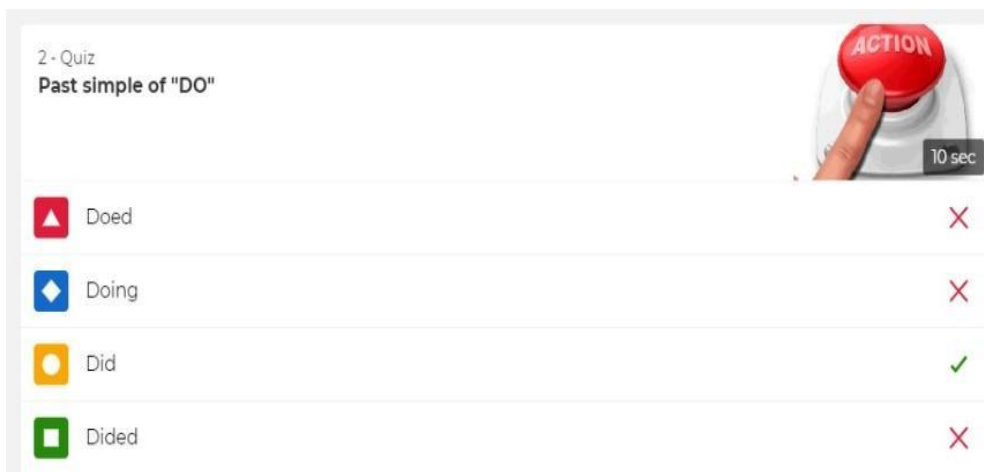
Quiz 1: Past simple

3 - Quiz
Past simple of "BREAK"

10 sec

🔺 Broke ✓

🔷 Broken ✗

🟠 Bought ✗

🟩 Breaked ✗

4 - Quiz
Past simple of "BE"

10 sec

🔺 Be ✗

🔷 Was/Were ✓

🟠 Beed ✗

🟩 Been ✗

5 - True or False
The past form of "HIT" is "HIT"

20 sec

🔺 False ✗

🔷 True ✓

6 - True or False
The auxiliar of past form is "will"

20 sec

🔺 False ✓

🔷 True ✗

7 - True or False
Irregular verbs have a "ed" at the end of the verb

20 sec

△ False ✓

◆ True ✗

8 - True or False
The sentence " I didn't eat too much" is incorrect

20 sec

△ False ✓

◆ True ✗

Quiz 2: Means of transport

1 - Quiz
What means of transport is this?

20 sec

△ Cabbage ✗

◆ Carriage ✓

⬠ Chariot ✓

◻ cab ✗

2 - Quiz
What means of transport is this?

▲	A boat	✗
◆	A submarine	✗
●	A ship	✓

3 - Quiz
What means of transport is this?

▲	Subway	✓
◆	Train	✗
●	Bullet train	✗
■	Underground	✓

4 - Quiz
What means of transport is this?

20 sec

🔺	Skateboard	✗
🔷	Bike	✗
🟧	Bicycle	✗
🟩	Motorbike	✓

5 - True or False
Is this a "PLANE"?

10 sec

🔺	False	✓
🔷	True	✗

6 - True or False
Is this an "Spaceship"?

10 sec

🔺	False	✗
🔷	True	✓

7 - True or False
Taxi in English is called "Taxi or Cab"

10 sec

▲ False ✗

◆ True ✓

8 - True or False
Is this a "TRAIN"?

10 sec

▲ False ✓

◆ True ✗

Quiz 3 : I want to travel

1 - Quiz
Is this...?

20 sec

▲ Train Station ✓

◆ Station Train ✗

● Train Parade ✗

■ Train Stop ✗

2 - Quiz
Is this…?

20 sec

▲	Ship Rester	✗
◆	Ship Deck	✗
⬤	Ship Station	✗
■	Port	✓

3 - Quiz
Is this…?

20 sec

▲	Airplane	✗
◆	Airdeck	✗
⬤	Airport	✓
■	Airplane Rester	✗

4 - Quiz
Is this…?

20 sec

▲	Bus Stopper	✗
◆	Bus Stop	✓
⬤	Busport	✗
■	Bus Station	✗

6 - Quiz
Select the correct answer to the next question: "How much time does it take you to get there?"

30 sec

▲	30 minutes	✓
◆	By Bus	✗
⬤	Near the store	✗
⬛	30 Milles	✗

7 - Quiz
Select the correct answer to the next question: "Where can I take the train?

30 sec

▲	In the Rail	✗
◆	In the Gas Station	✗
⬤	In the Train Station	✓
⬛	In the train stop	✗

Quiz 4: Adjectives

1 - Quiz
Adjectives are...

Adjectives

30 sec

▲	something you do	✗
◆	a person, place or thing	✗
●	words that describes a subject	✓
■	an explaniation when and where	✗

2 - Quiz
This is...?

20 sec

▲	a good house	✗
◆	a new house	✗
●	an outstanding house	✗
■	an old house	✓

3 - Quiz
Which adjective best describes him?

20 sec

▲	Tall	✓
◆	Short	✗
●	Handsome	✗
■	Pretty	✗

4 - Quiz
Which word is an adjective?

▲	my	✗
◆	grab	✗
●	office	✗
■	Modern	✓

20 sec

5 - Quiz
Which is NOT an adjective?

▲	walking	✓
◆	pretty	✗
●	nice	✗
■	funny	✗

30 sec

6 - Quiz
Which group of words are adjectives?

Who are you ?

60 sec

▲	very, happy, sad, quiet	✗
◆	quiet, he, smart, noise	✗
●	happy, sadly, funny, stay	✗
■	shy, friendly, smart, curious	✓

7 - True or False
The word "TERRIFIC" is an adjective

?

20 sec

| ▲ | False | ✗ |
| ◆ | True | ✓ |

8 - True or False
This is an SMALL Castle

20 sec

| ▲ | False | ✓ |
| ◆ | True | ✗ |

Quiz 5: Summary

1 - Quiz
If I want to go to another country, I...

30 sec

▲	make a trip to another country	✓
◆	travel to another country	✓
●	go to another country	✗
■	visited another country	✗

2 - Quiz
What means of transport is this?

30 sec

▲	A cruzeriro	✗
◆	A submarine	✗
●	A boat	✗
■	A ship	✓

3 - Quiz
Past simple of HAVE.

30 sec

▲	haved	✕
◆	has	✕
●	had	✓
■	havesed	✕

4 - True or False
This is a port

20 sec

▲	False	✕
◆	True	✓

5 - True or False
The past form of "READ" is "READED"

20 sec

▲	False	✓
◆	True	✕

6 - Quiz
Where can I take the bus in the city?

20 sec

▲	In the Bus Parade	✗
◆	In the Street	✗
●	In the Bus Stop	✓
■	In the Bus Station	✗

7 - Quiz
Which is the correct structure of "Affirmative Past Simple"?

20 sec

▲	Subject+verb+ complement+ past	✗
◆	Subject+ verb in past form+complement	✓
●	Subject+ verb in past form+adjective+complement	✗
■	Subject+auxiliar+ verb in past form+complement	✗

8 - Quiz
In affirmative sentences, I can easily find a verb...

20 sec

▲	Before the subject	✗
◆	After the subject	✓
●	Before the adverb	✗
■	After the negation	✗

Planning 1:

Lesson plan: 6th grade	Class: past simple	

Main objectives: At the end of the class students will be able to recognize verbs in past form by using Kahoot application.

Subsidiary aims: Past simple verbs

Key activities: Kahoot game.

<table>
<tr><th colspan="4">Contents:</th></tr>
<tr>
<td>Skills/Procedures:
Writing, reading, speaking, listening</td>
<td>Lexis: Verbs in past. moved/did/broke/was, were/ hit/ did.</td>
<td>Grammar:
Past simple form</td>
<td>Function: Knowing the past.</td>
</tr>
</table>

Assumptions: Students will get confused with the use of past simple form.

Stages	Interaction	Material-Timing	Evaluations
Engage/Warm up	Students will be asked about what they did yesterday.	Questions and answers 3 minutes	60% of the students are able to answer the question.
Study/presentation	Students will talk about what they did last summer.	Questions and answers 3 minutes.	65% of the students are able to answer the questions
Practice	Students will play by using Kahoot. (session 1).	Kahoot- 8 minutes	70% of the students are able to use kahoot.
Activate/Production	Students will review and correct their wrong answers from Kahoot.	Kahoot- 3 minutes	75% of the students are able to correct their wrong answers
Close up/Wrap up	Students will be able to name some verbs in past from the class	Verbs -4 minutes	80% of the students are able to name verbs in past from Kahoot.

Planning 2:

Lesson plan: 6th grade	Class: Means of transport	

Main objectives: At the end of the class, students will be able to identify vocabulary related to means of transport by using Kahoot.
Subsidiary aims: Vocabulary about means of transport.
Key activities: Kahoot.

Contents:			
Skills/Procedures: Writing, reading, speaking, listening	**Lexis:** Vocabulary about means of transport. carriage/ ship/ subway/ motorbike/ plane/ spaceship/ taxi	**Grammar:** simple present form	**Function**: Using means of transport.

Assumptions: Students will get confused about the use of vocabulary about means of transport.

Stages	Interaction	Material-Timing	Evaluations
Engage/Warm up	Students will be asked about how do they get to the school?	Questions and answers 3 minutes	60% of the students are able to answer the question.
Study/presentation	In pairs, students will be asked about what is their favorite mean of transport?	Questions and answers 3 minutes.	65% of the students are able to answer the questions
Practice	Students will play by using Kahoot "session 2"	Kahoot- 8 minutes	70% of the students are able to use kahoot.
Activate/Production	Students will review and correct their mistakes.	Kahoot- 3 minutes	75% of the students are able to correct their wrong answers
Close up/Wrap up	Students will be able to name means of transport from the lesson.	vocabulary -4 minutes	80% of the students are able to name vocabulary from Kahoot.

Planning 3:

Lesson plan: 6th grade	Class: I want to travel	

Main objectives: At the end of the class students will be able to recognize vocabulary related to travel and trips.

Subsidiary aims: Vocabulary about trips and travelling.

Key activities: Kahoot

<table>
<tr><td colspan="4" align="center">Contents:</td></tr>
<tr>
<td>Skills/Procedures:
Writing, reading, speaking, listening</td>
<td>Lexis: vocabulary about trips and travelling.
Train station/ port/ airport/ bus stop.</td>
<td>Grammar: present simple form.</td>
<td>Function. Let's travel.</td>
</tr>
</table>

Assumptions: Students will have problems to use vocabulary from the lesson.

Stages	Interaction	Material-Timing	Evaluations
Engage/Warm up	Students will be asked about what they know about the vocabulary from the lesson.	Questions and answers 3 minutes	60% of the students are able to answer the question.
Study/presentation	In pairs, students will talk about what are their favorite places to visit when they travel	Questions and answers 3 minutes.	65% of the students are able to answer the questions
Practice	Students will play with kahoot "lesson 3"	Kahoot- 8 minutes	70% of the students are able to use kahoot.
Activate/Production	Students will review and correct their wrong answers from kahoot.	Kahoot- 3 minutes	75% of the students are able to correct their wrong answers
Close up/Wrap up	Students will name vocabulary from the session	vocabulary -4 minutes	80% of the students are able to name vocabulary from Kahoot.

Planning 4:

Lesson plan: 6th grade	Class: adjectives	

Main objectives: At the end of the class students will be able to recognize adjectives to describe places and people.

Subsidiary aims: adjectives.

Key activities: Kahoot.

Contents:			
Skills/Procedures: Writing, reading, speaking, listening	**Lexis:** adjectives old/ tall/ modern/ pretty/ nice/ funny/ shy/ friendly/ small.	**Grammar:** Present simple form.	**Function:** Describing people and places.

Assumptions: students will get confused with the use of adjectives.

Stages	Interaction	Material-Timing	Evaluations
Engage/Warm up	Students will be asked to describe the classroom.	Questions and answers 3 minutes	60% of the students are able to answer the question.
Study/presentation	In pairs, students will describe their classmate.	Questions and answers 3 minutes.	65% of the students are able to answer the questions
Practice	Students will play by using Kahoot. "session 4"	Kahoot- 8 minutes	70% of the students are able to use kahoot.
Activate/Production	Students will review and correct their wrong answers from kahoot.	Kahoot- 3 minutes	75% of the students are able to correct their wrong answers
Close up/Wrap up	Students will be able to name adjectives and describe their classmates and classroom.	vocabulary -4 minutes	80% of the students are able to name adjectives form Kahoot.

Planning 5

Lesson plan: 6th grade	**Class:** Summary	

Main objectives: At the end of the class students will be able to identify vocabulary from the previous lessons from Kahoot.
Subsidiary aims: Previous content from Kahoot.
Key activities: Kahoot.

Contents:			
Skills/Procedures: Writing, reading, speaking, listening	**Lexis:** verbs in past, means of transport, vocabulary about travelling and adjectives.	**Grammar:** Present simple and past simple form.	**Function**. Let's remember.

Assumptions: Students will not remember all the vocabulary seen.			
Stages	**Interaction**	**Material-Timing**	**Evaluations**
Engage/Warm up	Students will be asked about what do they remember about all the vocabulary seen.	Questions and answers 3 minutes	60% of the students are able to answer the question.
Study/presentation	In pairs, students will create a list of vocabulary that they remember.	Questions and answers 3 minutes.	65% of the students are able to answer the questions
Practice	Students will play by using Kahoot "lesson 5"	Kahoot- 8 minutes	70% of the students are able to use kahoot.
Activate/Production	Students will review and correct their wrong answers from Kahoot.	Kahoot- 3 minutes	75% of the students are able to correct their wrong answers
Close up/Wrap up	Students will be able to name words from the vocabulary from all the lessons.	vocabulary -4 minutes	80% of the students are able to name vocabulary from all the lessons from Kahoot.

Pre- Survey:

Encuesta de interés del uso de las tecnologías en el aprendizaje de inglés

La "encuesta de interés" tiene como finalidad medir las actitudes y el interés de los estudiantes de sexto básico al usar el inglés como una segunda lengua. Además del uso de las tecnologías dentro del aprendizaje de ésta. La encuesta posee 5 preguntas cerradas y 1 abierta. Esta encuesta será totalmente anónima.

Los estudiantes de sexto básico deben indicar que piensan o cómo se sienten al usar el inglés como una segunda lengua según su propia experiencia relacionándolas a las respuestas de la escala de Likert.

1) Totalmente en desacuerdo, 2) Desacuerdo, 3) Ni de acuerdo, ni en desacuerdo, 4) De acuerdo, 5) Totalmente de acuerdo

INSTRUCCIONES: Encierra en un círculo que tan de acuerdo o en desacuerdo estás con las siguientes preguntas.

1.- Me gusta usar mi teléfono en la sala de clases.

1)Totalmente en desacuerdo, 2) Desacuerdo, 3) Ni de acuerdo, ni en desacuerdo,

4) De acuerdo, 5) Totalmente de acuerdo

2.- Me gustan las clases de Inglés.

1)Totalmente en desacuerdo, 2) Desacuerdo 3) Ni de acuerdo, ni en desacuerdo,

4) De acuerdo, 5) Totalmente de acuerdo

3.- Es importante para mi aprender Inglés.

1)Totalmente en desacuerdo, 2) Desacuerdo, 3) Ni de acuerdo, ni en desacuerdo,

4) De acuerdo, 5) Totalmente de acuerdo

4.-Se harían más entretenidas e interesantes mis clases de inglés sí utilizo mi celular.

1)Totalmente en desacuerdo, 2) Desacuerdo, 3) Ni de acuerdo, ni en desacuerdo,

4) De acuerdo, 5) Totalmente de acuerdo

5.- Me siento cómodo en mis clases de Inglés

1)Totalmente en desacuerdo, 2) Desacuerdo, 3) Ni de acuerdo, ni en desacuerdo,

4) De acuerdo, 5) Totalmente de acuerdo

6.- ¿Me gustaría usar mi teléfono para aprender en las clases de inglés? ¿Por qué?

_____
_____
_____
_____

Post- Survey:

Encuesta de interés del uso de las tecnologías en el aprendizaje de inglés

La "encuesta de interés" tiene como finalidad medir las actitudes y el interés de los estudiantes de sexto básico al usar el inglés como una segunda lengua. Además del uso de las tecnologías dentro del aprendizaje de ésta. La encuesta posee 5 preguntas cerradas y 1 abierta. Esta encuesta será totalmente anónima.

Los estudiantes de sexto básico deben indicar que piensan o cómo se sienten al usar el inglés como una segunda lengua según su propia experiencia relacionándolas a las respuestas de la escala de Likert.

1) Totalmente en desacuerdo 2) Desacuerdo 3) Ni de acuerdo, ni en desacuerdo 4) De acuerdo
5) Totalmente de acuerdo

INSTRUCCIONES: Marca con una x que tan de acuerdo o desacuerdo estás con las siguientes preguntas.

1. ¿Fue útil usar Kahoot para adquirir más vocabulario para usarlo en mis clases de inglés? 1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo 4) De acuerdo 5) Totalmente de acuerdo
2. ¿Seguiré usando Kahoot para aprender más vocabulario en inglés? 1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo 4) De acuerdo 5) Totalmente de acuerdo
3. Siento que aprendí más vocabulario en inglés. 1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo 4) De acuerdo 5) Totalmente de acuerdo
4. Siento que puedo reconocer y usar palabras de vocabulario que antes no sabía.

1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo
4) De acuerdo 5) Totalmente de acuerdo

5. ¿Recomendaría el usar Kahoot a mis compañeros para aprender vocabulario?

1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo
4) De acuerdo 5) Totalmente de acuerdo

6. ¿Cómo me ayudó el uso de Kahoot para aprender más vocabulario en inglés?
_____
_____
_____
_____

Pre- test:

Pre-test

Name: _____ Date: _____ Score: _____

Item I: Verbs in past simple

Complete the table in the missing blanks. (1 point each)

Verb	Spanish	Past form
a. read	_____	_____
b. break	_____	_____
c. _____	_____	**jumped**
d. _____	**estudiar**	_____

Item II: Means of transport

Match the descriptions from the column "A" to the means of transports from column "B". (1 point each)

A	B
a.- It has two wheels and has space for one driver and one passenger.	____ Plane
b.- It goes through the sky and lands in different airports.	____ Ship
c.- It is underground and has different train stations.	____ Subway
d.-It is big, it has a rudder and a captain.	____ Motorbike
	____ Boat

Item 3: Adjectives

91

True or false: Read the sentences and write T if the sentences are True, or F if the sentences are False. (1 point each)

a) _____ "ANCIENT" means that something is very old.

b) _____ "UGLY" means that something is very beautiful.

c) _____" TERRIFIC" in Spanish means "Terrorifico".

d) _____ "QUIET" has a similar meaning as "SILENT".

e) _____" STRANGE" is something very normal.

Item 4: Simple past tense

Write a sentence in simple past using any verb that you want. Remember to transform the verb into past simple. (1 point each)

a) _____

b) _____

Post- test:

Name: _____ Date: _____ Score: _____

Item I: Verbs in past simple

1- Complete the table in the missing blanks. (1 point each)

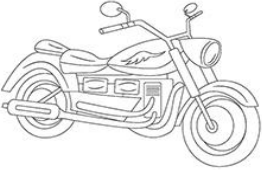| Verb	Spanish	Past form
a. move	_____	_____
b. do	_____	_____
c. _____	_____	**was/were**
d. _____	**golpear**	_____
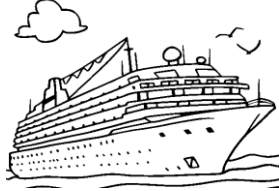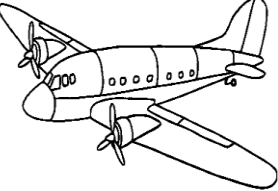
Item II: Adjectives
1-Match the descriptions from the column "A" to adjectives from column "B"

A	B
a.- Someone very intelligent.	____ Old
b.- Something little or tiny.	____ Tall
c.- Is the opposite of young.	____ Modern
d.-Someone or something big or large.	____ Small
	____ Smart

Item III: Means of transport.

1.- Watch the following pictures and choose the correct alternative.

1.- What is it?	**2.- What is it?**
a) a plane b) a bike c) a motorbike d) a car	a) a boat b) a ship c) a car d) an airplane
3.- What is it?	**4.- What is it?**
a) a bike b) a plane c) a boat d) a rocket	a) a car b) a rocket c) a truck d) a subway

Item IV: Simple Past Tense

Write a sentence in simple past using any verb that you want. Remember to transform the verb into past simple. (1 point each)

a) _____

b) _____