



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**THE USE OF KAHOOT PLATFORM TO ENCOURAGE VOCABULARY IN  
ENGLISH.**

**CUENCA AZUERO WILMER ISRAEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA  
2021**



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**THE USE OF KAHOOT PLATFORM TO ENCOURAGE  
VOCABULARY IN ENGLISH.**

**CUENCA AZUERO WILMER ISRAEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA  
2021**



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O  
INTERVENCIÓN**

**THE USE OF KAHOOT PLATFORM TO ENCOURAGE  
VOCABULARY IN ENGLISH.**

**CUENCA AZUERO WILMER ISRAEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**SARMIENTO CHUGCHO KLEBER OSWALDO**

**MACHALA  
2021**

# THE USE OF KAHOOT PLATFORM TO ENCOURAGE VOCABULARY IN ENGLISH.

## INFORME DE ORIGINALIDAD

4%

INDICE DE SIMILITUD

4%

FUENTES DE INTERNET

2%

PUBLICACIONES

0%

TRABAJOS DEL ESTUDIANTE

## FUENTES PRIMARIAS

1	<a href="https://whatsup.es">whatsup.es</a> Fuente de Internet	1%
2	<a href="http://www.preicfes-gratis.com">www.preicfes-gratis.com</a> Fuente de Internet	<1%
3	<a href="http://www.slideshare.net">www.slideshare.net</a> Fuente de Internet	<1%
4	<a href="http://www.scribd.com">www.scribd.com</a> Fuente de Internet	<1%
5	<a href="http://uia.e-journal.id">uia.e-journal.id</a> Fuente de Internet	<1%
6	<a href="http://archive.org">archive.org</a> Fuente de Internet	<1%
7	<a href="https://docs.google.com">docs.google.com</a> Fuente de Internet	<1%
8	"Instructional Process and Concepts in Theory and Practice", Springer Science and Business Media LLC, 2016 Publicación	<1%

9

"Learning Technology for Education Challenges", Springer Science and Business Media LLC, 2018

Publicación

<1 %

10

(Carlinda Leite and Miguel Zabalza). "Ensino superior: inovação e qualidade na docência", Repositório Aberto da Universidade do Porto, 2012.

Publicación

<1 %

Excluir citas

Activo

Excluir coincidencias < 25 words

Excluir bibliografía

Activo

## **CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL**

El que suscribe, CUENCA AZUERO WILMER ISRAEL, en calidad de autor del siguiente trabajo escrito titulado THE USE OF KAHOOT PLATFORM TO ENCOURAGE VOCABULARY IN ENGLISH., otorga a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tiene potestad para otorgar los derechos contenidos en esta licencia.

El autor declara que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

El autor como garante de la autoría de la obra y en relación a la misma, declara que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asume la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



---

CUENCA AZUERO WILMER ISRAEL

1105874679

## **DEDICATION**

To my dear parents, brother and sister who gave me their constant encouragement during the planning and execution of this project. I must honestly say that without their affection and the positive energy that they transmitted to me from the beginning, it would not have been possible for me to finish it. This work demanded a lot of effort and that is why I dedicate it to them, to my family.

*Wilmer Cuenca.*

## **ACKNOWLEDGEMENTS**

First of all, I thank God for giving me the strength, will and ability to achieve this goal. Having completed the research work, I extend my deepest gratitude: To the Technical University of Machala and its authorities, for having given me the opportunity to carry out my higher studies, to each of the professors for selflessly imparting their knowledge and training us with a high professional level with regard to training as new teachers of English.

Finally, I would like to thank my Thesis Director, Mr. Kleber Sarmiento, who, with undying patience, imparted his knowledge and with his excellent guidance, knew how to guide me correctly during the development of the research, and thus was able to bring the present work.

*Wilmer Cuenca.*



## **ABSTRACT**

The main objective of this research is to improve the teaching of English vocabulary with second-level students at the Language Institute, through a system of didactic activities using the Kahoot platform for the improvement of English vocabulary. The research responds to a mixed paradigm, with a non-experimental, descriptive design, making use of theoretical methods that made it possible to systematize different existing criteria on the subject, facilitating a better approach to the work, while, with the help of empirical methods such as participant observation, diagnostic test, and the teacher survey, they made it possible to diagnose the initial and final state of the study population made up of second-level students. The intervention proposal to a system of didactic activities that favours both teaching and learning in the students was planned for a unit of study. Finally, it is recommended that future teachers make use of new technological tools focused on all types of students.

**KEY WORDS:** Activity system, Kahoot platform, vocabulary, learning process.

## RESUMEN

Esta investigación tiene como principal objetivo mejorar la enseñanza del vocabulario en inglés con los estudiantes de segundo nivel del Instituto de idiomas, a través de un sistema de actividades didácticas en la utilización de la plataforma *Kahoot* para la mejorara del vocabulario en inglés. La investigación responde a un paradigma mixto, con un diseño no experimental, de tipo descriptivo, haciendo uso de métodos teóricos que permitieron sistematizar distintos criterios existentes sobre la temática, facilitando un mejor abordaje del trabajo, mientras que, con la ayuda de los métodos empíricos como la observación participante, test de diagnóstico, y la encuesta a la docente, permitieron diagnosticar el estado inicial y final de la población en estudio conformado por los estudiantes de segundo nivel. La propuesta de intervención a un sistema de actividades didácticas que favorece tanto la enseñanza como el aprendizaje en los estudiantes y que fue planificada para una unidad de estudio. Finalmente se recomienda que los futuros docentes hagan uso de nuevas herramientas tecnológicas centrado a todo tipo de estudiante.

**PALABRAS CLAVE:** Sistema de actividades, Plataforma *Kahoot*, vocabulario, proceso de aprendizaje.

## INDICE GENERAL

INTRODUCTION .....	3
THEORETICAL FRAMEWORK.....	7
CHAPTER I. Theoretical foundation of the didactic resources in the process of teaching and learning English in the second level. ....	7
1.1. Historical background to the use of teaching resources in the process of teaching and learning English language.....	7
1.2. Conceptual background of the Kahoot platform as a teaching resource for improving English vocabulary. ....	9
1.2.1. Pedagogical and didactic foundations for teaching the use of ICT.....	10
1.2.2. Application of teaching resources as a strategy for improving vocabulary in English.....	11
1.3. Conceptual background to the use of teaching resources for vocabulary improvement in English. ....	12
1.3.1 Analysis of the results of the application of the research instruments .....	13
CHAPTER 2. METHODOLOGICAL FRAMEWORK .....	17
2.1 Paradigm and type of research.....	17
2.2 Research design. ....	17
2.3 Population and sample or objective of study. ....	18
2.4 Research methods .....	18
2.4.1 Theoretical Methods.....	18
2.4.2 Empirical Methods .....	19
2.5 Data processing techniques.....	21
2.5.1 Content Analysis .....	21
2.6 Working with the variables in the research study.....	21
CHAPTER 3. INTERVENTION PROPOSAL: A SYSTEM OF DIDACTIC ACTIVITIES FOR THE IMPROVEMENT OF VOCABULARY IN ENGLISH.....	27
3.1 Theoretical foundation of the system of didactic activities. ....	27
3.1.1 Technological foundations of the didactic activities system.....	27
3.1.2 Didactic foundations of the system of didactic activities.....	29
3.2 Description of the structure of the didactic activity system using the Kahoot platform for English language vocabulary improvement. ....	29
3.2.1 Role of participants. ....	31

3.2.2 Didactic components .....	32
3.3 Evaluation of the didactic activity system .....	33
3.3.1 Practice planning .....	33
3.4 Corroboration of the effectiveness of the activity system. ....	35
3.4.1 Corroboration of the effectiveness of the system of activities for the improvement of English vocabulary in second level students. ....	35
3.5 Application of the system of didactic activities using the Kahoot platform.....	42
CONCLUSIONS .....	45
RECOMMENDATIONS .....	46
REFERENCES .....	47
ANNXES .....	52

## TABLE INDEX

Table 1.....	64
Language proficiency results for the linguistic component of the language .....	64
Table 2.....	64
Results of the number of words mastered in the language. ....	64
Table 3	
Results for word meaning recognition. ....	64
Table 4.....	65
Results when using words according to their meaning.....	65
Table 5.....	65
Results of mastery of terms by use of context.....	65
Table 6.....	65
Resultados al demostrar conocimiento de las palabras según su contexto. ....	65
Table 7.....	66
Results for mastery of writing the plural of vocabulary words. ....	66
Table 8.....	66
Results when graphing the new words in English. ....	66
Table 9.....	66
Results for the written production of the English word.....	66
Table 10.....	15
Assigned values of the diagnostic test.....	15
Table 11.....	22
Working with the variable: Vocabulary improvement.....	22
Table 12.....	24
Representation of the categories in the instruments used.....	24
Table 13.....	28
Main features of the Kahoot platform. ....	28
Table 14.....	36
Initial diagnostic test scores.....	36
Table 15.....	39
Final diagnostic test scores.....	39
Table 16.....	41

Comparative table of results.....	41
-----------------------------------	----

## FIGURE INDEX

Figure 1.....	17
Initial diagnostic test results .....	17
Figure 2.....	32
Schematic of the activity systems.....	32
Figure 3.....	38
Results of the final diagnostic test .....	38
Figure 4.....	43
Future time .....	43
Figure 5.....	44
Activity using the Kahoot platform .....	44
Figure 6.....	44
Frequency adverbs .....	44
Figure 7.....	45
Presentation of the class topic.....	45

## INTRODUCTION

Due to globalization, the acquisition of a second language has become a factor of great importance in different non-native-speaking countries due to the constant evolution of human beings and their quest to satisfy their needs. This globalization has brought many consequences, from citizens migrating to other countries in search of a better future to the decentralization of peoples. This situation pushes society to acquire new forms of communication, coexistence, and even survival.

English is one of the most influential languages in the world today, as its global nature has enabled (and continues to enable) close ties to be forged in many areas. According to Valarezo, K. (2016) *“English language is an essential tool that is used to interact in a world way, either in international business, science, information research on the internet, to communicate with people far away from here, meet new technological advances, etc.”* Given this situation, there is a need to adapt to new lifestyles, which is why the learning and teaching of this language are very demanding nowadays.

Starting from the point of view that education plays an important role in achieving this development, it should be borne in mind that in Latin American countries this essential element has always been linked to the wealthy population since the best opportunities to obtain formal knowledge were a resource that only a distinctive caste could enjoy. This is why, to this day, there is no educational context where institutions have effective professionals capable of innovating or implementing methodologies that benefit the acquisition of knowledge. Where the open forum EOM (Educational Organisation and Management) states that *“América Latina se distingue por ser una región donde se expande la cobertura escolar; los alumnos permanecen en la escuela una cantidad significativa de años, pero no logran resultados satisfactorios de aprendizaje”* (La educación en latinoamérica,2016, p.7).

One of the most representative aspects of the reality of education in educational institutions is the infrastructure, which in most cases is not properly equipped and where students can feel engaged and involved in an optimal learning environment. *“Es probable elaborar una pedagogía lúdica, conectado eficientemente en el aula, con docentes que frecuentemente fomenten actividades lúdicas en las aulas para ayudar al aprendizaje y llamar*

la atención del estudiante en la materia de aprendizaje”. (Ochoa, 2019, p.20). For quality education, there must be quality educational spaces, with relevant resources and adequate management to strengthen the teaching-learning process.

For a prosperous process towards a developed country, it is also necessary to educate global-minded citizens. Thus, the teaching of English has become an absolute priority that proves to be the gateway to universal knowledge, thus achieving an individual's overall sense of professional and personal fulfillment.

However, the reality is different, today's classes are monotonous, the same activities, materials, and even procedures are used, creating boring classes and tense environments, this causes disinterest in students, lack of motivation, lack of concentration, etc., all of this being reflected in the average obtained at the end of the course.

When talking about teaching, it is important to mention that the “implementación de las nuevas tecnologías en el aula de inglés busca motivar, incentivar y atraer la atención de los estudiantes con el apoyo de dispositivos móviles y generar oportunidades de repasar, recordar y poner en práctica lo aprendido de manera lúdica” (Martinez,2017, p.46) In response to these needs, many virtual resources have arisen that favour teaching for teachers and increase interest in student learning. At present, we can mention different web platforms, mobile applications, teaching devices, etc.

One of these virtual tools is the platform called Kahoot whose mechanism is to guide professionals and education specialists in the choice of resources and educational methodologies, according to Iolanda Nieves mentions that.

Kahoot! combina la dinámica del juego con los beneficios del sistema de respuesta personal del alumnado y la clase se convierte temporalmente en un espectáculo de juego. Esta combinación dispara la motivación del discente, que se involucra activamente en su proceso de aprendizaje. De esta manera, hasta los estudiantes más tímidos y callados que han venido trabajando bien pero que pasaban desapercibidos se hacen presentes en la clase al alcanzar puestos destacados en el marcador. (2018).



So that, with the help of the Kahoot! application, we seek to benefit the digital changes in education and that this tool favours the learning of our students, as a resource in the improvement of vocabulary, through the use of educational gamification.

Among the factors that affect the low performance of the students, we can mention that they are unable to encode the teacher's messages due to the lack of motivation given to the student and the fear of making mistakes, which makes it difficult for them to communicate with each other. All this is due to the low vocabulary that the students have, which is why the following **research question arises**: How to encourage the use of the Kahoot platform for vocabulary development in English subject on students from the second year at '*Instituto de idiomas*', during the school term 2021?

The **object** of the present research is the teaching-learning process in the 2nd year of high school.

Therefore, the objective of this work is to encourage the use of English vocabulary with the help of the Kahoot platform as a teaching strategy for 2nd level students at the '*Instituto de idiomas*' in 2021.

The **field** of research is: Virtual teaching and learning methods.

Thus, the specific objectives of this research work are as follows:

- Theoretically base the study of the virtual methods of teaching and learning on the increase of English vocabulary.
- To diagnose the current state of English language vocabulary in 2nd level students.
- To explain how Kahoot! contributes to the improvement of English language vocabulary in 2nd level students.

The present research is aimed at second level students of the '*Instituto de idiomas*' of the city of Machala, who have an age range of 18-19 years.

The researcher proposes to carry out a mixed, non-experimental, descriptive, descriptive research. The research uses theoretical and empirical methods, with the use of techniques such as the survey, participant observation, and tests that allow the scope of the process to be measured.

The **importance** of the research presented is that by using the Kahoot! platform as a method in a didactic strategy in the teaching-learning process, meaningful learning is promoted, encouraging students in a fun, creative way and achieving a great interest in increasing vocabulary and at the same time understanding the contents of the subject and creating a bank of very necessary words that can be used in any context that they are in the development of a new language.

The **practical contribution** of the research is the didactic strategy based on the use of the Kahoot platform as a method for the improvement of learning in English since it is an application that allows us to develop activities and design questions for students to solve them in an easy and simple way in order to reinforce the contents previously seen in class. **Its novelty** consists in the improvement of the vocabulary of the English language, it will favour effective learning of the language and at the same time a good communication. It is of great importance to teach students to know the vocabulary and to use it in such a way that they become fluent in the language.

This work is structured in an introductory section in which the theoretical design of the research is explained in detail. The first chapter presents the theoretical foundations necessary to carry out the work, followed by the methodological framework which determines the type of research, the objectives pursued and the different methods and techniques used to collect information. The work closes with the presentation of the conclusions and recommendations supported by a relevant biography.

## **THEORETICAL FRAMEWORK**

### **CHAPTER I. Theoretical foundation of the didactic resources in the process of teaching and learning English in the second level.**

This chapter explains the theoretical basis of teaching resources as a didactic strategy for teaching English, which gives us a much clearer picture of the different concepts and the process it has gone through throughout history. With the concepts already deepened, a division of didactic resources is offered, which is in accordance with the requirements of the students, as well as the main peculiarities of their context.

#### **1.1. Historical background to the use of teaching resources in the process of teaching and learning English language.**

Over the years, education has been a fundamental human right; through it, it is possible to achieve levels of development for the well-being of the individual and society; in this sense, its deepest aims are centred on the person, their capacities, their needs and their living environment and professional future. These are characteristics of a didactic model that integrates the educational institution, the teaching staff, students and their contexts

Nérici ( 1973, as cited in Blanca, 2018) mentions that “el recurso didáctico tiene por objeto llevar al estudiante a investigar, a averiguar, a encontrar y a edificar. Consigue, de esta forma, un aspecto servible y dinámico, propiciando la posibilidad de enriquecer la vivencia del estudiante, aproximándose a la verdad y ofreciéndole situación para actuar” (p.21).

The origins of didactic resources can be traced back to 1924. According to, Killifer (cited in Jiménez y Llitjós, 2006) “describió el primer uso didáctico de la radio en la enseñanza de la química. En concreto, se trataban de charlas sobre temas de química (petróleo, colorantes, alimentos...), de unos 10-15 minutos de duración, que se emitían dentro de programas de variedades en los que también había cabida para música, noticias y concursos”. This would be clear proof that didactic resources are a teaching method not so remote in time.

Having discovered this new teaching methodology, the need arose to apply new didactic strategies to facilitate the educational process in the different branches of learning. According with all mentioned above “La enseñanza de un nuevo idioma en sus inicios era cuestión de memorización y repetición, cuyo proceso era bastante aburrido para los alumnos y poco estimulante a la vez”(Sanchez, 2019, p16).

In the research work Sanchez found (2019) on Methods of teaching English language in early education, he mentions the following methods:

1. The method of grammar-translation emerged at the end of the 18th century and consists of having a good grammatical base to be able to demonstrate the acquired knowledge to texts, sentences, dialogues and makes it a deductive method that points out and explains the memorization of vocabulary.
2. The direct method also known as the natural method focuses on the student who is taught vocabulary through objects, mimics, and a deductive procedure.
3. The Silent Way method or also called "The Silent Way" is carried out by experimentation whereby the teacher uses objects to teach vocabulary without the need for speech and the students tries to reproduce what they learn through audio films.
4. The Suggestopedia method is a relatively new method of teaching a foreign language which makes it more effective by making students motivated and involved and creating a healthy working environment.
5. The method of learning a language in a community constitutes the basis of new didactic proposals, with this method students have the opportunity to converse with their peers working in groups and to have communication and participation.

Nowadays, there is a large number and variety of teaching resources: newspapers, magazines, audio, television, video, transparencies, slides, puppets, flashcards, posters, games, songs, comics, apps, the Internet, etc.

## **1.2. Conceptual background of the Kahoot platform as a teaching resource for improving English vocabulary.**

With the advent of technology, a wealth of resources that were once difficult to access are now available for everyone especially to promote English language teaching. For example digital platforms. As one of the resources that can be used in the teaching and improvement of the English language, the use of the Kahoot platform as a learning tool is explained. This is how Carlos and Ochoa describe it.

“Es una plataforma que fomenta el aprendizaje mixto, la cual se basa en el juego, estimulando la participación y atención de los estudiantes con la implementación de preguntas y respuestas elaboradas por el maestro o pedagogo y al mismo tiempo proyectado para que el estudiante pueda responder desde su dispositivo, lo cual crea y promueve que los participantes sientan que son parte de un juego, estimulando su grado de implicación en la actividad.”(p.31, 2019).

Thus, the Kahoot platform is of vital importance when applying didactic strategies in a foreign language since it has activities, like Ochoa, J. states:

“*Kahoot!* muestra actividades de respuestas particulares que paralelamente incorpora diferentes formas de juego tales como, formularios o quizzes, encuestas y debates, que son realizados y manifestados en forma de juegos y competiciones lúdicas Para el trabajo de esta aplicación solo se necesita tener ingreso y acceso al internet y varios dispositivos, que pueden ser tablets, smartphones, computadoras y entre otros.” (2019).

The purpose of Kahoot! is not only to take an exam, but it also seeks to motivate the collaboration of the student. Consequently, it is possible to see that the students develop their capacity for memorization and can increase the vocabulary that facilitates the reasoning of new words, stimulating them to improve their management utilizing their personal or collective work with their classmates.

Thus, vocabulary plays a fundamental role in foreign language learning as it depends on the learner's knowledge of vocabulary for effective comprehension and discourse production. This implies that the learner knows the meaning of a word within the context in which it is used, as many words have a different meaning depending on the context in which they are being used.

This is how Valladarez, M. (2016) explains it in one of their investigations:

*“Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies, some experts believe that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory”* (p.10).

On the other hand, vocabulary learning is characterised by some dimensions which can be phonological, morphological, semantic, orthographic and syntactic which are the main source of vocabulary learning in a second round, here it is key to emphasise that this helps to have a clearer communication in a given topic or situation.

### **1.2.1. Pedagogical and didactic foundations for teaching the use of ICT.**

Virtual education stems from the human need to learn more, the virtual campus is an environment that provides learning resources and allows some kind of interaction with them, it could be considered as another learning resource.

Taking into consideration the advances that have been made in ICT (Information and Communication Technology) in recent years, it has become a tool that considerably facilitates the teaching-learning process, which makes it a motivating and creative strategy for students.

According to, Salinas (2004, as cited in Fuentes, Carrasco Andrino, Jiménez Pascual, Martín y Lopez, 2016) mentions that “ La aparición de las tecnologías de la información y comunicación ha supuesto un cambio de los entornos convencionales de formación y de los procesos de enseñanza aprendizaje, en los que los roles del

docente y del estudiante también resultan modificados. Concretamente, respecto de este último las tecnologías de la información y comunicación suponen una intensificación de la participación activa en dicho proceso de aprendizaje”.

“La incorporación de la Tecnologías de la Información y la Comunicación (TICs) en los espacios educativos ha dejado de ser una elección. Las naciones, las zonas y las escuelas permanecen impelidos a desarrollar novedosas iniciativas que tengan en cuenta la unión de estas herramientas en los procesos de educación y aprendizaje, de forma que los sistemas educativos puedan conectar las novedosas solicitudes de la sociedad del entendimiento, con las novedosas propiedades de los aprendices que son parte de esos” Severin, C. (2010).

### **1.2.2. Application of teaching resources as a strategy for improving vocabulary in English.**

Generally speaking, the teaching of a second language should focus on a dynamic methodology where the student can become active participants in their target language learning, which is why didactic resources are an essential means to achieve this goal, as they are the ones that facilitate the educational process.

This is how they explain it in one of their research Carreño, K. (2016) mentions that *“Didactics resources are the most important tools in the learning process. This is the reason, which helps actively and creatively the students’ learning, motivating them in classes making the environment more interactive, which makes them a support and help for teachers”*(p.9).

Regarding the use of flashcards, it helps students retain vocabulary for much longer and can be focused on a specific topic in English class. According to, Velazco, W. (2017) mentions that “ los flashcards ideado por el científico Alemán Sebastián Leitner, son pequeñas tarjetas que presentan dibujos o imágenes pudiendo llevar impreso nombres de objetos, palabras y significados, estas resultan muy útiles para Aprender, Repasar y Memorizar Vocabulario de un Idioma extranjero” (p.32).

As indicated above, another didactic resource is the use of the Kahoot platform, which specifically allows the students to consolidate the vocabulary acquired during the English classes, since, through the games provided, this may motivate the students and demonstrate active and dynamic participation and, above all, this awakens a great interest on learners for English classes.

Previous studies have shown that 80% of the students who used the Kahoot platform have improved their vocabulary. Likewise, the case of the Eugenio Espejo Academic Unit in Babahoyo showed satisfactory results as Salas, R. (2018) mentions that:

“Como vemos no se trata de un examen como tal, es un ranking en el que el alumno puede observar su posición, marcarse un objetivo y esforzarse para lograr estar o mantenerse en las primeras posiciones. Esto incrementará su atención en la actividad y le empujará a mejorar su desempeño a través del trabajo en casa y la constancia. En definitiva, es una herramienta muy motivadora para los estudiantes que incorpora el componente lúdico, pero al mismo tiempo el refuerzo de los contenidos aprendidos en el aula; Toda una interesante novedad educativa que está revolucionando la metodología de la enseñanza” (p.34).

### **1.3. Conceptual background to the use of teaching resources for vocabulary improvement in English.**

In Ecuador, the use of didactic resources has been increasing along with the educational needs during the 21st century with the arrival of new technologies, a clear example is that an investigation was carried out in Quito for learners development of English speaking skills by using the application "Vocaroo" and they made used the didactic resources and came to the conclusion that it greatly favoured the vocabulary of the students.

According to, Urgiles, E (2017) mentions “Permiten que esta herramienta sea útil en la educación y muy especialmente para la enseñanza de idiomas, sobre todo para el desarrollo de las destrezas de escucha y las orales. Entre las propiedades fundamentales de Vocaroo se encuentran la accesibilidad, la transmisión del mensaje, el manejo de la herramienta, la grabación y la escucha del texto de voz” (p.21).



Taking into account the above, it is understood that having a vast knowledge of English vocabulary will lead to effective language learning and good communication. It is of great importance to teach students to know the vocabulary, and to use it in such a way that they become fluent in the language.

In the same way, closer to our context, this research work at the Kleber Franco Cruz academic unit has also applied the kahoot platform in an investigation called the motivating element in the teaching-learning process where Viteri, Zurita and Huertas (2020) conclude that: “Kahoot se convirtió en una estrategia metodológica importante para el docente, pues incentivó al estudiantado a no faltar a clases. Además, de lograr una participación más activa en el aula” (p.110).

### **1.3.1 Analysis of the results of the application of the research instruments**

In the analysis of the instruments by order of application, the results of the application of an indirect observation guide are presented (ANNEX 1), which yielded the following results, in correspondence with the units of analysis determined for the study of vocabulary:

With regard to dimension 1, table 1, lexical subsystem of vocabulary measured through the indicator: linguistic knowledge of the language, it could be observed that 73% (73%) equivalent to 35 students are at a medium level with a score of two points, on the other hand 8 students (17%) have a low level obtaining a score of one point because they fail to demonstrate linguistic knowledge of the language and finally (10%) representing 5 students are at a high level scoring a grade of 3 being able to demonstrate lexical proficiency in the language.

Referring to table 2, about the amount of words handled in the language, 33 students show a medium level leading to a score of 2 points; 10 of the observed students showed a low level in the amount of words they handle leading to a score of 1, finally, 5 students showed a good ability to handle words, reaching a high level with a score of 3.

In relation to table 3, word meaning recognition, the medium level represents 75% with a score of 2 points; 21% of the students showed a high level resulting in a high ability to recognise the meaning of words which led to a score of 3 points; and the remaining 4% are located in the low level showing deficiency in recognising the meaning of words which led to a score of 1 point.

In the syntactic subsystem of vocabulary, table 4, the use of words according to their meaning, it could be observed that 60% are at a medium level, equivalent to 2 points; on the other hand, 29% of the students are at a high level, achieving a greater understanding of the meaning of the words, which resulted in 3 points; and finally, 10% of the students do not have a good ability to use the words correctly, placing them at a low level with a score of 1 point.

With regard to table 5, which refers to the analysis of the terms by use of the context, it could be observed that 54% are located in a medium level because there is little difficulty when using terms in the context reaching a score of 2 points, on the other hand, 27% are at a high level showing more use of terms in the context unlike 19% who do not have the ability to correctly handle the use of terms in the context, resulting in a low level to obtain a score of 1 and 3 points respectively.

In mention to table 6, about the knowledge in recognising the words according to their context, it could be observed that (73%) equivalent to 35 students are in a medium level with a qualification of two points, on the other hand 9 students with (19%) have a high level obtaining a qualification of 3 points, because they manage to demonstrate knowledge at the moment of recognising the words according to their context and finally (8%) that represents 4 students are in a low level scoring a qualification of 1, demonstrating deficiency at the moment of recognising the words.

With respect to dimension 3, table 7, morphological subsystem of vocabulary measured through the indicator: the writing of the plural of the vocabulary words, it could be observed that (56%) equivalent to 27 students are at a medium level with a score of two points; 10 of the students observed showed a low level in the writing of the plural of the words, which led to a score of 1, finally, the remaining 23% are located at a high level showing greater writing of the plural of the words giving rise to a score of 3 points.

In relation to table 8, graphically representing new words in English, the medium level is equivalent to 60% with a score of 2 points; 21% of the students demonstrated a high level resulting in a high ability to graphically represent new words, which led to a score of 3 points; and the remaining 19% are placed in low level showing deficiency in graphically representing new words, which led to a score of 1 point.

Finally, in table 9, where it refers to the written production of the word in English, it could be observed that (48%) equivalent to 23 students are in a medium level with a score of two points, on the other hand 9 students with (19%) have a high level obtaining a score of 3 points, because they manage to produce the writing correctly in English and finally (33%) representing 16 students are in a low level scoring a grade of 1 since they failed to produce the writing adequately.

### Diagnostic test results

The test. (Annex 2) applied to the class group, where it was obtained that the students have problems in vocabulary, lack of memorization of some English words and also in identifying the meaning of the English words in the text. according to the application of the diagnostic test.

### Table 10.

*Assigned values of the diagnostic test.*

Values	Notes
Always	10-9
Sometimes	8-7
Never	Less to 7

Source: own elaboration



Figure 1. Results of the initial diagnostic test

As shown in Figure 1, the data obtained from the diagnostic test created on the Kahoot platform showed that most of the students (67%) fail to recognize the vocabulary and grammar of the English language, while 27% almost always manage to demonstrate a

mastery of the vocabulary through illustrations, while 6% of the students manage the meaning of the words.

In addition, the diagnostic test consisted of 8 questions on related topics such as grammar and structure of future tenses (vocabulary expressions). It was defined that the score was between 10-9, which gave a high value of 8-7 with a medium value and with less than 7.

Finally, in order to gain an insight into the evolution of student performance, a survey was applied to the English teacher (Appendix 3), which consists of 4 items:

- Students often make pronunciation errors, especially when the words are unfamiliar or the sound is new to them.

- Students generally show insecurity in identifying the written form of some words.

- Students recognise the correct structure of commands used in class.

- Students can easily distinguish the meaning of words whenever they receive some kind of help, such as a picture.

- How do you rate the vocabulary level of the students in general?

In summary, there is a lack of vocabulary, due to difficulties in language skills, there are certain limitations in the teaching and learning process of second level students so it is necessary to apply a virtual platform in order to improve the vocabulary in English.

## **CHAPTER 2. METHODOLOGICAL FRAMEWORK**

This chapter explains the different methodological aspects, the type of research carried out, the type and paradigm used, the selection of the population, and, subsequently, the techniques used to collect the information, both for the diagnosis and the description of the entire research process.

### **2.1 Paradigm and type of research.**

This research is framed from the mixed paradigm because it involves a process of collection, analysis, and interpretation of qualitative and quantitative data, likewise “la investigación mixta se utiliza y ha avanzado debido a que los fenómenos y problemas que enfrentan actualmente las ciencias son tan complejos y diversos que el uso de un enfoque único, es insuficiente para lidiar con esta complejidad”. (Hernández, 2014, p.580).

As Hernández (2014) argues, it is important to bear in mind that

El enfoque mixto logra una perspectiva más amplia y profunda del fenómeno, ayuda a formular el planteamiento del problema con mayor claridad, produce datos más “ricos” y variados, potencia la creatividad teórica, apoya con mayor solidez las inferencias científicas y permite una mejor “exploración y explotación” de los datos. (p.580)

This paradigm provides a more complete understanding of the research problem, as well as developing better techniques and instruments, making the research process more effective.

According to Ortega, A. (2018) argues that:

El proceso de investigación mixto implica una recolección, análisis e interpretación de datos cualitativos y cuantitativos que el investigador haya considerado necesarios para su estudio. Este método representa un proceso sistemático, empírico y crítico de la investigación, en donde la visión objetiva de la investigación cuantitativa y la visión subjetiva de la investigación cualitativa pueden fusionarse para dar respuesta a problemas humanos. (p.19)

### **2.2 Research design.**

This research work is carried out using a non-experimental, descriptive design, which implies observing and describing the behaviour of a group of subjects without influencing them in any way.

Olivo, E. (2019) states that, la investigación es tipo no experimental ya que el fenómeno o problema a estudiar fue analizado de manera espontánea, es decir en el mismo lugar donde sucede, dentro de un contexto natural y en el cual no existió manipulación de variables por la investigadora. (p.71)

### **2.3 Population and sample or objective of study.**

The population is made up of the group 48 students and the teacher who teaches the subject of English corresponding to the second level of the "Instituto de Idiomas" in the city of Machala. "Se entiende como población al conjunto de todos los casos que concuerdan con determinadas especificaciones" (Hernández, 2014, p.174).

### **2.4 Research methods**

This section deals with both theoretical and empirical methods that have been used during the development of this research work. Abreu, J. (2015) states that "Los métodos de la investigación permiten explicar la propiedad de los métodos utilizados y la validez de los resultados, incluyendo la información pertinente para entender y demostrar la capacidad de replicación de los resultados de la investigación" (p.205). This means that these methods are present in both the theoretical part and the methodology, as they are interrelated.

#### **2.4.1 Theoretical Methods**

Theoretical methods allow the researcher's object to discover essential relationships and basic properties that cannot be detected by sensory and perceptual methods. For this reason, it is mainly based on processes of abstraction, analysis, synthesis, derivation, and deduction.

For Fabregat (2017) Los métodos teóricos permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos. (p.252)

The methods used to carry out the research work for the improvement of English vocabulary are described below.

- **Synthetic analytical:**

This method focuses on the study of facts and phenomena by separating their constituent elements in order to determine their importance, based on analysis and synthesis.

Thus, Rodríguez (2016) mentions that el análisis y la síntesis funcionan como una unidad dialéctica y de ahí que al método se le denomine analítico-sintético. El análisis se produce mediante la síntesis de las propiedades y características de cada parte del todo, mientras que la síntesis se realiza sobre la base de los resultados del análisis. En la investigación, puede predominar uno u otro procedimiento en una determinada etapa. (p.9)

- **Historical-logical:**

This method aims to investigate the real trajectory of phenomena and events in the course of history, in this case, the teaching-learning of English vocabulary.

Lo histórico se refiere al estudio del objeto en su trayectoria real a través de su historia, con sus condicionamientos sociales, económicos y políticos en los diferentes periodos. Lo lógico interpreta lo histórico e infiere conclusiones. La combinación de lo histórico con lo lógico no es una repetición de la historia en todos sus detalles, sino que reproduce solo su esencia. (Jiménez Rodríguez y Jacinto Pérez, 2016, p.13)

- **Systematic:**

This is responsible for organising and setting out in a logical and objective manner the process by which the research work on vocabulary improvement in English is to be carried out.

El enfoque sistemático representa la secuencia lineal de acontecimientos. En el camino pueden aparecer “ramas”, pero siempre es una secuencia de pasos que necesitamos realizar. Un ejemplo muy común es la secuencia lógica de los procesos de ejecución de un proyecto: Se formulan objetivos, encontramos requisitos, organizamos actividades, adquirimos entregables, y al final tenemos productos y luego vemos cuáles son los resultados. (Schmukler, 2017)

## 2.4.2 Empirical Methods

Empirical methods assist the researcher in the results obtained from the object of study and supporting materials such as observation, interviews, surveys, questionnaires, etc.

These resources can be used to analyse the information obtained through a practical approach.

What each of these methods is about, and how it helps the research, is then clarified.

- **Participant observation:**

In the case of the present investigation, it allowed demonstrating the incidences that are presented within the process of teaching-learning of the English language in relation to the improvement of the vocabulary. This leads to the study of the present research work. In this way, “La observación participante es apropiada para el estudio de fenómenos que exigen que el investigador se implique y participe para obtener una comprensión del fenómeno en profundidad” (Canizales & Moreno, 2013, p.71).

- **Diagnostic:**

It was carried out during the process of the new virtual modality in order to recognise the existing problems of the students within the educational environment. In this way, “El diagnóstico nos sirve para identificar los elementos de posible mejora o solución al interior o en torno a un determinado problema” (Bolivia, 2017).

- **The survey:**

In order to gain an in-depth understanding of how the teaching-learning process takes place, specifically in the development of vocabulary, a survey was carried out and applied to the teacher in order to check the initial situation in the classroom.

La encuesta es una técnica de investigación que se efectúa mediante la elaboración de cuestionarios y entrevistas de manera verbal o escrita que se hace a una población, ésta generalmente se hace a un grupo de personas y pocas veces a un solo individuo (Quispe & Sánchez, 2011, p.390).



## **2.5 Data processing techniques**

### **2.5.1 Content Analysis**

In this mixed research the content analysis is based on the collection of quantitative and qualitative data. Thus “Los instrumentos utilizados con base en las lógicas cualitativa y cuantitativa, como las encuestas y las entrevistas, nos brindaron datos valiosos de distinta naturaleza” (Obez, R; et al. 2018, p.590). In addition, data collection was based on empirical methods such as interview, survey, etc. that helped me to support this research work and then the work of variables to support vocabulary learning through the web 2.0 tool Kahoot.

### **2.6 Working with the variables in the research study**

At this stage of the research, it must be clear which variables I am working with. It is therefore aimed at its conceptualisation and what is expected to be achieved as an objective. Thus, this research consists of two variables, on the one hand, variable 1: The Kahoot platform as a didactic strategy, and on the other hand, variable 2: Vocabulary improvement.

In the present research the Kahoot platform is used in order to promote English vocabulary improvement. As variable 1 it is defined as intervening as they are “Aquellas que se manipulan por el investigador para explicar, describir o transformar el objeto de estudio a lo largo de la investigación. Son las que generan y explican los cambios en la variable dependiente” (Espinoza Freire, 2018).

Las plataformas virtuales son un conjunto herramientas tecnológicas fundamentales que sirven para el desarrollo del aprendizaje y la enseñanza del alumno de manera individual y social, de la misma manera una herramienta virtual que sirve para la interacción activa entre el profesor y el alumno. (Zuñá, R; et al. 2020, p.4).

Therefore, by making use of these innovative technologies, meaningful learning is promoted through the use of virtual platforms that support the development of learning in students.

**Vocabulary improvement:** Progress in word proficiency in the English language involves lexical, syntactic and morphological breadth, from which the subject incorporates them in their communication in a fluent and natural way.

**Table 11.**

*Working with the variable: Vocabulary improvement*

Analysis Units	Categories
Lexical subsystem of vocabulary	<ul style="list-style-type: none"> <li>● Linguistic knowledge of the English language.</li> <li>● Number of words used in the language.</li> <li>● Recognition of the new vocabulary words.</li> </ul>
Syntactic subsystem of vocabulary	<ul style="list-style-type: none"> <li>● Use of words according to their meaning.</li> <li>● Infer the meaning of new vocabulary words within the context.</li> <li>● Select multiple choice questions to demonstrate the meaning of new vocabulary words.</li> </ul>

Morphological subsystem of vocabulary	<ul style="list-style-type: none"><li>● Write the plural of vocabulary words.</li><li>● Make mental representations with the words provided.</li><li>● Make sentences with the new vocabulary words.</li></ul>
---------------------------------------	--

Source: own elaboration

**Table 12.***Representation of the categories in the instruments used*

Categories	Participant Observation	Diagnostic	Survey	Analysis		
Linguistic knowledge of the English language	Statement 1 / Analysis Unit 1			Students <b>are able to</b> demonstrate linguistic knowledge of the English language.	Students <b>are rarely able to</b> demonstrate linguistic knowledge of the English language.	Students <b>are not able to</b> demonstrate linguistic knowledge of the English language.
Number of words used in the language		Statement 2 / Analysis Unit 1			Students <b>are able to</b> make use of words in the English language	Students <b>are rarely able to</b> make use of words in the English language.
Recognition of the meaning of the word	Statement 3 / Analysis Unit 1			Students <b>are able to</b> recognise the meaning of the word.	Students <b>are rarely able to</b> recognise the meaning of the word.	Students <b>are able to</b> use words according to their meaning.

Use of words according to their meaning.	Statement 1 / Analysis Unit 2	El estudiante <b>es capaz</b> de utilizar las palabras según su significado.	El estudiante <b>es capaz</b> de utilizar las palabras según su significado.	El estudiante <b>es capaz</b> de utilizar las palabras según su significado.
Infer the meaning of new Vocabulary words within the context.	Statement 2 / Analysis Unit 2	El estudiante <b>es capaz</b> de analizar los términos por uso de contexto.	El estudiante <b>es capaz</b> de analizar los términos por uso de contexto.	El estudiante <b>es capaz</b> de analizar los términos por uso de contexto.
Select multiple choice questions to demonstrate the meaning of new Vocabulary words.	Statement 3 / Analysis Unit 2	El estudiante <b>es capaz</b> de demostrar conocimiento de las palabras según su contexto.	El estudiante <b>es capaz</b> de demostrar conocimiento de las palabras según su contexto.	El estudiante <b>es capaz</b> de demostrar conocimiento de las palabras según su contexto.
Write the plural of vocabulary words.	Statement 1 / Analysis Unit 3	El estudiante <b>es capaz</b> de escribir el plural de las palabras del vocabulario.	El estudiante <b>es capaz</b> de escribir el plural de las palabras del vocabulario.	El estudiante <b>es capaz</b> de escribir el plural de las palabras del vocabulario.

---

Graphically represent new words in English.	Statement 2 / Analysis Unit 3	El estudiante <b>es capaz</b> de representar gráficamente nuevas palabras en inglés.	El estudiante <b>es capaz</b> de representar gráficamente nuevas palabras en inglés.	El estudiante <b>es capaz</b> de representar gráficamente nuevas palabras en inglés.
Word production in English.	Statement 3 / Analysis Unit 3	El estudiante <b>es capaz</b> de producir palabra en inglés.	El estudiante <b>es capaz</b> de producir palabra en inglés.	El estudiante <b>es capaz</b> de producir palabra en inglés.

---

Source: own elaboration

## **CHAPTER 3. INTERVENTION PROPOSAL: A SYSTEM OF DIDACTIC ACTIVITIES FOR THE IMPROVEMENT OF VOCABULARY IN ENGLISH**

This chapter describes the fundamental contribution of this research. This indicates the application of a system of didactic activities based on the use of the Kahoot platform as a didactic resource for the improvement of vocabulary in the students of the second level of the Language Institute in the city of Machala.

### **3.1 Theoretical foundation of the system of didactic activities.**

The main objective of this system of didactic activities is to improve English vocabulary through the Kahoot platform in the second-level students of the Language Institute.

Ecured hace mención que un sistema de actividades es conjunto de tareas docentes concebidas para contribuir al desarrollo del proceso docente educativo con el objetivo de adquirir conocimientos, hábitos, habilidades y que responda a objetivos del programa de estudio, el interés de las necesidades del grupo y de la escuela (2021).

#### **3.1.1 Technological foundations of the didactic activities system.**

Virtual educational platforms were designed to carry out and conduct teaching and learning processes in a virtual environment. In this context, these platforms are used as tools to support face-to-face interaction and collaborative work between teachers. Therefore, the use of a virtual platform requires a change in the role of the teacher, since the teacher proposes activities and didactic sequences that trigger learners.

In Ecuador, education has been adding new interactive tools, so teachers and students had to adapt to this way of teaching. Under these foundations, the Kahoot platform is presented as a technological resource whose purpose is focused on changing the teaching of English. In addition, the application presents an innovative way of evaluating and examining different contents, which is called as Quiz and is characterised by the way in which the answers are provided in real-time in a dynamic and simple way.

This platform is also very useful for teachers as it allows them to create game-like activities to improve the vocabulary learned during classes, as Ochoa, J describes:

El aplicativo brinda a los estudiantes unos segundos para observar la pregunta proyectada para que todos los participantes puedan visalizarla [sic] y eligan [sic] sus respuestas. Cuando el tiempo haya culminado, aparecerá [sic] otra pantalla en la cual volverá aparecer la pregunta, pero esta vez con las posibles respuestas que pueden ser 4 alternativas como máximo (2019).

**Table 13.**

*Main features of the Kahoot platform.*

<b>Main features of Kahoot</b>	
Types Installation	Software libre o propietario. Installation Personal computer, server or mobile device.
Educational Paradigm	All
No. of students.	one-hundred users or plus.
Duration	No expiry date
Usability	Quick and easy, no expert programming
Flexibility	Adaptable to specific student needs in terms of people, content, curricula and pedagogy

Source: own elaboration



### **3.1.2 Didactic foundations of the system of didactic activities.**

The teaching-learning process of English vocabulary is of utmost importance because it enables the learner to understand and develop his or her communicative skills.

From a critical and constructive perspective, the use of didactics through virtual platforms constitutes a theoretical-referential framework for the actions that teachers must carry out before, during, and after the teaching-learning process, according to the stages of the process described as pre-active, inter-active and post-active (Amaro, 2011).

In the virtual teaching-learning environment, the measurement becomes particularly important because the relationship between the teacher, the subject of knowledge, and the subject content is mediated by technology. In this sense, hypothetical teaching methods take into account didactic interventions (Amaro,2011).

(...) Para que el proceso didáctico o instruccional se lleve a cabo en el aula virtual en condiciones ideales, el profesor o gestor del proceso debe además contextualizar el ámbito de la intervención (nivel educativo, naturaleza de la asignatura, etc.) y diagnosticar (antes de comenzar) las condiciones académicas y tecnológicas de los usuarios (teleaprendientes) para garantizar cierto grado de éxito (Amaro,2011).

### **3.2 Description of the structure of the didactic activity system using the Kahoot platform for English language vocabulary improvement.**

In this part of the chapter, the points that make up the functional structure of the didactic activities are conceptualised, so that a concept of the didactic components is developed, as well as identifying each of the roles that the teacher and students must play in the educational practice.

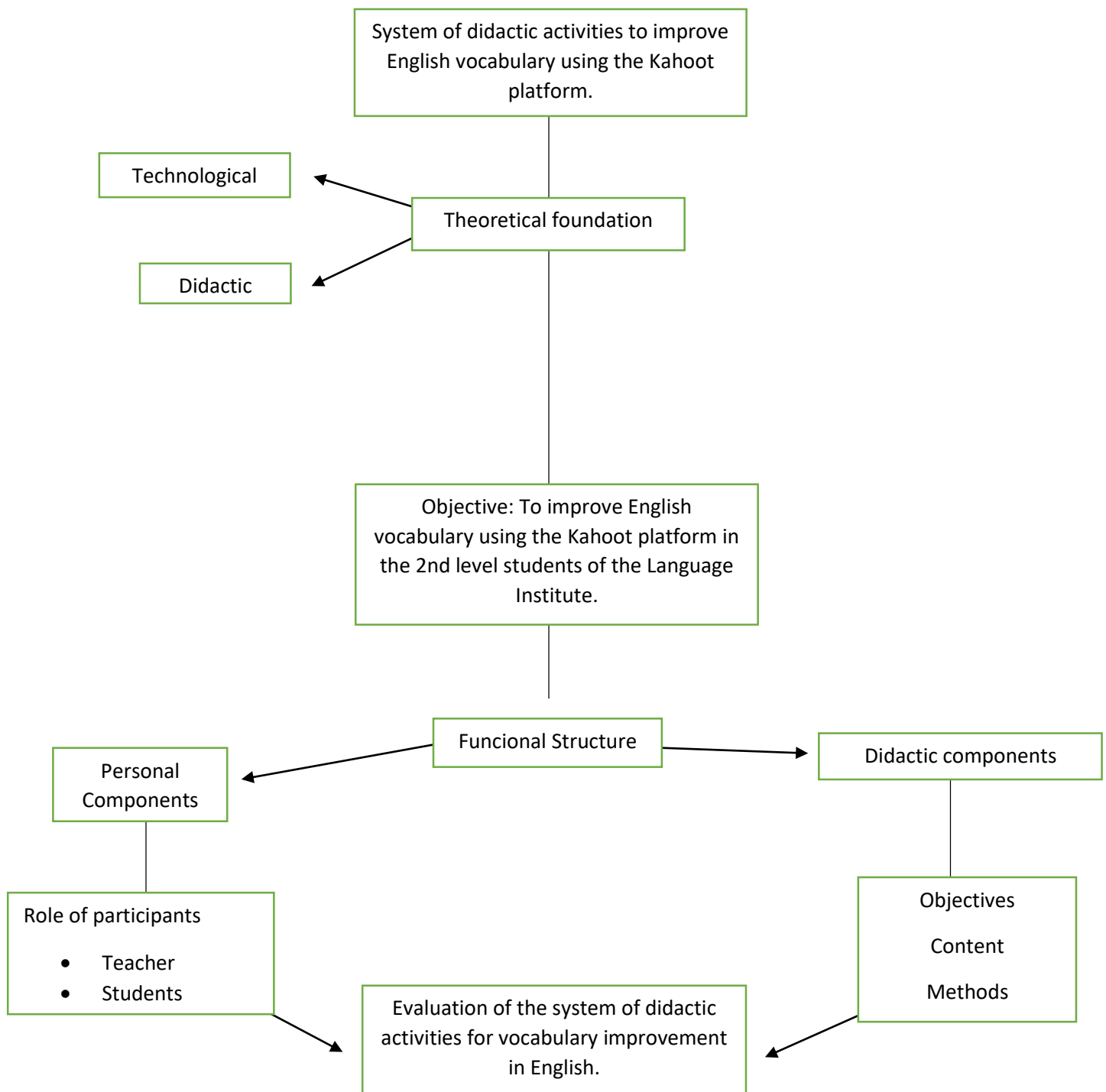


Figure 2. Scheme of the activity system

### 3.2.1 Role of participants.

This section aims to specify the roles of the teacher and the students in teaching and learning. Also, the teacher's guidance is essential because his role is not limited to allow the students to figure out the grammar rules. On the contrary, their participation is dominant. For as mentioned, Velásquez Erick (2014) “El rol del participante se proyecta con un mayor alcance que un receptor pasivo, tomador de apuntes, conformista, resignado memorista, o simple repetidor de las enseñanzas impartidas por un instructor, docente o facilitador” párr.3.

#### *Teacher*

It is inaccurately believed that the teacher only provides information and controls discipline, but also acts as a mediator between the student and his or her environment, becoming the guide. Thus, Prieto Jiménez (2008) argues that:

Por todo ello entendemos que la figura del profesor es clave, en todo lo relativo a la formación y socialización de los menores. Pero, para que pueda desarrollarse de una manera acertada, resulta necesario dotar al profesorado de todos los medios que precisa, así como de un respaldo público por parte de todos los agentes educativos y sociales (p.443).

#### *Students*

Nowadays, due to the new modality of study, the student must demonstrate conviction and commitment to the process that is being carried out, this means that the students must fulfill some functions such as:

- Know and make use of new technologies.
- Share ideas with an open mind.
- Facilitate meaningful learning.
- Make decisions.
- Be creative and open to change
- Be empathetic and flexible

### **3.2.2 Didactic components**

The non-personal didactic components in the development of the present system of didactic activities are composed with:

#### ***Objectives***

It is always necessary to set objectives during the teaching process, as they refer to what the students will be able to learn or do at the end of the lesson.

#### ***Contents***

In this section, according to the answer to the fundamental question "What to teach?" any approach must respond to the subject of the curriculum, i.e. the knowledge to be acquired. Vaquero (2019) defines content:

(...) Como el conjunto de saberes: hechos, conceptos, habilidades, actitudes, en torno a los cuales se organizan las actividades en el lugar de enseñanza (taller, aula, etc.). Constituyen el elemento que el profesor trabaja con los alumnos para conseguir las capacidades expresadas en los objetivos (p. 1).

#### ***Methods***

This section refers to how the teaching will be carried out, and here it is important to clarify the process to be followed in order to achieve the stated objectives.

Para Muñoz (2013) el método es el conjunto de momentos y técnicas lógicamente coordinados para dirigir el aprendizaje del alumno hacia determinados objetivos. El método es quien da sentido de unidad a todos los pasos de la enseñanza y del aprendizaje y como principal ni en lo que atañe a la presentación de la materia y a la elaboración de la misma.

### 3.3 Evaluation of the didactic activity system

The results obtained in the application of the system of didactic activities and its effectiveness in the improvement of English vocabulary can be seen in the research. This analysis was carried out by means of participant observation, teacher survey, and diagnostic test.

It is important to highlight that the students' vocabulary teaching process has improved thanks to the use of the didactic resources used in the system of activities, achieving the objectives set out at the beginning of each lesson and therefore building their learning.

#### 3.3.1 Practice planning

**Class 1.** Going to

**Aim:** SWBAT describes future plans and intentions using a lexical set of words correctly and gives information about a working holiday using the correct grammatical structure of "going to".

#### **Time**

- 40 min.

#### **Activity**

- Students describe plans using the grammatical structure of going to.

She \_\_\_\_\_ (visit) New York next week.

It's cold here, I \_\_\_\_\_ (close) the windows.

If you study hard, you \_\_\_\_\_ (pass) your exams.

#### **Resources**

- Kahoot Platform

- Computer

**Evaluation.**

- Students are able to recognise the grammatical structure of the future tense.

**Class 2.** Adverbs of frequency

**Aim:** SWBAT learns how to use adverbs of frequency according to the context.

**Time**

- 40 min.

**Activity**

Students perform a role-play using what they have learnt in the lesson

- I eat eggs every morning for breakfast.
- I always eat eggs.
- I never eat eggs.
- I sometimes eat eggs
- I don't eat eggs.

**Resources**

- Kahoot platform
- Computer

**Evaluation.**

- Formative assessment (Kahoot).

**Class 3.** Holidays

**Aim:** SWBAT performs a role-play talking about past holidays.

### **Time**

- 40 min.

### **Activity**

Students perform a role-play using what they have learnt in the lesson

- We're going on a \_\_\_\_\_ trip to the beach.
- Can you look \_\_\_\_\_ my cat when I'm on holiday?
- \_\_\_\_\_ sightseeing

### **Resources**

- Kahoot platform
- Computer

### **Evaluation.**

- Formative assessment (Kahoot).

### **3.4 Corroboration of the effectiveness of the activity system.**

#### **3.4.1 Corroboration of the effectiveness of the system of activities for the improvement of English vocabulary in second level students.**

Taking into consideration the results obtained in the diagnosis carried out at the beginning of the research, it became evident that there were certain insufficiencies in the development of vocabulary. These results provided the guideline for developing a system of didactic activities in an attempt to solve the students' needs.

Once the initial diagnosis had been made, we proceeded to apply the system of activities using the Kahoot platform to support the exercises planned by the English teacher, thus helping to strengthen the students' vocabulary.

Next in this part of the work, we proceed to corroborate the system of didactic activities that provided greater effectiveness, so that the characteristics are exemplified predominantly in the application. On the other hand, through the socialisation of the students, suggestions and ideas were received that were of great help for the strengthening of vocabulary.

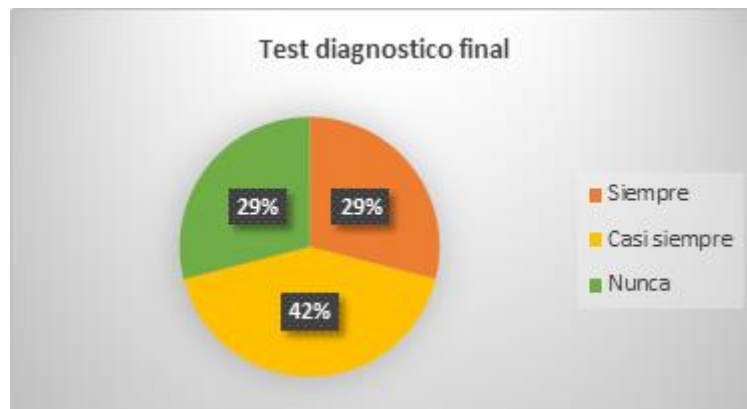


Figure 3. Results of the final diagnostic test.

Once the Kahoot platform was implemented, it became evident (Annex 4) that the students improved their English vocabulary and grammar, leaving as a result that 14 students obtained a score of 9-10, demonstrating that the technological tool does strengthen meaningful learning.

For this comparison, an Excel program was used, in which two tables were created, one for the initial diagnostic test and the other for the final diagnostic test. In these tables were placed the grades obtained by the students during the diagnostic test.



**Table 14.***Initial diagnostic test scores.*

INITIAL DIAGNOSTIC TEST					
No	Students	Lexical (3)	Syntactic (3)	Morphological (4)	Total
1	Armijos Juliana	2.5	2.5	2.5	7.5
2	Ariagna Almache	1	2	1	4
3	Baquerizo David	2	3	1.5	6.5
4	Barrera Freddy	2.5	1.5	2.5	6.5
5	Bravo Melissa	2.5	1	3	6.5
6	Bonilla Sandra	1	1	0.5	2.5
7	Bustos Ivana	3	2.5	3	8.5
8	Caceres Milena	1	0.5	0	1.5
9	Caicedo Nicolas	2.5	1.5	1	5
10	Collaguazo Jean	3	2	2.5	7.5
11	Chuya Josselyn	2	3	1.5	6.5
12	Espinoza Yaritza	2	3	1.5	6.5
13	Fernández Alex	2	1	0.5	3.5
14	Freire Karla	1	2	1	4
15	Gonzalez Ariana	0	1.5	0	1.5
16	Garcia Melanie	0.5	1.5	3	5
17	Ariana Gonzalez	2	2.5	2	6.5
18	Inga Mirka	2	2	1	5
19	Jaramillo Nicole	2.5	0.5	2	5
20	Jaramillo Paul	1	0	0.5	1.5
21	Martínez Ambar	2.5	0	4	6.5
22	Mero Paquita	3	3	4	10

23	Mora Lady	0	0	0	0
24	Mora Ladie	0	0	0	0
25	Moreno Jonathan	3	2	1.5	6.5
26	Ower Aguilar	1	1	1.5	3.5
27	Pineda Abel	1	2	2	5
28	Pinto Bladimir	1.5	3	3	7.5
29	Prieto Jeremy	3	2	1.5	6.5
30	Pulla Dario	2	3	2.5	7.5
31	Ramirez Elian	1	2	2	5
32	Ramirez Kevin	3	1.5	3	7.5
33	Ramirez Elton	2	2.5	3	7.5
34	Revilla Jhonny	1	0.5	1	2.5
35	Rivas Marcos	3	2.5	2	7.5
36	Rivera Karla	3	2	2.5	7.5
37	Rodriguez Alejo	2	2	2.5	6.5
38	Rojas Martha	2	3	2.5	7.5
39	Sinchi Kelly	2	3	0	5
40	Shungata Erick	1	2.5	4	7.5
41	Suárez Fernando	1	1.5	1	3.5
42	Unuzungo Anthon	2	2.5	3	7.5
43	Valladolid Luis	2	2.5	3	7.5
44	Vargas Dayana	3	1.5	3	7.5
45	Vidal Allison	2	1.5	1.5	5
46	Vil Christopher	2.5	3	3	8.5
47	Yari Lady	1	2	3.5	6.5
48	Zhiminey Evelyn	0.5	1	2	3.5

Source: own elaboration

**Table 15.***Final diagnostic test scores.*

FINAL DIAGNOSTIC TEST					
No	Students	Lexical (3)	Syntactic (3)	Morphological (4)	Total
1	Armijos Juliana	2	2	2	6
2	Ariagna Almache	3	2	4	9
3	Baquerizo David	2	2.5	3.5	8
4	Barrera Freddy	2.5	1.5	2.5	6.5
5	Bravo Melissa	3	3	4	10
6	Bonilla Sandra	2	2.5	1.5	6
7	Bustos Ivana	3	2	3	8.5
8	Caceres Milena	3	3	4	10
9	Caicedo Nicolas	2	2	2	6
10	Collaguazo Jean	3	3	2	8
11	Chuya Josselyn	2	3	3	8
12	Espinoza Yaritza	2.5	3	2.5	8.5
13	Fernández Alex	2	1.5	2.5	6
14	Freire Karla	1	3	4	8
15	Gonzalez Ariana	2	2	2	6
16	Garcia Melanie	2.5	3	2.5	8
17	Ariana Gonzalez	3	3	4	10
18	Inga Mirka	3	3	2	8
19	Jaramillo Nicole	2	3	3	8
20	Jaramillo Paul	3	3	0	6
21	Martínez Ambar	2.5	1.5	4	8
22	Mero Paquita	3	3	4	10

23	Mora Lady	3	3	3	9
24	Mora Ladie	3	3	4	10
25	Moreno Jonathan	3	2	1.5	6.5
26	Ower Aguilar	3	1	4	8
27	Pineda Abel	1.5	3	1.5	6
28	Pinto Bladimir	2	3	3	8
29	Prieto Jeremy	3	2.5	2.5	8
30	Pulla Dario	1.5	3	4	8.5
31	Ramirez Elian	3	3	2	8
32	Ramirez Kevin	2	2	2	6
33	Ramirez Elton	3	3	3	9
34	Revilla Jhonny	2	3	4	9
35	Rivas Marcos	3	0	3	6
36	Rivera Karla	1.5	2	3.5	8
37	Rodriguez Alejo	2	2	2.5	6.5
38	Rojas Martha	3	3	4	10
39	Sinchi Kelly	3	3	4	10
40	Shungata Erick	2	2	4	8
41	Suárez Fernando	2	2	2	6
42	Unuzungo Anthon	2	2.5	3.5	8.5
43	Valladolid Luis	1	3	4	8
44	Vargas Dayana	3	3	4	10
45	Vidal Allison	2	2	2	6
46	Vil Christopher	2.5	3	3	8.5
47	Yari Lady	3	2	4	9
48	Zhiminey Evelyn	3	3	4	10

Source: own elaboration

**Table 16.***Comparative table of results*

<b>COMPARATIVE TABLE</b>			
<b>INDICATORS</b>	<b>INITIAL TEST</b>	<b>FINAL TEST</b>	<b>OUTCOMES</b>
	<b>RESULT</b>	<b>RESULT</b>	
Lexical	1,7631	2.5	1,7631
Syntactic	1,8620	2.5609	2,2115
Morphological	2	3.1666	2,5833
			<b>6,5579</b>

Source: own elaboration

### 3.5 Application of the system of didactic activities using the Kahoot platform.

In order to confirm the effectiveness of the system of didactic activities based on the use of the Kahoot platform, it was aimed at improving the vocabulary of the English language in second-level students, it was essential to apply it through practice, which is reflected in each class as follows

#### Class 1

The class began with the presentation of the topic "Using be going to", in which the teacher simulated real actions to try to set the class context, at the beginning the students were a bit shy to give some examples in their daily life, Afterwards, an activity (Annex 5) was carried out in order to understand the topic and also to develop skills related to the vocabulary components through the Kahoot platform, which helped students to improve their lexis development.

10-1 FUTURE TIME: USING *BE GOING TO*

(a) I **am going to go** downtown tomorrow.

(b) Javier **is going to be** at school today.

(c) They **are going to come** home later.

**be going to** – expresses future

**am**  
**is**  
**are** } + **going** + infinitive

Figure 4. Future time

#### Class 2

With the purpose of recalling the information of the previous class, and to give way to the new topic and activity (Appendix 6) was carried out on the Kahoot platform in order

to stimulate the intervention, and consequently, the slides of the vocabulary on "Frequency adverbs" were presented in order to facilitate the understanding of the same. Finally, the performance in relation to the development of the syntactic component was evaluated using the Kahoot platform.

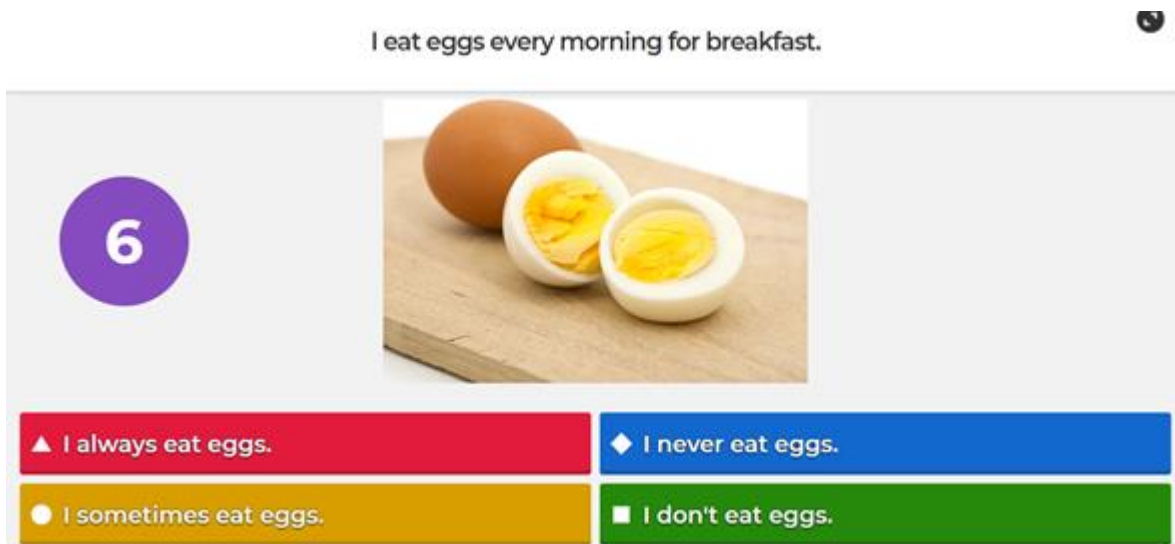


Figure 5. Activity using the Kahoot platform

3-2 Let's Practice

Moussad sometimes cooks dinner.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
√			√	√		√

always  
usually  
often  
sometimes  
seldom  
rarely  
never

16

Figure 6. Frequency adverbs

### Class 3

Just as in the previous class, the topic "Holidays" was presented. Here the teacher represents sentences with real actions to set the context. The students were at first a little shy when they gave their own examples about their daily lives, but finally they felt relaxed because of the good atmosphere of warmth and confidence. See (Annex 7). In order to understand the topic and also to develop skills related to the components of vocabulary using the Kahoot platform to upgrade morphological learning.

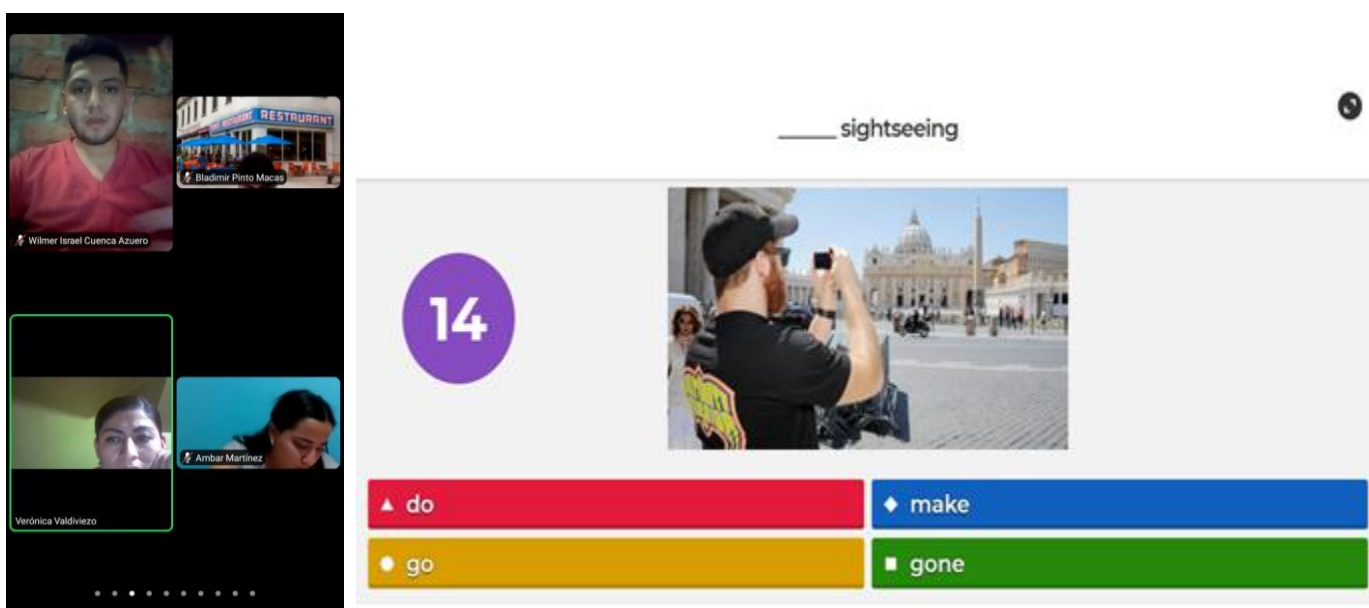


Figure 7. Presentation of the class topic.



## CONCLUSIONS

- In Ecuador, it is very common to see that traditional resources can be used to teach English, such as books, blackboard, and tape recorders. As a result, there's a lack of interaction in class and an unequal students' language skills development.
- Applying a diagnostic test on the second level students of the Language Institute was possible to demonstrate that they do not have an adequate English vocabulary level, with concordance with the level they are enrolled in. This aspect should be addressed with a transformation view in the future.
- A system of contextualized, flexible, and inclusive enhancement activities has been developed based on the constructivism theoretical foundations. With the aim of developing English vocabulary in virtual mode through a tutorial application, supported by Kahoot platform.
- Finally, concerning vocabulary development, it was possible to demonstrate that the use of the Kahoot platform can make a positive effect in the process of teaching and learning English, due to students' commitment and motivation. In addition, there was great acceptance and satisfaction in improving their vocabulary as part of the English curriculum.

## RECOMMENDATIONS

- It is important that innovative didactic resources can be applied to the development of vocabulary that allows the students to be more actively involved in the teaching-learning process and stimulate the understanding of the contents.
- It is suggested that future research should address issues related to the use of different virtual platforms as didactic resources for the development of the teaching-learning process.
- The use of the Kahoot application should be included after each grammar lesson presented in class, it should be done in an evaluative way with the use of grammar. On the other hand, it is recommended that this activity can be done collaboratively, as the use of grammar usually requires more cognitive effort on the part of the students.

## REFERENCES

- Abreu, L. (2015). Análisis al Método de la Investigación. *International Journal of Good Conscience*, *10*(1), 205-214
- Amaro de Chacín, Rosa. (2011). Educational planning and instructional design within virtual environments. *Investigación y Postgrado*, *26*(2), 93-128. Recuperado en 07 de septiembre de 2021, de [http://ve.scielo.org/scielo.php?script=sci\\_arttext&pid=S1316-00872011000200004&lng=es&tlng=en](http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1316-00872011000200004&lng=es&tlng=en).
- Blanca, J. (2018). *El uso de recursos didácticos en la enseñanza del idioma inglés en la I.E.S. gran libertador simón bolívar del distrito de caylloma – arequipa 2017*. [Trabajo de Pregrado]. Universidad Nacional del Altiplano, Puno, Perú.
- Bolivia. (13 de noviembre de 2017). Metodología de la investigación sencilla y eficaz. *MARKA investigación*. <https://markainvestigacion.wordpress.com/2017/11/13/para-que-sirve-el-diagnostico-en-la-investigacion/>
- Cañizales, I., & Moreno, J. (2013). *Mejoramiento del inglés a través del incremento del vocabulario*. [Trabajo de grado]. Universidad Libre.
- Carreño, K., K. (2016). *Impact of didactics resources in performing thereading skill in students of nueve de octubre high school in machala*. [Trabajo de Titulación], Universidad Tecnica de Machala, El Oro, Ecuador. <http://repositorio.utmachala.edu.ec/handle/48000/8342>
- Del Sol Fabregat, Luis Alberto, Tejada Castañeda, Evelyn, & Mirabal Díaz, Juan Miguel. (2017). Los métodos teóricos: una necesidad de conocimiento en la investigación científico-pedagógica. *Theoretical methods: a need for knowledge in scientific-pedagogical research*. *EDUMECENTRO*, *9*(4), 250-253. Recuperado en 18 de julio de 2021, de [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S2077-28742017000400021&lng=es&tlng=es](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2077-28742017000400021&lng=es&tlng=es).
- Espinoza Freire, E. E. (2018). Las variables y su operacionalización en la investigación educativa. Parte I. *Conrado*, 39-49.

- Guano, D. F., Barragán, R., Rodríguez, N. G., & Teran, A. (2020). The playful platform Kahoot in English vocabulary learning. *Conciencia Digital*, 3(1.2), 44-62.  
<https://doi.org/10.33262/concienciadigital.v3i1.2.1172>
- Hernández Sampieri, R.F. (2014). *Metodología de la investigación* (Sexta edición ed.). McGraw-Hill.
- Jimenez, G. V., & Llitjós, A. (2006). Una revisión histórica de los recursos didácticos audiovisuales e informáticos en la enseñanza de la química. *Revista Electronica de enseñanza de las Ciencias*, 5(1), 1-14.
- La educación en latinoamérica. Transformaciones y futuro.* (2016). OGE.  
<https://www.ort.edu.uy/ie/articulos/la-educacion-en-latinoamerica.pdf>
- Maza, J. (2016). *The implementation of word walls to foster English vocabulary among eighth year students of basic education, at "Adolfo Valarezo" international high school in Loja city, during the academic year 2014-2015.* [Trabajo de Pregrado], Universidad Nacional del Loja, Ecuador.  
<https://dspace.unl.edu.ec/jspui/bitstream/123456789/13629/1/JULIANA%20CAROLINA%20MAZA%20VALLADARES.pdf>
- Moya, M. M., Carrasco, A., Jiménez P., Ramón M., Soler G., & Vaello L. (2016). *El aprendizaje basado en juegos: experiencias docentes en la aplicación de la plataforma virtual "Kahoot"*. Universidad de Alicante.  
<https://web.ua.es/es/ice/jornadas-redes-2016/documentos/tema-2/798670.pdf>
- Muñoz, K. (26 de mayo de 2013). Métodos en cuanto a las actividades de los alumnos. Obtenido de slideshare: <https://es.slideshare.net/tequileram/metodos-en-cuanto-a-las-actividades-de-los-alumnos>.
- Nieves, I. (2018). *Conoce los beneficios educativos de Kahoot!, según la neurociencia.* Educación 3.0. <https://webcache.googleusercontent.com/search?q=cache:U8-ZFJ6VAI8J:https://www.educaciontrespuntocero.com/noticias/beneficios-educativos-de-kahoot/+&cd=1&hl=es&ct=clnk&gl=ec>

- Ochoa, J. (2019). *El uso de Kahoot y su contribución en la mejora de la habilidad de escritura del idioma inglés en estudiantes de pregrado del primer ciclo de una Universidad privada de Lima*. [Grado Académico], Universidad Tecnológica del Perú, Lima, Perú.  
[http://repositorio.utp.edu.pe/bitstream/UTP/2441/1/Juan%20Ochoa\\_Trabajo%20%20Investigacion\\_Maestria\\_2019.pdf](http://repositorio.utp.edu.pe/bitstream/UTP/2441/1/Juan%20Ochoa_Trabajo%20%20Investigacion_Maestria_2019.pdf)
- Olivo, E. (2019). *Aplicación Kahoot como una propuesta lúdica en el proceso de enseñanza aprendizaje de las Ciencias Sociales*. [Trabajo de titulación], Universidad Central del Ecuador.
- Ortega, A. (2018). *Enfoques de la investigación*. Researchgate.
- Prieto Jiménez, E. (2008). El Papel del profesorado en la actualidad. su función docente y social. *Foro de Educación*, 325-345.
- Pulla, K. V. (2016). *Methodological strategies used by teachers to increase and improve vocabulary in the first year baccalaureate*. [Trabajo de Pregrado], Universidad Tecnica de Machala, El Oro, Ecuador.  
[http://repositorio.utmachala.edu.ec/bitstream/48000/9721/1/E-2308\\_PULLA%20VALAREZO%20KATHERIN%20LISSETH.pdf](http://repositorio.utmachala.edu.ec/bitstream/48000/9721/1/E-2308_PULLA%20VALAREZO%20KATHERIN%20LISSETH.pdf).
- Quispe, D., & Sánchez, G. (2011). Encuestas y entrevistas en investigación científica. *Revista de Actualización Clínica*, 490-494.
- Rocio, M, O., Olivera, L., Steier, M., y Balbi, M. (2018). Técnicas mixtas de recolección de datos en la investigación cualitativa. Proceso de construcción de las prácticas evaluativas de los profesores expertos en la UNNE. *Investigação Qualitativa em Educação*, 1.
- Rodríguez J, A., Pérez J., Alipio O. (2017). Métodos científicos de indagación y de construcción del conocimiento. *Revista Escuela de Administración de Negocios*, 1-26.
- Salas, R. (2018). *Aplicación Kahoot y su influencia en el rendimiento académico de los estudiantes del décimo año de educación básica de la unidad educativa replica*

- “*Eugenio Espejo*”. [Trabajo de Titulación], Universidad Técnica de Babahoyo, Ecuador. <http://dspace.utb.edu.ec/bitstream/handle/49000/5396/P-UTB-FCJSE-MULT-000020.pdf?sequence=1&isAllowed=y>
- Sánchez, E. (2019). *Métodos de enseñanza del idioma inglés en educación inicial*. [Trabajo académico presentado para optar el Título de Segunda Especialidad Profesional en Educación Inicial]. Universidad Nacional de Tumbes, Perú.
- Schmukler, Y. (26 de enero de 2021). El enfoque sistémico y sistemático en un proyecto. *INCAE*. <https://www.incae.edu/es/blog/2017/01/26/el-enfoque-sistemico-y-sistematico-en-un-proyecto.html>.
- Sistema de actividades. (2019, agosto 13). *Ecured*. Consultado el 02:31, septiembre 12, 2021 en [https://www.ecured.cu/index.php?title=Sistema\\_de\\_actividades&oldid=3501229](https://www.ecured.cu/index.php?title=Sistema_de_actividades&oldid=3501229).
- Severin, E. C., (2010). *Tecnologías de la información y la comunicación (TICs) en educación*. BID ( Banco Interamericano de Desarrollo). <http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/3394/Tecnolog%c3%adas%20de%20La%20Informaci%c3%b3n%20y%20La%20Comunicaci%c3%b3n%20%28TIC%29%20en%20Educaci%c3%b3n.pdf?sequence=1&isAllowed=y>
- Urgilés, E. (2017). *Recurso didáctico tecnológico “Vocaroo” para la expresión oral en inglés de los estudiantes de décimo año de educación general básica de la unidad educativa de fuerzas armadas colegio militar “Eloy Alfaro” en el año lectivo 2016 – 2017*. [Trabajo de Posgrado], Universidad Central del Ecuador, Quito, Ecuador. <http://www.dspace.uce.edu.ec/bitstream/25000/12464/1/T-UCE-0010-013-2017.pdf>
- Vaquero, M. (2019). *decienciasnet* [Tipos de contenidos]. <http://www.deciencias.net/ambito/disenoud/deaula/paginas/ud6.htm>
- Velasco, W. (2017). *Flashcards como material didáctico en el aprendizaje de vocabulario del idioma inglés en los estudiantes del noveno año de la unidad educativa Juan Montalvo de la ciudad de Quito, año electivo 2016-2017*. [Trabajo de Titulación], Universidad Central del Ecuador, Quito, Ecuador. <http://www.dspace.uce.edu.ec/bitstream/25000/13215/1/T-UCE-0010-045-2017.pdf>

Velásquez, E. (16 de agosto de 2014). El rol del participante. Obtenido de prezi:

<https://prezi.com/ojyztexd7ua1/el-rol-del-participante/>

Viteri, R. J., Zurita, A. A., & Huertas, B. D., (2021). Uso de Kahoot como elemento motivador en el proceso enseñanza-aprendizaje. *Revista Cátedra*, 4(1), 98.114.

<http://www.dspace.uce.edu.ec/handle/25000/22596>

Zuñá Macancela, E., R., & Romero Berrones, W., J., & Palma Vidal, J., C., & Soledispa Baque, C. J. (2020). Plataformas virtuales y fomento del aprendizaje colaborativo en estudiantes de Educación Superior. *Sinergias educativas*, 1(5).

## ANNXES

## Anexo 1. Observación participante.

## GUIA DE OBSERVACION PARTICIPANTE

## Tabla de Valores:

Niveles	Valores
Es capaz	3
Poco capaz	2
No es capaz	1


<b>Unidades de Análisis: Subsistema léxico del vocabulario</b>	
<b>1. Categoría: <i>Conocimientos lingüísticos del idioma inglés.</i></b>	
El estudiante <b>es capaz</b> de demostrar conocimiento lingüístico del idioma inglés.	
El estudiante <b>es poco capaz</b> de demostrar conocimiento lingüístico del idioma inglés.	
El estudiante <b>no es capaz</b> de demostrar conocimiento lingüístico del idioma inglés.	
<b>2. Categoría: <i>Cantidad de palabras que se maneja en el idioma.</i></b>	
El estudiante <b>es capaz</b> de manejar palabras en el idioma inglés.	
El estudiante <b>es poco capaz</b> de manejar palabras en el idioma inglés.	
El estudiante <b>no es capaz</b> de manejar palabras en el idioma inglés.	
<b>3. Categoría: <i>Reconocimiento del significado de la palabra.</i></b>	
El estudiante <b>es capaz</b> de reconocer el significado de la palabra.	
El estudiante <b>es poco capaz</b> de reconocer el significado de la palabra.	
El estudiante <b>no es capaz</b> de reconocer el significado de la palabra.	
<b>Unidades de Análisis: Subsistema sintáctico del vocabulario</b>	
<b>1. Categoría: <i>Utilización de las palabras según su significado.</i></b>	
El estudiante <b>es capaz</b> de utilizar las palabras según su significado	
El estudiante <b>es poco capaz</b> de utilizar las palabras según su significado	
El estudiante <b>no es capaz</b> de utilizar las palabras según su significado	
<b>2. Categoría: <i>Analiza los términos por uso de contexto.</i></b>	
El estudiante <b>es capaz</b> de analizar los términos por uso de contexto.	
El estudiante <b>es poco capaz</b> de analizar los términos por uso de contexto.	
El estudiante <b>no es capaz</b> de analizar los términos por uso de contexto.	
<b>3. Categoría: <i>Demuestra conocimiento en reconocer las palabras según su contexto.</i></b>	
El estudiante <b>es capaz</b> de demostrar conocimiento de las palabras según su contexto.	
El estudiante <b>es poco capaz</b> de demostrar conocimiento de las palabras según su contexto.	



El estudiante <b>no es capaz</b> de demostrar conocimiento de las palabras según su contexto.	
<b>Unidades de Análisis: Subsistema morfológico del vocabulario</b>	
<b>1. Categoría: Escritura del plural de las palabras del vocabulario.</b>	
El estudiante <b>es capaz</b> de escribir el plural de las palabras del vocabulario.	
El estudiante <b>es poco capaz</b> de escribir el plural de las palabras del vocabulario.	
El estudiante <b>no es capaz</b> de escribir el plural de las palabras del vocabulario.	
<b>2. Categoría: Representa gráficamente las nuevas palabras en inglés.</b>	
El estudiante <b>es capaz</b> de representar gráficamente nuevas palabras en inglés.	
El estudiante <b>es poco capaz</b> de representar gráficamente nuevas palabras en inglés.	
El estudiante <b>no es capaz</b> de representar gráficamente nuevas palabras en inglés.	
<b>3. Categoría: Producción escrita de la palabra en inglés.</b>	
El estudiante <b>es capaz</b> de producir palabra en inglés.	
El estudiante <b>es poco capaz</b> de producir palabra en inglés.	
El estudiante <b>no es capaz</b> de producir palabra en inglés.	

## Anexo 2. Test diagnóstico inicial.

1 They ----- back to school on 1st September Quiz 77%



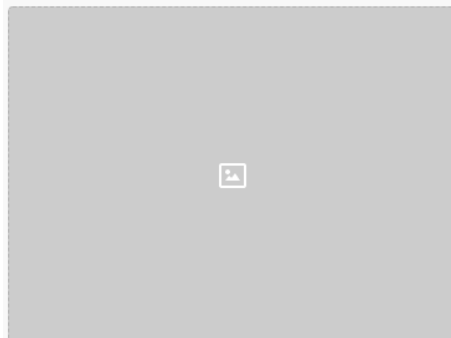
<input checked="" type="checkbox"/>	are going	✓ <span style="color: green;">██████████</span>	37
<input type="checkbox"/>	going	✗ <span style="color: red;">●</span>	3
<input type="checkbox"/>	is going	✗ <span style="color: red;">●</span>	3
<input type="checkbox"/>	go	✗	0
<input type="checkbox"/>	No answer	✗ <span style="color: red;">●</span>	5

2 We are going to the beach in Croatia True or false 21%



<input type="checkbox"/>	True	✗ <span style="color: red;">██████████</span>	36
<input checked="" type="checkbox"/>	False	✓ <span style="color: green;">██</span>	10
<input type="checkbox"/>	No answer	✗ <span style="color: red;">●</span>	2

3 -Quiz **The correct order. What she is doing?** 3 of 8 < >



<input checked="" type="checkbox"/>	going to	✓ <span style="color: green;">██</span>	15
<input type="checkbox"/>	visit her grandma		
<input type="checkbox"/>	she		
<input type="checkbox"/>	is		
<input type="checkbox"/>	Partially correct answers	✓ <span style="color: blue;">██████████</span>	27
<input type="checkbox"/>	No answer	✗ <span style="color: red;">●</span>	6

🕒 20s time limit    🗄️ Multi-select

4 ---- you going to Spain?

Quiz

63%



<input checked="" type="checkbox"/>	are	✓	30
<input checked="" type="checkbox"/>	Do	✗	11
<input type="checkbox"/>	is	✗	1
<input type="checkbox"/>	Does	✗	2
<input type="checkbox"/>	No answer	✗	4

5 Is Sarah to play tennis?

Quiz

29%



<input checked="" type="checkbox"/>	Yes, she is	✗	19
<input checked="" type="checkbox"/>	No, she is going to play volleyball	✓	14
<input type="checkbox"/>	No, she's going to play football	✗	1
<input type="checkbox"/>	no, she is going to play volleball	✗	6
<input type="checkbox"/>	No answer	✗	8

6 She is going to take a photograph

True or false

85%

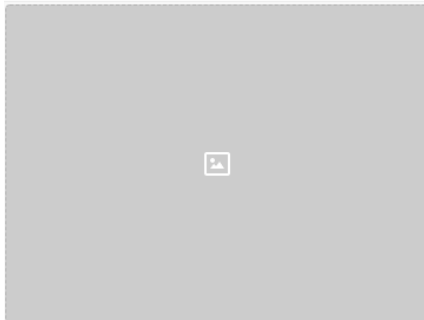


<input checked="" type="checkbox"/>	True	✓	41
<input checked="" type="checkbox"/>	False	✗	3
<input type="checkbox"/>	No answer	✗	4

## 7 I am going to the dentist ----- 8 am on Monday

Quiz

71%





<input type="radio"/> on	✗	5
<input checked="" type="radio"/> by	✗	0
<input type="radio"/> in	✗	5
<input checked="" type="radio"/> at	✓ 	34
<input type="checkbox"/> No answer	✗	4

## 8 Bob is going to sleep in a tent

True or false

65%



<input checked="" type="radio"/> True	✓ 	31
<input type="radio"/> False	✗ 	13
<input type="checkbox"/> No answer	✗	4

### Anexo 3. Encuesta dirigida a la docente de inglés.

## ENCUESTA

Estimado educador (a), el propósito de este formulario es recolectar información académica del docente en el desarrollo de sus clases en la asignatura de Inglés en esta nueva modalidad de educación (virtual) así como también información relacionada con el grupo de segundo nivel, dando a conocer que la misma será utilizada para fines académicos. Cada pregunta deberá ser respondida objetivamente. MUCHAS GRACIAS por su participación.

**APELLIDOS Y NOMBRES DEL DOCENTE**

Texto de respuesta breve

**NOMBRE DE LA INSTITUCIÓN EN LA QUE LABORA ACTUALMENTE**

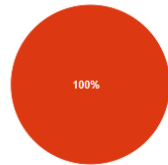
Descripción (opcional)

**GRADO ACADEMICO \***

Licenciada(o)

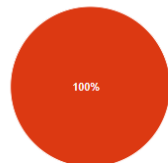


Los alumnos reconocen la estructura correcta de los comandos utilizados en clase.  
1 respuesta



● Siempre  
● Pocas veces  
● Nunca

Los estudiantes pueden distinguir fácilmente el significado de las palabras siempre que cuando reciben algún tipo de ayuda, como una foto.  
1 respuesta



● Siempre  
● Pocas veces  
● Nunca



**Anexo 4. Test diagnóstico final.**

1 - Quiz

Look at the photo and choose the correct word or phrase.



2 - Quiz

Can you look \_\_\_\_\_ my cat when I'm on holiday?



20 sec

3 - Quiz

\_\_\_\_\_ sightseeing



4 - Quiz

Look at the photo and choose the correct phrase.



5 - Quiz

We're going on a \_\_\_\_\_ trip to the beach.



20 sec

**Anexo 5. Actividad. Clase 1****Actividad**

Going to or will? Choose the most appropriate option in each case and conjugate the verb in brackets as appropriate.

She \_\_\_\_\_ (visit) New York next week.

It's cold here, I \_\_\_\_\_ (close) the windows.

If you study hard, you \_\_\_\_\_ (pass) your exams.

Do you have plans for the weekend? Yes, I \_\_\_\_\_ (watch) that movie.

My skirt is very dirty. I \_\_\_\_\_ (clean) it!

Tomorrow I \_\_\_\_\_ (learn) how to cook "paella"

**Solución**

**1. is going to visit 2. I'll close 3. will pass 4. am going to watch 5. will clean it 6. am going to learn**

Think about how the verb in brackets in each sentence would be conjugated in the tense formed with going to. Do it in the affirmative or in the negative as appropriate.

Albert is good at Maths, he \_\_\_\_\_ (study) Statistics degree.

June and her brother \_\_\_\_\_ (travel) around the world the whole next year.

\_\_\_\_\_ (not go) Jane \_\_\_\_\_ to the beach?

What \_\_\_\_\_ (wear) today?

**Solucion**




**1. is going to study 2. are going to 3. Is Jane not going to go to the beach 4. are you going to wear.**



**Anexo 6. Actividad. Clase 2****Actividad**





1 - Quiz

**I eat eggs every morning for breakfast.**

- |   |                       |   |
|---|-----------------------|---|
|  | I always eat eggs.    | ✓ |
|  | I never eat eggs.     | ✗ |
|  | I sometimes eat eggs. | ✗ |
|  | I don't eat eggs.     | ✗ |

2 - Quiz

**I don't paint.**

- |   |                      |   |
|---|----------------------|---|
|  | I always paint.      | ✗ |
|  | I paint every day.   | ✗ |
|  | I paint once a week. | ✗ |
|  | I never paint.       | ✓ |

## 3 - Quiz

**He has tennis lessons on Tuesdays and Thursdays.**



10 sec

- He never has tennis lessons. ✗
- He always has tennis lessons. ✗
- He has tennis lessons twice a week. ✓
- He has tennis lessons once a week. ✗

## 4 - Quiz

**She uses her toothbrush every day.**



10 sec

- She sometimes brushes her teeth. ✗
- She brushes her teeth once a week. ✗
- She doesn't brush her teeth. ✗

## 5 - Quiz

**They go surfing on Saturdays.**



10 sec

- They go surfing twice a week. ✗
- They go surfing once a week. ✓
- They never go surfing. ✗
- They always go surfing. ✗

## Anexo 7. Actividad. Clase 3





















Nickname ▾	Rank ▾	Correct answers ▾	Unanswered ▾	Final score ▾	
Ariana Gonzalez	1	 100%	—	4 852	⋮
Dayana Vargas	2	 100%	—	4 845	⋮
Martha rojas	3	 100%	—	4 840	⋮
Lady Mora	4	 100%	—	4 833	⋮
Lady Yari	5	 100%	—	4 810	⋮
Milena Caceres	6	 100%	—	4 804	⋮
Elton Ramirez	7	 100%	—	4 803	⋮
Paquita mero	8	 100%	—	4 788	⋮
Mora Lady	9	 100%	—	4 788	⋮
Ariagna Almache	10	 100%	—	4 768	⋮
<a href="#">See more</a>					
Melissa Bravo	11	 100%	—	4 766	⋮
Jhonny revilla	12	 100%	—	4 734	⋮
Evelyn Zhiminey	13	 100%	—	4 633	⋮
Kelly Sinchy	14	 100%	—	4 549	⋮
David baquerizo	15	 80%	—	3 871	⋮
Unuzungo Anthon	16	 80%	—	3 868	⋮
Karla Rivera	17	 80%	—	3 862	⋮
Yaritza Espinoz	18	 80%	—	3 861	⋮
Nicole Jaramill	19	 80%	—	3 860	⋮
Luis Valladolid	20	 80%	—	3 859	⋮

Tabla 1. Resultados del dominio del componente lingüístico del idioma

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	5	10%
Medio	35	73%
Bajo	8	17%
Total	48	100%

Tabla 2. Resultados de la cantidad de palabras que se maneja en el idioma.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	5	10%
Medio	33	69%
Bajo	10	21%
Total	48	100%

Tabla 3. Resultados al reconocimiento del significado de la palabra.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	10	21%
Medio	36	75%
Bajo	2	4%
Total	48	100%

Tabla 4. Resultados al utilizar palabras según su significado.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	14	29%
Medio	29	60%
Bajo	5	10%
Total	48	100%

Tabla 5. Resultados del dominio de términos por uso de contexto.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	13	27%
Medio	26	54%
Bajo	9	19%
Total	48	100%

Tabla 6. Resultados al demostrar conocimiento de las palabras según su contexto.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	9	19%
Medio	35	73%
Bajo	4	8%
Total	48	100%

Tabla 7. Resultados del dominio de escritura del plural de las palabras del vocabulario.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	11	23%
Medio	27	56%
Bajo	10	21%
Total	48	100%

Tabla 8. Resultados al representar gráficamente las nuevas palabras en inglés.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	10	21%
Medio	29	60%
Bajo	9	19%
Total	48	100%

Tabla 9. Resultados a la producción escrita de la palabra en inglés.

<b>Nivel de conocimientos</b>	<b>Nro. de estudiantes</b>	<b>% que representa</b>
Alto	9	19%
Medio	23	48%
Bajo	16	33%
Total	48	100%