



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Young learners' evaluation of using Kahoot to learn vocabulary in English at Cursos de Extensión Universitaria (CEU) BUAP

*A thesis submitted to the Faculty of Languages
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LICENCIATURA EN ENSEÑANZA DEL INGLÉS

PRESENTED BY

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TESIS

“Young learners’ evaluation of using kahoot to learn vocabulary in English at Cursos deEx-
tensión Universitaria (CEU) BUAP”

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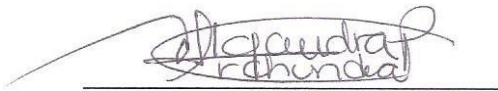
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DEDICATORY

I am very grateful to my mom for all the support she has given to me, she was always there beside me, giving me all the support I needed, since I was a baby until this point in my life in which I am achieving one of my biggest dreams.

Thank you to my dad and my grandmom for believe in me and give me their support in their own way.

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DEDICATORY

I feel blessed to write this part of my thesis after the coronavirus pandemic and to know I still have my mother and grandmother with me. I dedicate this dissertation project to my mother Maria Teresa Campos Ramirez and my grandmother Teresa Ramirez Rodriguez who are the mainstay of my life and are the ones who taught me the meaning of hope and dedication. A special feeling of gratitude to my lovely Mariela Aline Melo Herrera who has always supported me even in my darkest times. You are a great inspiration for me.

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ABSTRACT

Nowadays, educational applications are incorporating in the educational field more frequently, they stimulate interaction in the young learners' language classroom and generate an innovative environment thank to close relation between new technologies and children. Gamification has demonstrated the benefits of using mobile devices and applications which facilitates teaching and learning processes and increase language learners' motivation, especially at young ages. Therefore, the main purpose of the study focus on how young learners evaluate the use of Kahoot! to learn English vocabulary in Cursos de Extensión Universitaria (CEU) BUAP. The study aimed to explore young CEU learners' perceptions and attitudes of using this application to learn English vocabulary, as well as to determine the potential benefits of using Kahoot! in the process of vocabulary acquisition. This was done through a mixed method approach. A systematic data collection which involved the design of a survey, and a focus group was carried out. Both instruments collected the participants' experiences within Kahoot! during class activities. The focus group, which was recorded and analyzed, also elicited participants' perceptions, attitudes, and evaluations about using it. The results in this research support previous studies which using Kahoot! was found to boost students' motivation, engagement and improve classroom interaction. It also provide evidence that the use of Kahoot! improved acquisition of vocabulary significantly. It was concluded that the participants' perceptions were mainly positive, as they expressed that they found the use of Kahoot! as an innovative way to introduce new vocabulary. In addition, participants evaluated using Kahoot! not only fun or easy to use, but they also suggested that they can learn vocabulary using other apps in their smartphones. Apart from encouraging young learners to practice more

often every time they are not inside an English classroom, social networks and other carefully chosen web platforms could offer them different benefits depending on their learning needs.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

When learning a foreign language, students desire to be able to write and communicate fluently their feelings and ideas. To be successful in the language, vocabulary is a fundamental component during this process. Many foreign language learners agree and emphasize that the lack of vocabulary knowledge affect and limit their language skills. As Wei (2007) states the lack of vocabulary knowledge affects directly in the language reception and production. This generates a feeling of insecurity when communicating (Hurtado, 2002). Hence, the relation between vocabulary and reception-production abilities is significantly close, so the employment of an appropriate teaching vocabulary strategy may improve this. Nonetheless, the reality is that when students learn vocabulary there is another factor that has an enormous impact in the process, motivation. Hurtado (2002) emphasizes that the purpose of the teachers goes beyond of helping students to learn new words, in fact, they must create a context where students can feel confident and motivated. It implies that teachers should make sure that their students are actually learning the new words and that they know how to use them in context, as well as remembering and learning them for life. Therefore, if teachers are aware of activities and approaches that can generate in students a sense of motivation and accomplishment, the students will satisfy their needs in the language progressively.

To solve this problem and to create new learning experiences in the classroom, technology, currently, has changed the insight about the relation between it and education. Young learners are very accustomed to using technology in their daily life and they have incorporated technology as part of their education. Consequently, a growing number of

approaches using technology and language learning applications are offered to satisfy today's students' needs. This is the case of the emergent approach called gamification, which offers teachers as well as students an attractive environment for learning, incorporating game characteristics to a lesson. Due to the significant advantages and the dynamism of this approach, these lessons provide students with additional benefits. (Staikopoulos, O'Keeffe, Rafter, Walsh, Yousuf, Conlan and Wade, 2012).

1.2 Aim of the research

The aim of this study was to analyze and describe young learners' evaluation of using Kahoot! to learn English vocabulary at Cursos de Extensión Universitaria (CEU) BUAP and to explore how the use of learning language applications and the use of gamification in a foreign language classroom could help students in their language learning process and in the development of skills. The study attempts to answer the investigation's research questions through a mixed method approach in which the perceptions of the participants about the use of Kahoot! to learn English vocabulary will be analyzed. This project will use systematic data collection, which involves a focus group and a questionnaire.

1.3 Significance of the study

Considering that e-learning and gamifications offers creating new language experiences in the classroom by integrating game features in educational applications; we state that using Kahoot! in the ESL classroom might help students learn new vocabulary.

The relevance of the study is based on the idea that students frequently emphasize that they do not acquire enough vocabulary to communicate in the target language and that vocabulary is a fundamental linguistic component, so this research is worth conducting,

not only for its potential contributions to the educational field, but also for its significance in the optimal inclusion of technology as part of the lessons. Although concepts such as vocabulary learning, eLearning, and gamification approach have been extensively researched, the focus on the relationship new generation students - technology generates particular value because this research was conducted in a particular setting where the type of education, whether private or public education, was not a component to be considered.

1.4 Research setting

Cursos de Extensión Universitaria (CEU) at the Facultad de Lenguas at Benemérita Universidad Autónoma de Puebla (BUAP) is a department offering language courses to the general public. It is offered foreign language courses from children, teenagers, young adults, to adults, in different levels of proficiency. The language courses offered are mainly English, French, German and Italian but also Japanese, Portuguese, Náhuatl and Mandarin Chinese are taught. Nevertheless, CEU courses only offers three language courses in English, French and German. The courses offer different schedules to attend either from Monday to Friday or only weekends. Schedules are offered from 7:00 to 18:00 hrs. The study is focused on English courses offered to children, which involves ages from 9 to 12.

1.5 Aims

As it is described in the previous section, there is only one aim. The aim of this research was to determine young learners' evaluation of using Kahoot! to learn vocabulary at Cur-

ses de Extensión Universitaria (CEU) BUAP. To achieve this, CEU students' perceptions/attitudes about the use of Kahoot! to learn vocabulary in English were analyzed. The aim of the study is to determine and analyze the following:

- a) Attitudes, beliefs, and perceptions about the use of Kahoot! in a TEYL EFL class.
- b) Potential benefits of using Kahoot! in the process of vocabulary acquisition.

1.6 Objectives

The current investigation had one main objective. The investigation used Kahoot! application to learn vocabulary in English to later elicit data from young learners about their perceptions and attitudes as a way to explore the use of this application to learn vocabulary.

1.7 Research questions

This investigation addresses these research questions:

- **RQ1:** What are the young CEU learners' perceptions of using educational applications to learn English vocabulary?
- **RQ2:** What benefits does the implementation of Kahoot! to learn English vocabulary provide young CEU learners?
- **RQ3:** How do young CEU learners evaluate using Kahoot! to learn vocabulary in their language classroom?

1.8 Conclusion

This chapter provides a general idea about the purpose of the study. It likewise describes the significance of the study, the background, and the reason of why the researchers chose this research topic. The aim of the study and research questions have been defined as well. In the next chapter, the literature review will discuss significant studies to provide a strong theoretical basis upon which the current study will be conducted. Further chapters present the literature review, methodology, results, and conclusions of this research.

CHAPTER II: REVIEW OF LITERATURE

2.1 Introduction

This study aims to explore the perspectives that young CEU learners may describe about the use of Kahoot! as part of the language learning process, especially in the acquisition of English vocabulary in a EFL classroom. This chapter discusses ESL (English as a second language) and EFL (English as a foreign language) contexts, the difficulties when teaching young learners, the importance that vocabulary has in the language process and the possible benefits that gamification brings to foreign language learning. The inclusion of Technology in the classroom, as well as educational applications and Kahoot! will also be discussed.

2.2 Second Language learning and Foreign Language learning

First and foremost, the language that we acquire since we are baby is known as mother language or mother tongue so the languages learned subsequent will be classified either second language or foreign language then. Demirezen (2014) states that language learning is related to the cycle where the brain notices, arranges, and stores data. Following that, every individual makes this process to learn basic vocabulary in their mother language, to later understand and communicate with people. We acquire our first language by listening to the sounds produced in our context and repetition of these sounds allows us to have an idea of what is correct and what is not. This idea is supported by Hoque (2017), who states that to learn a language naturally, it is crucial to have a natural source of communication, for example parents and community who usually perform this function.

However, any other language learned or acquired subsequently to the mother tongue is known as a second language or foreign language. According to Hoque (2017), the term second language implies: (1) the process of learning a subsequent language and (2) the method by which an individual acquires a second language that is primarily learned in a context where the language is spoken every day. Both implications demonstrate that this concept is related to the natural process of learning language, however, in the second implication, the learner is in contact with the language every day. The context is extremely important at this point since it defines the potential challenges that students may face during this process. The most essential factor of second language acquisition is that the target language takes place in an environment where the learner could interact with native speakers and be in the contact the language naturally (Saville-Troike, 2006).

Lightbown & Spada (2006), on the other hand, state that learning a foreign language refers to the instructional acquisition of a language. In comparison with second language, foreign language learning occurs in a context where the language being learned is not the primary language, so students lack natural sources and the interaction with the language does not happen naturally, but instructionally.

In our research context, students may say that learning a language in a foreign context represents facing some obstacles. These lessons are sometimes focused on language rules rather than the natural purpose of language; communication, and as a result, it is difficult to acquire language and later have fluency when producing it. Moreover, it is observed when students try to produce or communicate, their feelings also become natural barriers. Nervousness and the sense of failure are the most common ones described by foreign learners. This actually happens because the lack of interaction with speakers of

the language creates a sense of insecurity in students when talking. As a consequence, the student gets stressed and interrupts the process. To overcome these difficulties, Cook (2008) suggests that students should change their attitudes and interests in order to accomplish language goals.

To conclude, understanding the nature and function of language are fundamental elements to be successful in language learning but it is also important to develop strategies that can assist students to accomplish their language goals. After describing the differences between learning a second language and learning a foreign language, it is concluded that this project will focus on learning a foreign language since CEU English courses are held in Central Mexico, where Spanish is the dominant language in the country and English is not a second language.

2.2.1 Motivation in foreign-language learning

The term motivation is related to the reasons and our actions and how this element can help us to satisfy our expectations and goals, so without this element, the accomplishment of actions does not happen (Alonso, 2020). In the field of education, Saeed and Zyngier (2012) point out that motivation is connected to the level of engagement that students have in their daily lessons. Teachers, in fact, have used this element as a parameter to compare the students' motivation in lessons with the growth of their linguistic ability throughout the course.

Despite globalization has showed us the importance of learning languages, Yang, Gamble, and Tang (2012) state that there are several factors that impede effective foreign language acquisition. These factors can go from school facilities to student motivation,

which has been pointed out as an essential component in the process. Blayone, vanOostveen, Barber, DiGiuseppe and Childs (2007) state that students who rarely attend regular classes lack motivation. Blayone's, et al (2007) study is valuable to our study because we aim to investigate whether alternative and novel learning experiences may help students overcome these challenges by boosting their motivation. As it was stated before, lack of a genuine language environment in which to practice, the interference of the native language in language development, lack of engagement in classroom activities and the course's focus are elements that can decrease their motivation to learn (Yang et al., 2012). In addition, students' learning styles and reasons to learn a foreign language should be also considered as crucial motivation factors that can affect their learning process.

As a result, the interaction between a teacher and students has become more important to the learning process rather than structural elements such as educational materials, classroom, and content. Each lesson, the teacher must create an appropriate environment to give students the opportunity to interact with the language and find a real motivation to encourage students to accomplish their language goals. According to Hughes (1989), teaching is allowing students to interact, understand, assimilate, and finally communicate through the new language, and at the same time, helping them to eliminate their natural language barriers such as the context.

To sum up, there is no single magic strategy that motivates all students equally but studying the factors and how motivation affects this process can help us solve this problem.

2.3 Teaching English as Foreign Language

First and foremost, English cannot be considered as a second language in central Mexico because it is not a language used in everyday life. In fact, English in Mexico is typically taught in school as a subject, which means that in our context is considered as foreign language (Broughton, Brumfit, Flavell, Hill and Pincas 2002). Following that, Broughton et al (2002) also mentions that the main purpose of teaching English as a foreign language is that teachers create an environment in which learners may use English naturally. In fact, the Secretaria de Educacion Publica in Mexico states that the main goal of the English Foreign Language subject has the purpose of developing students' skills, attitudes, and learning strategies necessary to participate and interact in contexts with native and non-native English speakers (SEP, 2017). Nonetheless, Setiyadi (2006) affirms that the perceptions of educators about learning language can influence the materials used in the classroom, and the environment and students' beliefs and purposes may influence the teaching methodology. Based on that, foreign languages courses should avoid the concept of English as a subject and be represented as an opportunity for students to be challenged and encouraged to speak up in class and express themselves in the new language instead. The material, the methods, and the approach must all be adequately prepared by the teacher, remembering that each student has both different motives and a different motivational process.

2.4 Teaching Young Learners

Teaching adults is described as teaching learners who are above the conventional educational education age and who already finished or are about to finish their elementary and higher education. Their motivations for learning languages are frequently different

from those of children. In fact, Dunn (2011) states that adult learners are focused on communicating through language structures. They spend time constructing language based on grammar concepts rather than the real purpose of language, communicate their feelings. In contrast, young learners have a reputation for being difficult to keep them on task, but engaging children in learning, is best accomplished by creating a context in which they can feel confident and can perceive the language lessons as a game.

Dunn (2011) compared adults and young learners and found that adults lose interest faster when they do not find a reason to learn or to keep motivated, consequently, they do not participate in activities that they could not find personally challenging, or tedious. Dunn (2011) also states that young learners perceive the language as a medium to express their ideas, whereas adults use the grammar structures of the language in order to communicate their thoughts. It is inferred that young learners tend to focus on their own process and avoid negative judgments. Dunn (2011) states that “young students are natural learners” (p.7) because they are unconcerned about what other people think of them and avoid the negative comments. In conclusion, they are able to behave in a natural way, and feel free to participate in the activities that the teacher has planned for them.

However, Pinter (2006) explains that children's background such as culture, context, parents' expectations, and gender can influence their language learning process. Age, however, is not a crucial factor to determine the methodology or type of activities to use in the classroom so teachers must consider these elements to maintain their interest on the class.

Consequently, Phillips (1993) proposes five elements for teachers to consider when teaching young students. She states that the appropriate application of them may facilitate the teaching process and make it easier to maintain students' motivation and make English class an enjoyable and stimulating experience for children. The following are the elements that Phillips points out for teachers to consider when teaching young learners:

- Activities must be simple and clear enough for children to understand.
- Task must include the four skills: It has to be practical but also stimulating enough for them to be satisfied.
- Activities should mostly be oral. With young learners, listening activities should cover most of the class time.
- With young learners, written activities must be used cautiously.
- Young learners are not often proficient writing in their own language yet.

Figure 1: Elements teachers should analyze when teaching young learners. Source: Phillips, 1993.

To sum up, educating young learners is a challenging task. What is more, for many young learners, English class is their first contact with the language so the effects of this first contact can be long lasting. A suitable and attractive course can instill in them a desire to keep learning languages, have a positive impact on their ability to learn, their development and their self-esteem. On the contrary, a course that is not suitable for children can generate boredom, frustration, rejection of languages and other negative feelings.

2.5 Teaching with technology

As previously stated, to keep the attention of young learners in classroom activities in order to improve their language process is really difficult. The manner in which technologies are applied in the field of language is influenced by a variety of elements. In fact, private education in Mexico has a culture that is more favorable to technology integration. It has the facilities and teachers are better trained to develop these learning strategies in the classroom. In contrast, public education in Mexico has a totally different setting which may hinder this integration of technology. These factors are the context, or the situation in which the technologies are incorporated, the facilities of the institution, the classroom, the knowledge of teachers and students, institution's educational policies, and teachers' willingness to implement it in their lessons, and the educational objectives stated in a class or in the curriculum. According to Ehrlich, Spote,& Sebring (2013), the Consortium on Chicago Schools indicates that students actually have access to internet or to a technological device at home. They typically use technologies, either on their own or to interact with others. In addition, Chapelle (2009) emphasizes that due to everyday interaction between children and technology, the use of emergent technological tools has been introduced in the field of education as a need.

Although young students are not accustomed to using a technological device in the classroom, they are well-versed with the use of applications and platforms. Blake (2008) states that teachers must introduce innovative language learning technologies and incorporate them into new approaches that are naturally appealing for students who are digital natives. Most of the teachers are not accustomed to including platforms, mobile devices,

or any other technological devices frequently, so they find difficulties trying to include them in their lessons. It is not entirely their fault, but as Meyer, Abrami, Wande and Scherzer, (2011) state, the time exposure that they could have had with technology is fundamental to understand this lack of experiences.

To conclude, the integration of technology in the teaching-learning process should not be a fashionable trend. The use of technology, by itself, does not solve educational problems, although its use can contribute to highlighting them, seeking alternatives, and promoting new teaching-learning situations, so it is fundamental that the next generation of educators understand how and when to teach in a way that enables students to learn effectively.

2.5.1 Integration of Technology in Education

The purpose of technology in lessons is not to replace traditional education, but to support it by giving efficient and more advanced, well-designed tools, in order to accomplish the objectives established by the teacher. The U.S. Department of Education, National Center for Education Statistics (2002) states that the integration of technology consists of the inclusion of technological devices that have not been purposefully designed for the educational process. According to Sharples (2005), this strategy gives teachers a variety of methods and approaches to present information to students. Also, he emphasizes that if teachers consider the learning styles and intelligences, students will be more frequently on task and do all the assigned activities. An appropriate integration of technology will therefore make students perceive the internet as an educational tool. Moreover, Raja & Nagasubramanian (2018) state that the implementation of technology in-

creases the learning interactivity in students, which is probably because of the time exposure that students have now to it. Teachers can take advantage of this benefit to promote autonomous learning and engagement in the class topics by allowing them to have more choices about how to approach the material. With all those benefits for education, Sharma and Barrett (2007) offer the following reasons to use technology inside and outside the EFL classroom:

- ✓ Exposure to the language: Students can have information from countries where the language is spoken.
- ✓ Input: Students can interact with material with a valuable content such as audios or conference in the target language.
- ✓ Instant feedback: Students can get instant feedback from activities and can identify their mistakes.
- ✓ Time saving: Teachers can find and adapt exercises to use in and out the classroom.
- ✓ Motivation: Students may increase their motivation by choosing the activity they most like.

Figure 2: Reasons to use technology inside and outside the EFL classroom. Source: Sharma and Barret, 2007

2.5.2 Perceptions of Technology in Education

Technology in education, especially in Mexico, is seen as a challenge despite the benefits that it can bring to the classroom. We emphasize that an appropriate inclusion of technological elements in lessons may assist teachers to enhance quality of education and connect teaching and learning to real life through active participation, as well as in-

crease the access of education which is a social problem in our research context. Mulrine (2007) supports this idea by stating that technology assists teachers to modernize teaching methods and replace obsolete pedagogical approaches and allowing instructors to be able to develop differentiated curricula based on their current students' needs.

Nonetheless, despite considering the potential benefits that technology can give to education, Hui-Chun (2014) states that the negative aspects of technology must also be considered in order to create balance in the classroom. The students and teachers must not only adjust to what the schools or institutions provide or the methodologies that are fashionable, but also considering that not all institutions have computer rooms or even wi-fi connection that give access to both students and professors. It is crucial to highlight those personal factors that also act as barriers to technological education. One of them is the lack of use from teachers to use technological devices, not every teacher has grown with a technological device or had the opportunity to have access to internet. That is why academic institutions must first train their professors to later promote integration, so educational institutions cannot afford to ignore the possibilities that educational technologies may provide, thus time and money should be invested in educating professionals to use it in a pedagogically sound manner. This idea is supported by Zimlich (2015), who argues that the quantity of technology in the classroom is not a determining element in the implementation of it, but rather the quality of the teacher's use of technology.

To summarize, the incorporation of technology for teaching and learning of English is a change that does not happen by chance in a higher education institution; it needs scientifically based and authorized policies and strategies, as well as the planning, control, and

availability of human resources, materials, and financial resources. A proper incorporation of technology in the area of education needs a deep examination of how this insertion has impacted the development of approaches that enable getting the maximum advantage for the benefit of the teaching field and the students' learning.

2.6 Mobile Electronic Learning

The remarkable advance made in the last years, particularly in the development of technological devices, has given rise to a new pedagogical approach known as mobile electronic learning, or m-learning. The United Nations Educational, Scientific and Cultural Organization (2014) state that this approach is characterized by the creation of pedagogical environments based on mobile technologies, and that it focuses on optimizing learning.

In fact, Epstein (2015) found that at least sixty percent of children have access to smartphones, tablets, and other electronic devices which increases the importance of implementing m-learning. When students are exposed to technological environments, there are positive and negative evaluations associated with it. Positive aspects include that children can increase their knowledge and boost their engagement in classroom activities. Nevertheless, negative aspects are that young learners tend to concentrate more on games and other activities such as checking social media or watching videos rather than get involved in their classroom activities, as a result of which, their academic performance experiences set back. With this in mind, the use of mobile learning in EFL classrooms is gaining a momentum as a consequence of the rising of virtual learning or eLearning, as well as the close relationship between children and mobile devices. However, mobile assisted learning has different implications for different theorists;

for example, some theorists agree that mobile-assisted language learning is not a synonym of teaching that uses a cellphone in the classroom, but a restructuration of the content elements for an accurate transmission of knowledge (Rosales, 2016). Sharples (2005) describes the possible abilities that students may develop by applying mobile e-learning appropriately and emphasizes that students now can:

1. Create multimodal texts
2. Communicate instantly with students from other countries
3. Track language use outside classroom
4. Analyze personal language use and needs
5. Develop and share personal techniques to improve language
6. Provide evidence of progress gathered through media

Figure 3: Abilities that students can develop using a mobile device

Source: Sharples, 2005

2.6.1 Language Learning Applications

The rise of new technologies is transforming our way of life and learning. Educational applications are becoming highly significant both in and outside of the classroom. In the field, language learning applications can be downloaded from *Google playstore* or *Appstore* such as Duolingo, Babbel, Memrise, Busuu, and HelloTalk, among many others. They have actually increased in popularity as a tool to learn a foreign language because you can learn whenever and wherever you want (Guo, 2013). Clavijo, Quintana, and Quintero (2011) state that the inclusion of technological approaches can help to reinforce the relationship teacher-student and student-student, generating collaborative learn-

ing. They also evaluated the role of technology and agreed that students' real-world experiences should be used to enhance meaningful and contextualized learning. Izquierdo, De la Cruz, Aquino, Sandoval & Garcia (2017) conducted a research study in public schools in Mexico to determine the relationship between foreign language teaching and technology communication and they highlighted that the public-school environment creates numerous challenges. However, they agreed that technologies are resources that can be used to expose learners to foreign language in such a way in which they can participate in a variety of comprehension and production activities.

Guaqueta and Garces (2018) state that we have seen how technology has been integrated into all aspects of our lives to improve our experiences and help us achieve better results so teachers must begin to lay the foundation for an effective student-teacher-technology relationship. Similarly, several researchers have discussed their efforts to include learning language applications into their language lessons. For example, Terantino (2016) investigated how the use of mobile language learning applications affected vocabulary acquisition and found that the characteristics of the applications contributed to students' considerable increase of vocabulary learning. A similarly research was conducted by Almasri (2013), she investigated the use of mobile technology in education to learn about the perspectives of foreign language learners on language learning applications and pointed out that students should be free to choose the best for them based on their personal experiences. Teachers must be aware that learnings styles are crucial when planning a lesson plan and that every student has distinct process to acquire vocabulary knowledge. After understanding of how students are more likely to learn, it is critical that both teachers and language specialists determine what role these resources

will play in their classroom setting or how they can guide students to use them during the lessons.

2.7 Definition of Vocabulary

Theorists and researchers in the field of second and foreign language acquisition have acknowledged that acquiring vocabulary is critical because without it, they would be unable to communicate and comprehend one another. Vocabulary, according to Bauer (1998) is about understanding the characteristics of words to later comprehend the world. Crystal (2008) also defines vocabulary as a group of words that contains meaning, which is used to create meaningful messages in another language

Words are often regarded as the most important components in language in both meanings; they are like ants that work together to create a great system for communicating thoughts and emotions. So, learning vocabulary, as Macaro (2003) states, assists student to develop their communicative skills.

2.7.1 Importance of Vocabulary in ELT

When students initially start learning a foreign language, the first thing that comes to mind is acquiring vocabulary, followed by beginning to construct their own phrases and gradually developing and improving the four abilities. Many students, however, claim that learning vocabulary is challenging because they forget words in both their mother tongue and the foreign language, and even after learning the words, they are unable to use them during a conversation. This idea is supported by Nam (2010) who points out that EFL students frequently find themselves unable to communicate because of the lack of vocabulary. Similarly, Folse (2004) states that students find the lack of vocabulary as an obstacle

in their process, as consequence, they cannot generate a real confidence to interact in the language. This means that if they perceive a good implementation of vocabulary techniques, students will feel they progress in the language and increase their motivation then.

Demircioglu (2010) explains that young learners learn vocabulary because it allows them to convey their thoughts and ideas without worrying about whether what they are expressing is grammatically correct or well-structured. Dermicioglu (2010) also states that most of the vocabulary knowledge that acquired in their lesson are simply the surface meaning of the term, leaving out elements such as the pragmatic meaning and the use in the language. When the learner attempts to communicate, this surface learning cause problems, and this is when students create the sense of failure in the language. However, to solidify vocabulary in their minds, young students must acquire vocabulary naturally, emphasizing the meaning and the use before the rules, this may be accomplished by applying an appropriate vocabulary method that will aid in the formation of a word network by establishing their link to other terms.

2.8 Gamification approach

The inclusion of games in contexts such as the EFL classroom and the job, has had a strong impact and has become a trend, attracting the attention of academics, educators, and practitioners and people in general. This innovative concept is called gamification, which is used to describe learning through games that may be used as a reinforcement for any subject since it reflects a creative and compelling learning activity.

Deterding, Dixon, Khaled, & Nacke (2011 cited in Miller 2013) state that gamification was originally used in 2008 but this term was adapted as an approach in the second half of

2010. It was described as the application of game features in non-game settings. (Miller, 2013). Essentially, this new approach seeks to provide students with innovative activities to prove their knowledge about certain topics by including the engagement that they have when playing games or videogames into the language learning process.

However, several definitions and implications have been described by many authors: for example, Deterding et al (2011) and Kapp (2012) agree that gamification is a process that allows students to solve problems by using game thinking. In addition, Kapp (2012) states that game mechanics engage and motivate people, which promote learning. This game-based thinking, as Lee and Hammer (2011) and Zickerman and Cunningham (2011) state in their gamification definitions, involves the inclusion of game features that generate focused attention and certain specific behaviors in students to improve their interactivity and their ability to solve problems

To summarize, gamification is often used by teachers as a motivational strategy in the teaching-learning process to generate behaviors in students providing them an attractive environment. This attractive environment generates positive experiences and an inherent desire to participate, as well as a commitment to the activity in which they are involved. This supports the achievement of meaningful learning outcomes and language learning growth.

2.8.1 Gamification in the classroom

Students frequently remark that school is a little bit boring routine; in response, teachers work hard to reinvent their teaching techniques and provide more dynamic, energetic, and attractive activities. That is the reason why gamification has gained relevance in the education field.

Gamification in the classroom has several benefits, including more fun, a more relaxed setting, more visible learning progress, and greater ownership of learning (Leaning, 2015 cited in Montaner-Villaba 2018). Several research on gamification demonstrate that it may enhance students' excitement and motivation while they work to improve their language learning level and communication abilities. This notion has led to the incorporation of new concepts into the teaching and learning of foreign languages in order to motivate students in their pursuit of the area of essential skills. According to Güler and Güler (2015 cited in Kocakoyun & Ozdamli 2018), gamification includes game features that have proved to retain the user's interest while also challenging and allowing them to obtain better results during the course and language process. Games, in addition to having a great motivating effect, encourage students to participate in them often without any monetary reward, simply for the pleasure of playing and having an enjoyable learning experience (Kapp, 2012).

As a result, it is expected that the inclusion of game components changes positively the learning environment, generating complete feedback and learning experiences. (Dicheva, Dichev, Agre and Angelova, 2015).

Learners, particularly young learners, are familiar with game mechanics since they have played or continue to play a variety of games at home, this idea is supported by Wichadee and Pattanapichet (2018 cited in Montaner-Villaba 2018) who believe that the level of engagement that young learners have with games assist them to increase their learning skills.

However, one of the major issues with gamification is that if it is exclusively developed by game designers, it may be highly entertaining, but educational part may be lacking. Therefore, Nah (2014) presents eight game design principles that are often employed in educational and learning situations.

ELEMENTS	DEFINITION
Points	<ul style="list-style-type: none"> ✓ Used as a parameter of achievement ✓ Used as rewards, ✓ Used as a form of investment for further progression
Levels/Stages	<ul style="list-style-type: none"> ✓ Used to show users their progress. ✓ Used to inspire to keep ascending levels
Badges	<ul style="list-style-type: none"> ✓ Used to mark tasks accomplishment. ✓ Used for engaging the learners in subsequent learning tasks. ✓ Used to inspire learners to work towards future goals.
Leaderboards	<ul style="list-style-type: none"> ✓ Used to keep the learners motivated. ✓ Used to integrate competence in students.
Prizes and Rewards	<ul style="list-style-type: none"> ✓ Used to motivate learners.
Progress bars	<ul style="list-style-type: none"> ✓ Used to track students' progression. ✓ Used to motivate people to achieve their educational goal. ✓ Used to encourage people if they are falling behind.
Storyline	<ul style="list-style-type: none"> ✓ Refer to the content of the lesson. ✓ Provide real context. ✓ Helps to illustrate the use in the real life
Feedback	<ul style="list-style-type: none"> ✓ Helpful for learner engagement. ✓ Increases the learning effectiveness. ✓ Important criterion for performance and engagement.

Figure 4: Eight game design elements. Source: Nah, 2018.

It is crucial to note that gamification is one of the most recent techniques for adapting to the demands of learners, especially digital natives and digital students studying a foreign language. In many contexts, gamification employs ludic features and approaches. It also motivates learners to participate in a more dynamic learning environment.

According to Huang, Hsin-Yuan, and Soman (2013), these characteristics prime the interaction with other learners; specially leaderboards, making students become a member of a large learning community. In addition, several applications based on the gamification approach have been created. Therefore, gamification is not a one-size-fits-all solution for every educational setting. This entails understanding the concepts and aspects that games include, which make them appealing for attempting to use some of them inside a learning setting. Creating a dynamic that blends pleasure with education or learning is barely a simple undertaking, and the results are not always predictable.

2.9 Kahoot!

Kahoot! is an interactive program that uses questions and answers to create simple support games in the classroom. It simply requires a computer, a projector, a screen, and the internet. This application enables the construction of questionnaires, surveys, and conversations, as well as the analysis of participant results, real-time interaction between instructor and student, and the ability to get rapid feedback, among other things. Because of its game-based features, Dellos (2015) describes Kahoot! as “a student response system that encourages students to interact and stay interested in class” (p.503). Kahoot! has the potential to motivate students, as the earlier it is answered, the more points can be earned if the chosen answer is correct. By encouraging student engagement in their own learning, using Kahoot! as an educational tool increases motivation and promotes learning from a fun standpoint.

It is important to mention that Kahoot! enables students to actively participate in class using their full name or a nickname; this function may assist students who are unlikely to

participate in the game due to the fear of committing mistakes. As it has been reported, Kahoot! also allows teacher to observe the student's behavior while they answer the questions, this feature may benefit to the teacher in terms of the class control because teaching young learners can sometimes be a challenge.

2.10 Conclusions

The literature related to the use of technological devices that may improve the motivation of language learners through the use of language learning applications and social networks was presented in this chapter. Some definitions of terms used to refer to the use of computer programs to learn a language and new innovative approaches related to the integration of mobile devices into the classroom were provided, also how critical it is for every language instructor to understand how to incorporate them and the inevitable training that schools must give to their professors. The application of learning techniques, as well as the function that motivation plays in the use of technology in the language classroom in ELT practices was also explored. The next chapter will detail the research setting in which the study was conducted, the technique used, the tools used in the research, and the individuals participating in the process.

CHAPTER III: METHODOLOGY

Introduction

This chapter will describe the technique used to learn about students' attitudes regarding Kahoot! for learning new vocabulary. The research environment, participants, and tools will be detailed in this chapter. First, the setting and participant characteristics such as age, gender, number of participants, and language level will be provided. Second, consider the strategy and equipment that will be used to gather data. The last part will provide a detailed description of the techniques used to acquire the information needed for this research, while Chapter 4 will present the study's final conclusions.

3.1 Setting

This research was conducted at Cursos de Extensión Universitaria at Benemérita Universidad Autónoma de Puebla, Complejo Cultural Universitario. This school is located in the city of Puebla and offers language courses. These classes are open to the entire public and the main purpose of these courses is for students to communicate and develop skills. Several foreign languages are taught such as English, French, Italian, etc. Additionally, it is crucial to highlight that the children included for this study range in age from 7 to 12 years old and are mostly interested in taking English classes. During our practicum, we proceeded to see sample classes with our mentors to see how teachers manage the class, the activities, materials, and tools they use to reach their goals, and to see how learners behave and learn to behave later on, gather information about learning styles, and consider activities to propose in the class.

During this period, it was assumed that pupils had specific understanding of an educational program known as Kahoot! It was demonstrated by teachers' consistent **use** of this

program to reinvent their lessons and encourage students to take an active role in the activities

3.1.1 Participants

As previously indicated, the learners are children who study English at the beginner-intermediate level. Their current course is classified as "Level Nine." According to the CEFR, this level is equivalent to A2+ (Council of Europe, 2001), at which learners can comprehend short, basic texts containing the most often used terms. The course had 16 pupils registered, ten girls and six boys ranging in age from 9 to 12 years old. Learners are nearing the end of their English learning path at CEU, which, as previously stated, equals A2+. These pupils are classified as young English learners according to their age. Every Saturday, the kids attended a four-hour English class. All of the pupils in the course were in elementary school, with only two already in secondary school.

3.1.2 Sample

In order to analyze the characteristics of the participants, we use homogeneous sampling, which tends to bring together people with similar experiences and backgrounds. Our targeted participants have already used the Kahoot! Application for educational purpose and are placed in the same level of proficiency (A2 +). According to Patton (2002 cited in Palinkas 2015) "purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources" (p.265). To accomplish this, Creswell, and Clark (2011) suggest that the participants must have similar experiences with the phenomena in order to recollect data that can be identical to the real group.

3.2 Method

A mixed-method approach was employed to collect data in order to address the research questions of this study. This entailed obtaining both numerical (quantitative) and textual (qualitative) data (Creswell, 2009). Murtonen (2015) describes the mixed method approach usually gather numbers and words that are used to objectively categorize data from all received replies. Since the purpose of the study is to analyze the students' evaluations about the use of Kahoot!, This approach allows to create a critical description including measurable data and statistics than can help us to understand better the perspectives from participants.

3.2.1 Instrument

The qualitative angle of this research is to collect data in the form of words through the use of focus group interviews to analyze the evaluations and perceptions that learners may described. This tool helped to analyze the critical evaluations about the use of using Kahoot! as an educational tool. On the other hand, we agreed that the most acceptable method for collecting quantitative data, for this research, is to use a Kahoot! questionnaire that will facilitate students answering the questions and at the same time make them feel comfortable with something they are used to. It is also important to mention that Kahoot! questionnaire is considered as a Likert-scale questionnaire. In fact, Likert's (1932) created the Likert-scale questionnaire, and it has been used by numerous researchers for over four decades, mostly in survey research, because of their practical use.

3.2.1.1 Questionnaire

Although there are many other types of surveys, the one used for this study is a Likert scale questionnaire created with the Kahoot! program. Due to the characteristics of the

participants and the Kahoot! application system, a Likert scale questionnaire with four options to choose from was designed. According to Smith, Wakely, Kruif, and Swartz (2003) “four points are preferable for young responders and those with low desire to complete the questionnaire since 4-point scales are simple to grasp and need less work to complete” (p.39) The four-point scale was then taught to each student: the red square with a triangle represents highly agree, the blue square with a rhombus represents agree, the yellow square with a circle represents undecided, and the green square with an inner square represents strongly disagree. Each student answered the questionnaire playing Kahoot! game survey. This questionnaire (see appendix 1) was administered before the interview (see appendix 2) and was answered by the 16 students in the group.

3.2.1.2 Interview

The concept of autonomy is the most important element in a qualitative research study (Kvale, 2007). With this in mind, the students were free to choose whether participate or not. To accomplish this point, a consent form was designed and delivered so that participants and parents were aware of the purpose of the interview and how the collected data would be managed and analyzed. The reason for using the focus group interview is to corroborate the results with the administered survey. It was a face-to-face conversation in which researchers ask conservatively questions in order to make students comfortable while their responses were recorded. The study research consisted of 6 questions in Spanish to make the participants feel comfortable and give them the opportunity to explain their own opinions. A total of eight participants (4 boys and 4 girls) were interviewed, which is the representative sample of this group without generalizing too much. As previously stated, all participants were informed about the purpose of the instrument and had

the autonomy to agree to participate and be registered. After the interviews, the recordings were transcribed and analyzed (see annex 2).

3.3 Data collection procedure

This investigation used a step-by-step approach to collecting the data needed to answer the research objectives. The Kahoot! questionnaire and the focus group interview were both piloted to a group with the same characteristics as the real one in the quantitative part. Then, it was applied and answered by the experimental group. For the qualitative section, focus group interview was scheduled according to the activities of the course and applied to students with the same characteristics as the one selected to participate in the research. After piloting the interviews and making the correspond adjustments, there was an opportunity to record participants and then transcribe their answers. To achieve the aims and answer the study questions, data was collected in the following order.

3.3.1 Data analysis procedures

To evaluate the data obtained throughout the questionnaire, it was essential to choose and categorize into sections related to the participants' evaluations. These items may be found in the sections on perceptions of integrating technology into the classroom and the evaluations of the Kahoot! application as an educational tool. Some visuals and pie charts were created to provide visual assistance for coming to conclusions regarding the topic. After elaborating the pie charts, the evaluations about the use of Kahoot! were described according with the data obtained from the graphics. Finally, the interview part, after designing, piloting, improving, and conducting the interview, the information was transcribed, evaluated, and compared to answer our research questions.

3.4 Conclusion

This chapter presented information on the participants, the research context, and the participants' backgrounds. The research methodology includes a description of the equipment used to acquire answers to the research questions presented, as well as data collecting. It also described the equipment used in the study, including the sort of questionnaire and interview employed. The chapter that follows will provide the research procedure for analyzing the outcomes of the instruments used in this study.

CHAPTER FOUR: RESULTS

4.0 Introduction

This chapter describes the data analysis for the information gathered using the approach outlined in Chapter 3. In addition, in this chapter, the analysis of the study topics given in Chapter 1 will be presented. First, pie charts and discussion are used to convey the analysis (see Appendix 2). The analysis of the survey administered to the learners (see Appendix 1) will be represented by pie charts, whilst the analyses of the self-reports submitted by the learners will be represented by some discussion.

4.1 Research questions

The analysis of the research questions in Chapter 1 is presented here and their importance will be discussed below in Chapter 5. The next two research questions will be examined through the analysis of the instruments used in this study to see if they allow us to answer them. The research questions of this study are:

- **RQ1:** What are the young CEU learners' perceptions of using educational applications to learn English vocabulary?
- **RQ2:** What benefits does the implementation of Kahoot! to learn English vocabulary provide young CEU learners?
- **RQ3:** How do young CEU learners evaluate using Kahoot! to learn vocabulary in their language classroom?

4.2.1 The questionnaire

The questionnaire was applied to the 16 students: 10 women and 6 men. This instrument was designed in the students' mother tongue (Spanish) to facilitate their response and obtain a general perspective with more reliable results. It consisted of 10 multiple-choice questions. The analysis begins with Figure 4.1, which shows how easy students indicated it is to use Kahoot!, where 84% of the participants totally agree with the statement and let us know that they feel totally comfortable use it without any problem, this result can be compared with 14% of those who responded agree with which means fairly easy to handle. To know how easy to use Kahoot! is, participants were asked the following statement *"I found Kahoot! easy to use."*

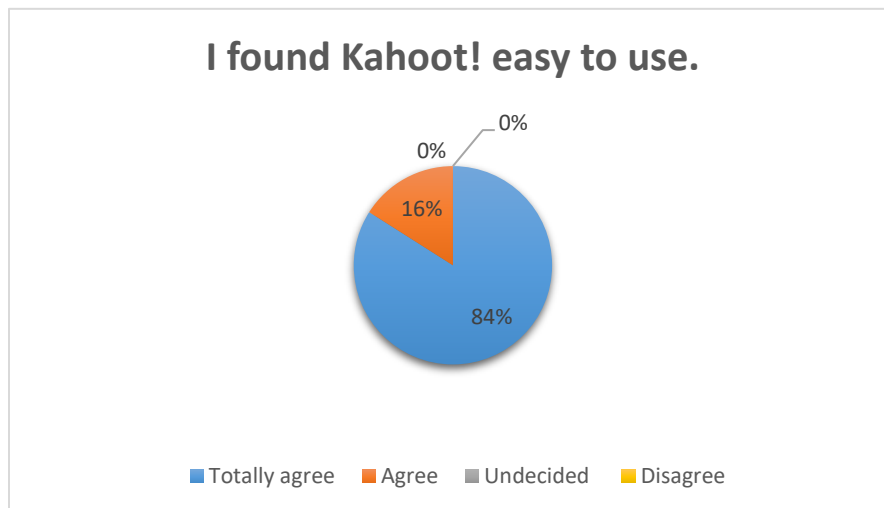


Figure 4.1 How easy using Kahoot! is

We agreed that keeping young learners on task, during out practicum, was always a challenge. Therefore, when we included Kahoot! as a classroom activity, we saw a huge and dramatic difference.

Figure 4.2 shows the responses students gave to a question about the usefulness of Kahoot!. in the classroom, especially during classroom activity. It is important to point out that Kahoot! was applied to teach vocabulary and, as stated, keeping the students' attention was the main objective. To explore this perception, they were asked the following statement: *“Using Kahoot! keeps my attention on the activity,”* and the results show that 92% of them totally agree with it, while the lowest average shows that only 8% of them agree.

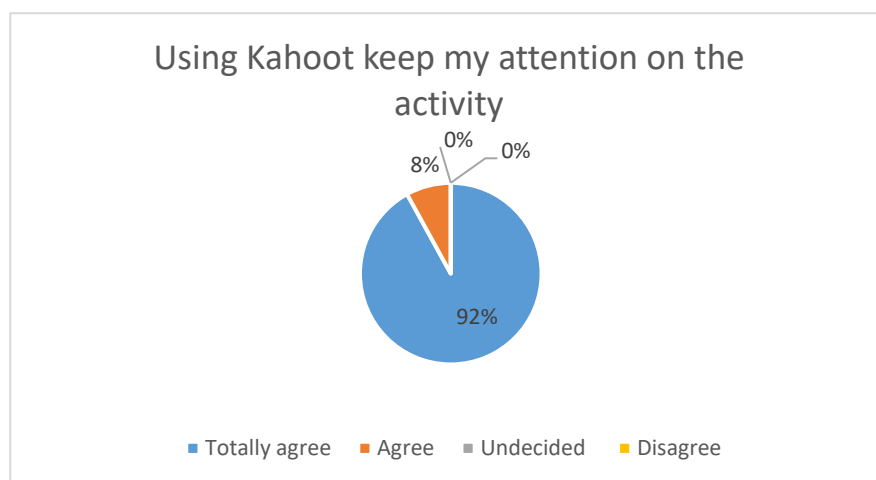


Figure 4.2 How effective Kahoot! is to keep the participants on task.

This shows us that when student increase their engagement into the task, they will improve their language skills. It also can be inferred that they perceive Kahoot! as a mobile game instead of an educational tool so its game features assisted students to increase productivity by creating an active and collaborative environment.

The following figure (Figure 4.3 shows the results about their perceptions of how they feel using this application when they perform an activity. The statement used was that *“I really enjoyed Kahoot!”*

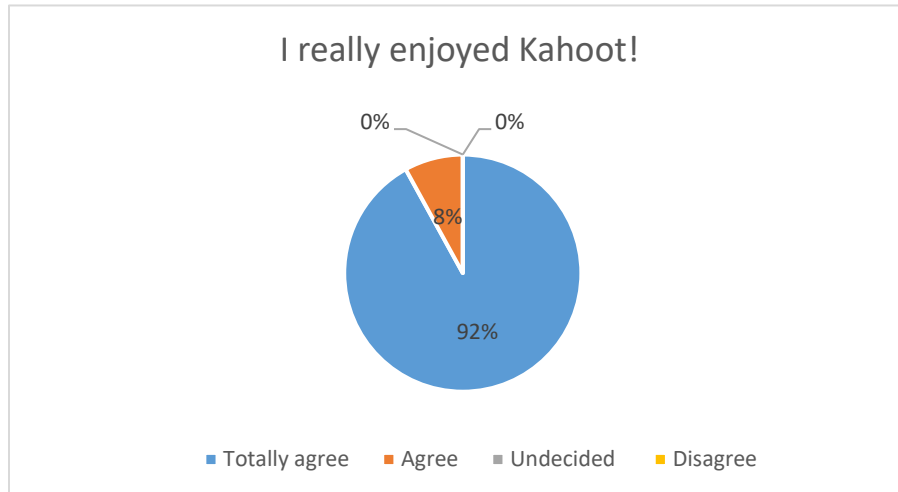


Figure 4.3 Participants' perceptions about enjoyment using Kahoot!

These results show that the learners enjoy playing Kahoot! at the same time, it lets us know participants do not perceive this application as a classroom activity but as a simple game. The psychologist Lev Vygotsky (2004) states that play is the leading source of development in children.

Figure 4.4 shows the results about the efficacy of using Kahoot! to learn English vocabulary. It is interesting to see that 52% believe this educational application has contributed to their process of learning new English vocabulary enough. However, only 48% totally agreed that Kahoot! has been useful when learning vocabulary.

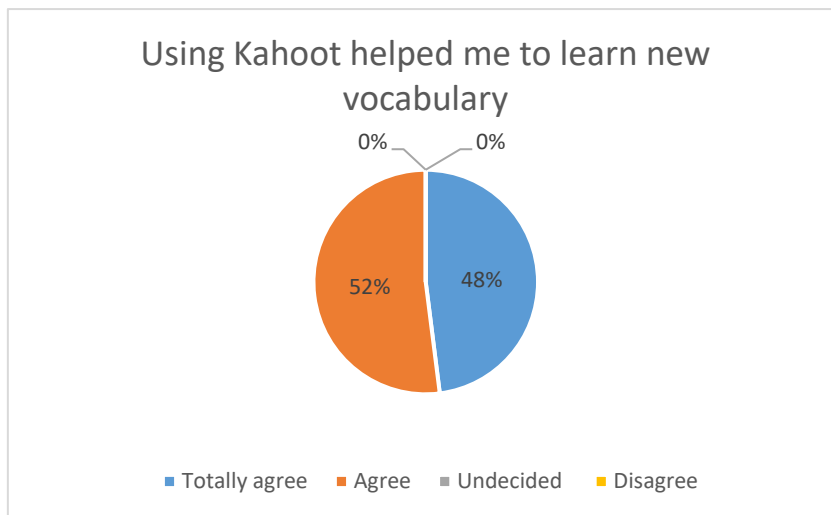


Figure 4.4 How helpful Kahoot! is to learn new vocabulary

Analyzing statement number three and five from Appendix A, those statements are related. As it was shown in Figure 4.3, the results show learners perceive Kahoot! as an online game instead of an educational application and this was proved with Figure 4.5.

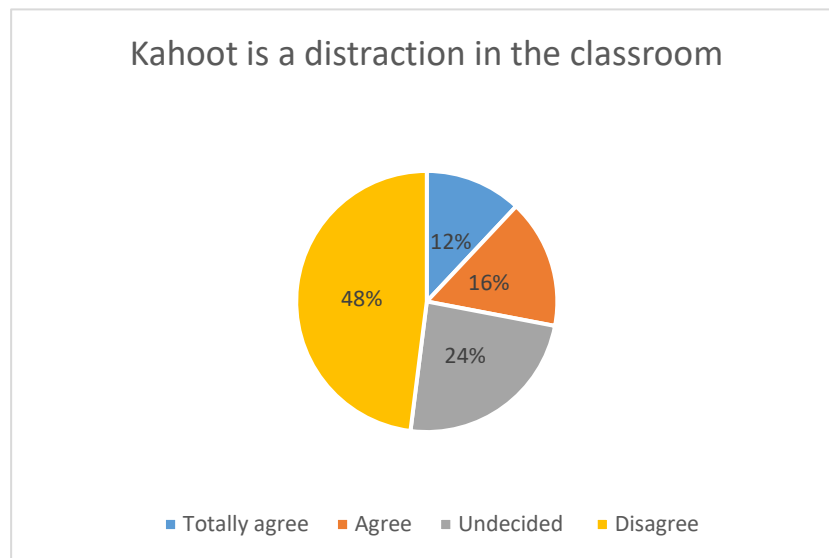


Figure 4.5 Participants' beliefs if Kahoot! is a distraction in the classroom.

Figure 4.5 illustrates students' perceptions of Kahoot! as a digital distraction in the classroom. Two things are inferred from their responses: First, analyze how youngsters understand the term "distraction" and its various connotations. Kahoot! comes to mind for 48% of the participants. It is important to analyze the reasons why students perceive Kahoot! as a distraction.

Figure 4.6 shows the results on their perceptions on the idea of changing the traditional way of learning (paper and pencil) to use technology in the classroom. The results show that 64% of the participants, which is the majority of them, totally agree or simply agree with the statement; Meanwhile, only 4% of the population does not agree with this, which means that the majority of students prefer the use of technology as an educational tool and only some of the participants still prefer to use paper and pencil, or in other words, they still prefer to learn the traditional way. However, there are other participants who represent 32% of the total, who are undecided about whether they prefer technology or traditional resources, perhaps they do not know which option could be better or they probably think that the two options are good for them.

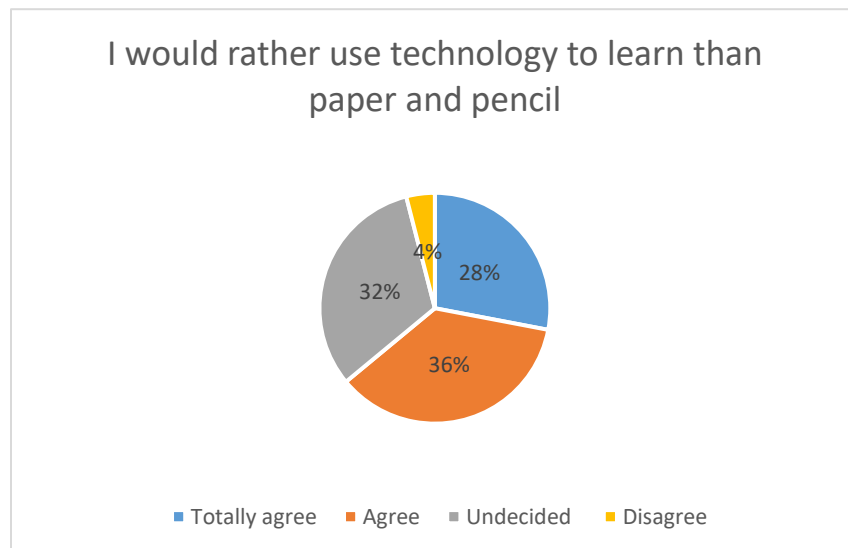


Figure 4.6 Participants' preferences about using technology instead traditional materials.

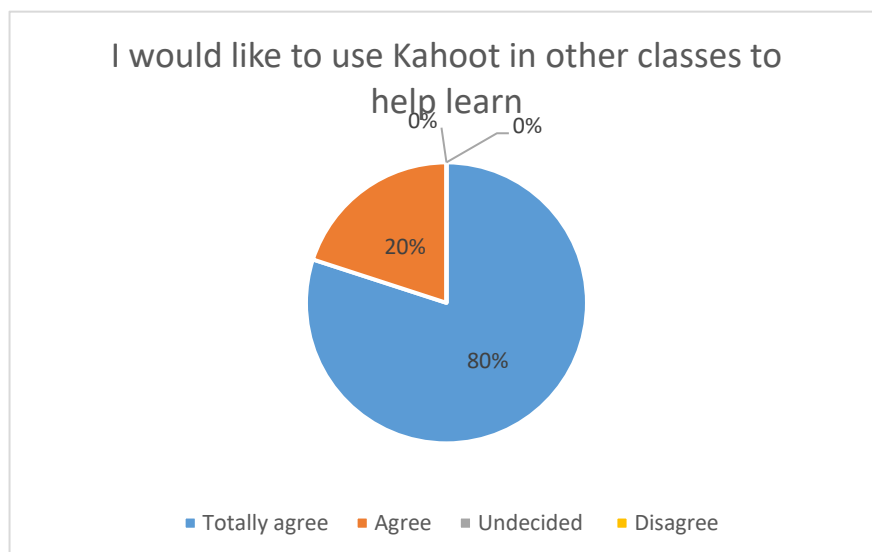


Figure 4.7 How desirable Kahoot! is to learn any subject.

Figure 4.7 shows the results about their perceptions of including this educational application in other educational fields, not just for learning a language. The statement used was “I would like to use Kahoot in other classes to help learn.”

The results show that 80% of them totally agree with including Kahoot! in other subjects; meanwhile 20% just agree with the statement. Both results are positive toward the inclusion of Kahoot! in other subjects which allows us to obtain a wide perspective of the impact that educational applications are taking nowadays.

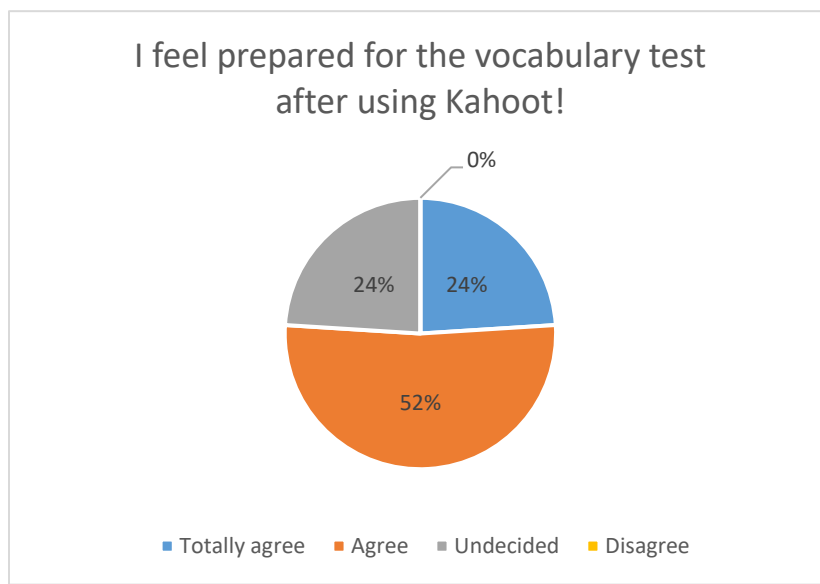


Figure 4.8 How effective Kahoot! is to prepare participants for a vocabulary test.

As can be seen in Figure 4.8, 52% of the participants only agree on how confident they feel to take a vocabulary test with the previous use of Kahoot!, while the percentage that belongs to the totally agree and undecided options are equal with 24% for both options; on the other hand, 0% of the students do not agree with the statement. To further comprehend this, it is necessary to understand that, according to Qing (2009), vocabulary refers to the meaning and its use in the target language. That is, participants must be able to distinguish different words in order to use them appropriately in a variety of contexts. According to the above and analyzing the information in the graphs, it was found that the use of Kahoot! to learn vocabulary can prepare most students only to pass the test or to

avoid failing, but it does not prepare them to achieve excellent grades in the tests or to accurately use vocabulary in conversation.

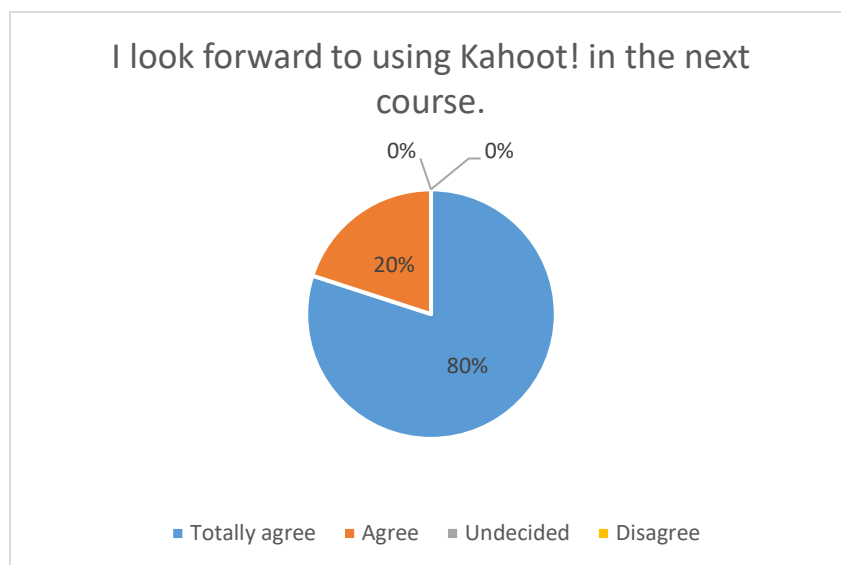


Figure 4.9 Participants' feelings about continue using Kahoot! in future English courses.

In figure 4.9 it can be seen that 80% of participants totally agree about the idea to use Kahoot! in their next course, meanwhile the rest of the students that represent the 20% just agree with that. The results shown in the graph are quite clear, all participants are comfortable using this application in their English classes. It can be inferred that time exposure that students can get from their courses boosts their motivation and, later on, learners can become experts using applications in the classroom.

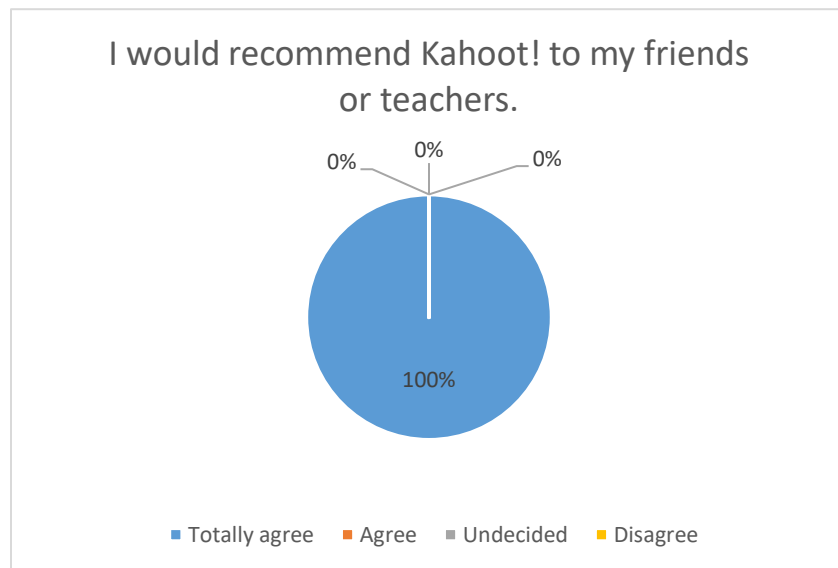


Figure 4.10 How recommended is the use of Kahoot! according to participants.

Figure 4.10 shows that 100% of participants totally agree about the idea of using Kahoot! and recommend it to their friends and teachers. The results shown in the figure are quite clear, all participants are comfortable using this application. It can be inferred that they find a lot of positive contributions, and that they feel that it brings them many advantages that can motivate them to keep learning. It was also discovered that learners loved the game and found it useful. They actually state that they hope using it further or even in other subjects. It can be inferred that students found a different way in which they can feel free of asking and answering questions without generating negative comments from their classmates.

4.2.2 Focus Group

The focus group was useful to compare the information from the questionnaire with the interview. It is important to mention that due to the characteristics of the participants, all the questions asked were in Spanish to make students feel comfortable to answer.

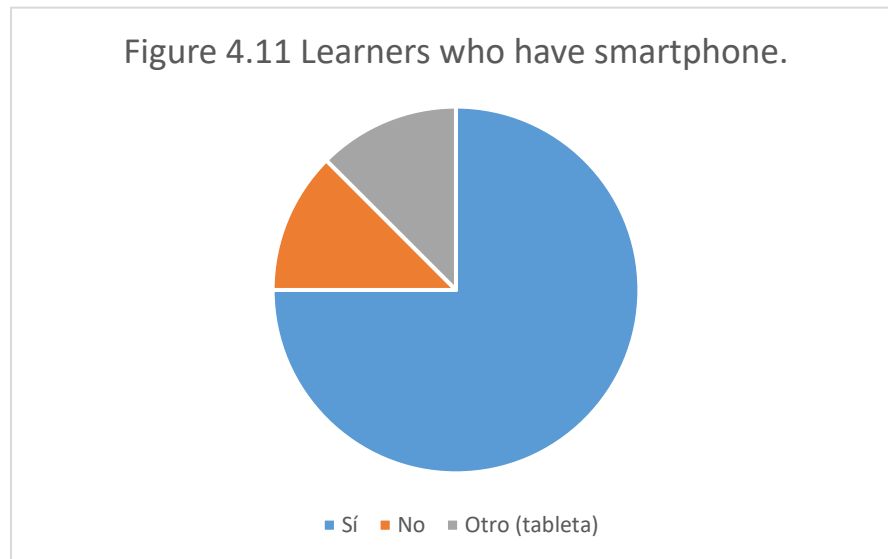


Figure4.11 Participants who have a smartphone.

Figure 4.11 demonstrates that this new generation of students integrates a cell phone or a mobile device in their life. This question tended to be general to demonstrate that learners have access to mobile devices, are accustomed to use them, and may even own one.

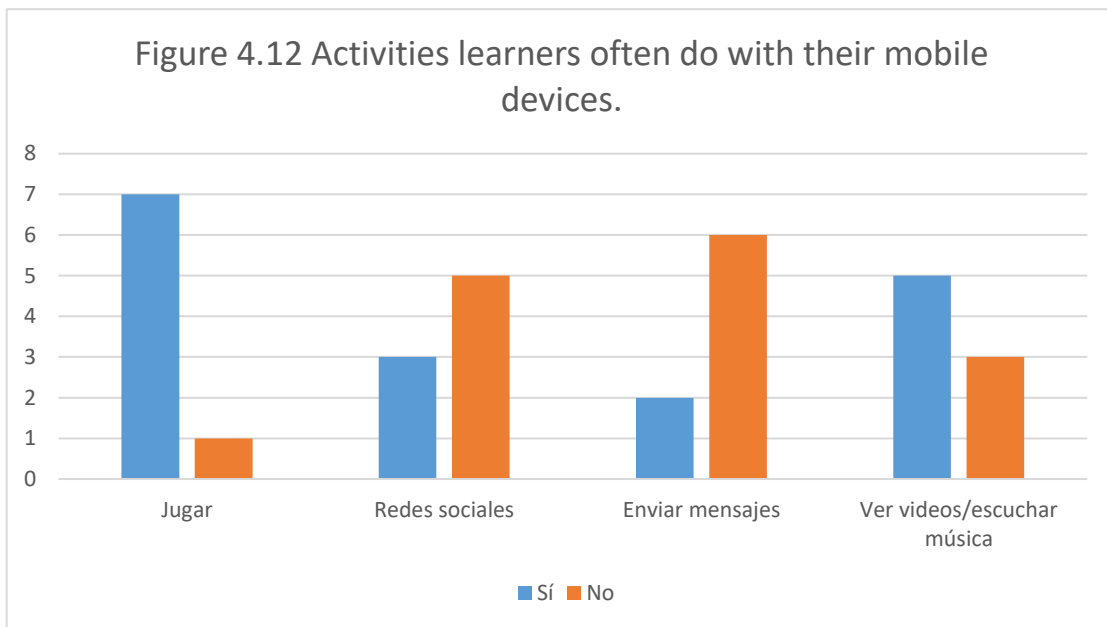


Figure 4.12 Activities learners' often do with their mobile devices.

Figure 4.12 illustrates the most popular activities that participants more often do with their mobile devices either using for academic purposes or using as an entertainment. Therefore, it is important to highlight that most of learners use mobile devices to learn or practice English, which is relevant to the study. These results show that technology can be a good way to improve the language because it offers to students a variety of tools in which learners may support their language process.

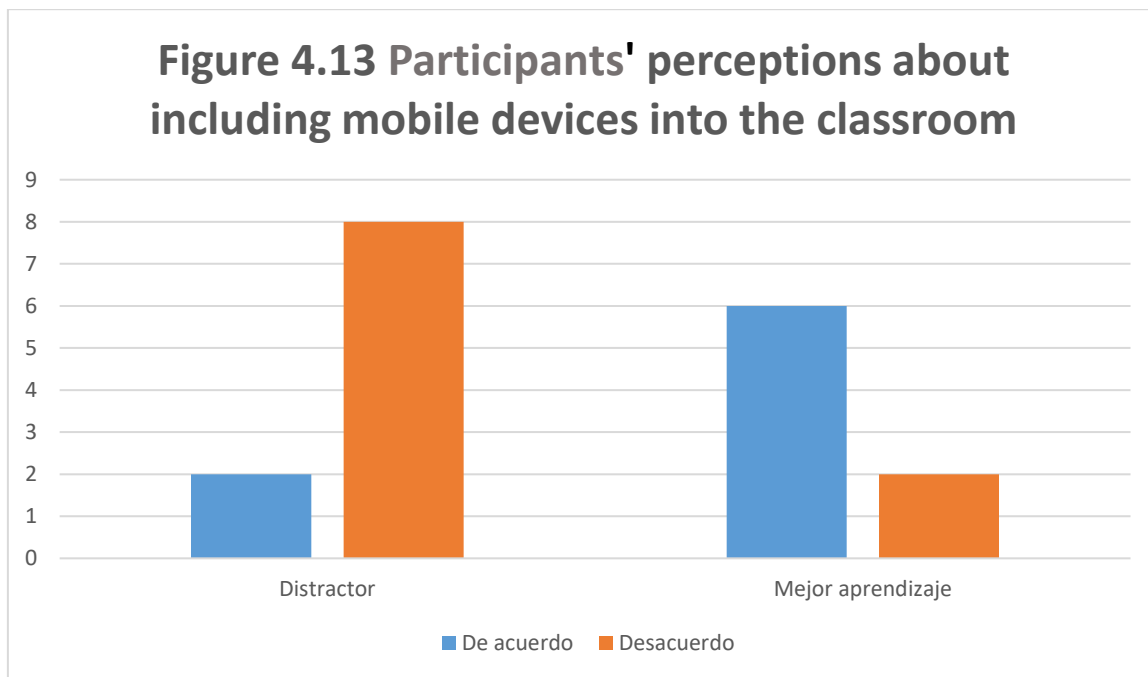


Figure 4.13 Participants' perceptions about including mobile devices into the classroom

Figure 4.13 shows student's perceptions about including mobile devices into the classroom. It can be observed that the majority have positive evaluations about the inclusion of mobile devices in the classroom. Nevertheless, there are two participants who disagree and believe that mobile gadgets are a classroom distraction. It may be deduced from their ideas and perceptions that they actually perceive the benefits of including it in the lessons but at the same time, it encourages teachers to keep researching to find the best way to implement this tool in class.

Figure 4.14 Participants' perceptions about learning vocabulary by using mobile devices.				
Número de estudiante	Estudiantes que piensan que el celular se puede utilizar para aprender vocabulario	Herramientas que utilizan para aprender vocabulario		
		Traductor	Videos	Apps o páginas

Estudiante 1	✓	✓	✗	✗
Estudiante 2	✓	✗	✗	✓
Estudiante 3	✓	✓	✓	✗
Estudiante 4	✓	✓	✗	✗
Estudiante 5	✓	No especifica	No especifica	No especifica
Estudiante 6	✓	No especifica	No especifica	No especifica
Estudiante 7	✓	✓	✗	✓
Estudiante 8	✓	✓	✗	✓

Figure 4.14 Participants' perceptions about learning vocabulary by using mobile devices.

Figure 4.14 illustrates participant's perceptions about including mobile devices in their language learning process. The activities that were described as the most common were:

- mobile versions of social media, such as Facebook and Instagram
- using web pages with a language learning purpose, such as Google translator and Online English-Spanish dictionaries
- video-streaming players such as YouTube.

From the answers given by the students, five of them agreed to use the translator as a tool to learn vocabulary and two students did not specify, only one student described a different option to learn vocabulary and it was YouTube. Three students agree on the use of applications or the web, pages to learn vocabulary. It is worth noting that just one of

the alternatives provided by learners has a language acquisition purpose, but the others are perceived with an entertainment purpose. Google Translate also appeared in their answers, most of the time students use Google translator to do their homework. However, students are not totally aware about how Google works to translate a text. It frequently produces mistakes or highly difficult literal translations, which can confuse learners and cause additional problems in their language learning process. When learning a foreign language, not having a context in which to practice is the most common obstacle to face. However, as it was demonstrated in the figure, children unconsciously find YouTube as a generator of real language context. This is significantly important because they are already immersed in a virtual environment that breaks their language barriers and where they might find new ways of communicating and acquiring vocabulary.

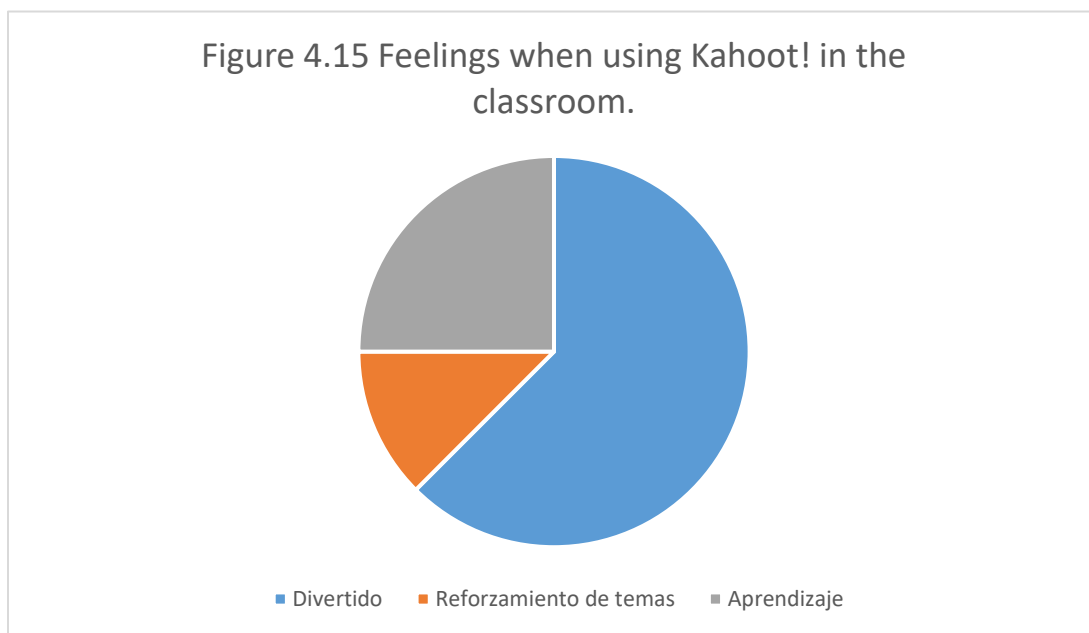


Figure 4.15 Feelings when using Kahoot! in the classroom.

Figure 4.15 demonstrates that participants strongly agree that they feel good using this application. This represents that students get motivated by playing game in the classroom; at the same time, they are learning and acquiring the language. During the interview, students also commented that, in comparison to previous classes, they study a day before to try to win the Kahoot!. This is one of the benefits of the Gamification method, which, according to Wang and Liberoth (2016), increases students' motivation and helps teachers to maintain students on tasks.



Figure 4.16 Participants' feelings about competitiveness in the classroom.

On Figure 4.16 it is seen that competition for students is not bad, they feel happy and instead of getting angry or sad when they commit a mistake, their behavior is quite positive, because they want to help each other and not just win all the time. Two quote examples from participants that illustrate the above are the following:

P1: Well, we realize who knows more and who may require our help

P2: Well, I really feel happy and hooked on participating in an... game and win or lose is part of it but I do not care.

According to Shindler (2010) “if used wisely, competition can increase the level of intensity and fun in an activity” (p.115). As a result of the above, it is confirmed that Kahoot! fosters healthy rivalry among students, which explains why competition is such a popular motivational technique when teaching children.

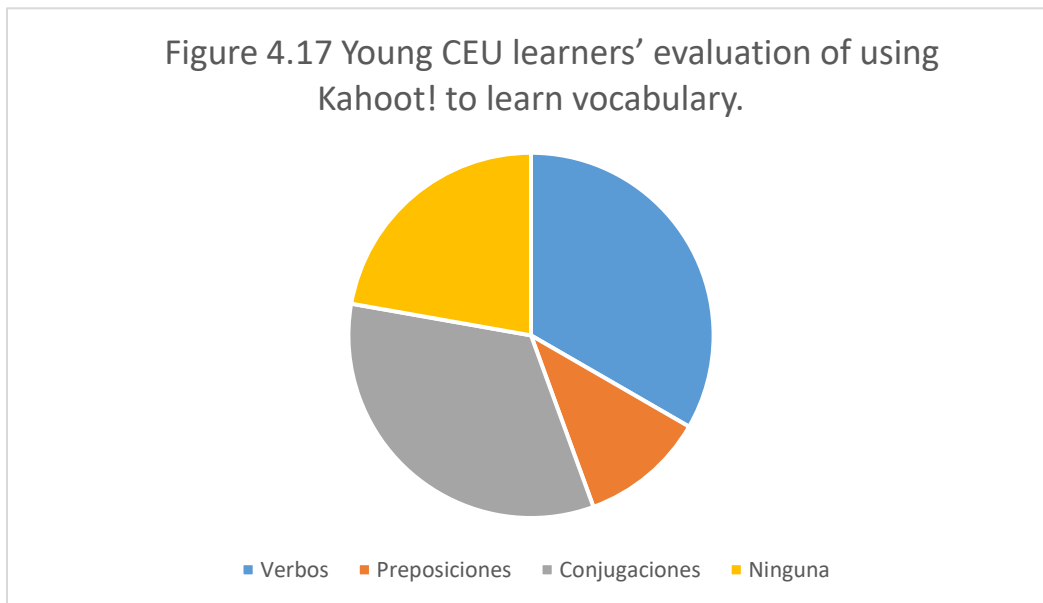


Figure 4.17 Young CEU learners' evaluation of using Kahoot! to learn vocabulary.

Figure 4.17 shows participants are a little bit confused about how they think or how they perceive the term “vocabulary”. Participants mentioned that they learn something, but they do not remember any word. This is contradictory because they mentioned they learned prepositions, adverbs, verbs, and their conjugations. Barcroft, Sunderman, & Schmitt (2011) state that vocabulary refers to all the words in a language, so it can be inferred that learners acquired vocabulary by using Kahoot!

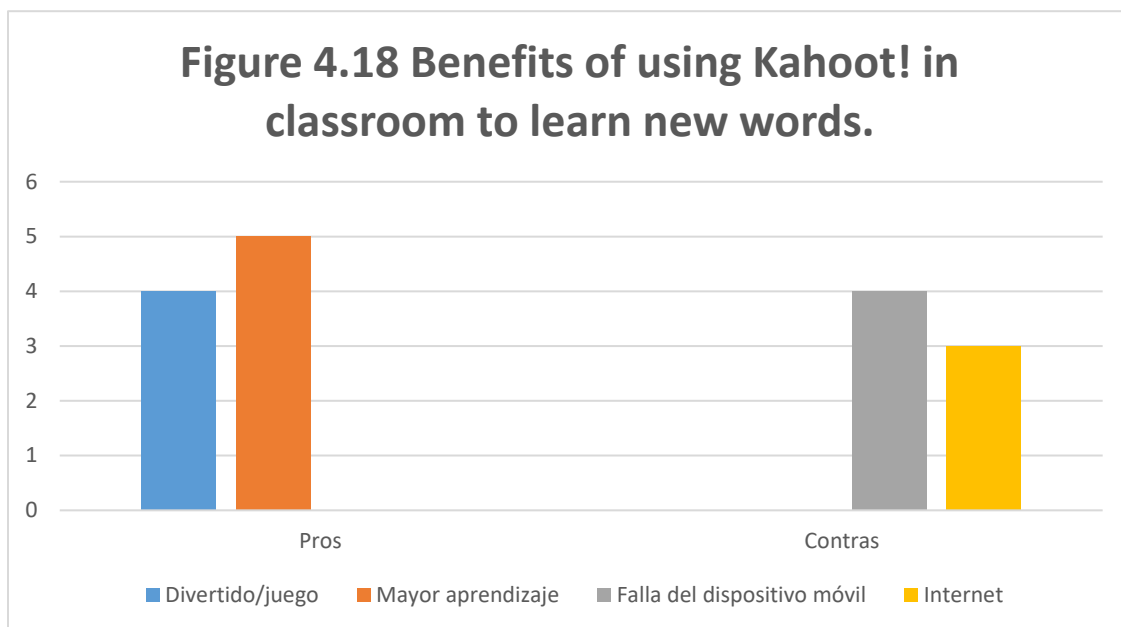


Figure 4.18 Benefits of using Kahoot! in classroom to learn new words.

Figure 4.18 illustrates the benefits that participants may perceive based on their experiences with Kahoot!. Most of the collected responses were divided as advantages and disadvantages by young students and demonstrate that the Internet connection and easy login are the only disadvantages, while the participants fully agree that they learn vocabulary or reinforce their knowledge using Kahoot! in the classroom. It was satisfactory to see students participate more in the lesson and leave the rivalry aside to help classmates who had difficulties. However, we found that they also spent a substantial portion of the time allocated for the learning activity trying to come up with a "funny" username.

To summarize this chapter, based on our findings, teachers must analyze when and how to include this application in order to avoid the negative aspects that Kahoot! may have in students. Teacher should focus on detecting the questions which could generate more difficulties to later discussing with all the class for students to have a better and complete understanding of the lesson.

CHAPTER 5 CONCLUSIONS

5.0 Chapter overview

This chapter will discuss the conclusions, possible limitations, and the significance of those findings. In addition, the implications and limitations of the research and the possibilities for future research will be described.

5.1 Findings and their significance

The present research is an analysis of the perceptions that English language learners from Cursos de Extensión Universitaria have towards the implementation of Kahoot! within an English language course. The analysis of these perceptions regarding the use of Kahoot! to learn vocabulary guides us to understand how participants evaluate the use of Kahoot in the EFL classroom and to determine if this application might enhance their language skills. The data obtained in this study shows that students are used to use internet and applications either for entertainment or to enhance their learning. In addition, students' evaluations are mainly positive because they consider that the inclusion of educational applications is important today and through these tools, they find an innovative and useful way to acquire or learn vocabulary. At the same time, it motivates students to maintain an active role in the classroom. Therefore, we found that the lack of training for teachers is considered to be the main obstacle in this approach. Teachers must be trained to apply and incorporate technology in their lessons.

5.2 Implications and answering research questions

This study is expected to answer the following research questions:

- **RQ1:** What are the young CEU learners' perceptions of using educational applications to learn English vocabulary?
- **RQ2:** What benefits does the implementation of Kahoot! to learn English vocabulary provide young CEU learners?
- **RQ3:** How do young CEU learners evaluate using Kahoot! to learn vocabulary in their language classroom?

As seen in chapter 4, the learners were asked to answer a questionnaire with a four points scale as well as the focus group to discuss the use of Kahoot!. their perceptions of using mobile devices inside a language class and the possible benefits they can obtain when using Kahoot!.

The learner's evaluations agree that the use of the educational app Kahoot! helped them to learn and reinforce vocabulary, while interacting and competing with others. In fact, students use electronic devices in their daily activities, so they are easy to use and handle for them. Most of the students indicate that Kahoot! reinforces grammar and helps them learn more vocabulary; even so, students do not have a clear idea of what vocabulary is. Most of the learners believe that using Kahoot! as a classroom activity could make it easier for them to improve their language skills. Also, some of the learners believe that while playing Kahoot! and by looking at the results of their classmates, they can see who needs help. Very importantly, they are happy to help classmates solve their problems.

Nonetheless, there is some worry regarding the use of Kahoot!, because access to the internet is difficult for certain students in the setting where the research was conducted, even when they are permitted to use the school's Wi-Fi. It is essential to note that kids in the class come from both private and public schools and even when this factor does not affect the result, it is another topic for future research. The present data does not allow us to compare and establish if the students who would find Kahoot! difficult to use is because of the lack of exposure to technology in their schools.

It can be concluded that the learners' evaluations of the use of Kahoot! in the classroom are primarily favorable, and their overall opinion of it is similarly positive. Moreover, English language teachers must analyze their setting and continue including Kahoot! in their lessons, it will help teachers to find the best time and purpose to include into their curricula. As we stated before, learning styles and intelligences are essential to understand their students' needs.

5.3 Research aims

As described in Chapter 1, the objective of the study was to analyze the following aspects:

- Attitudes, beliefs, and perceptions about the use of Kahoot! in a TEYL EFL class.
- Potential benefits of using Kahoot! in the process of vocabulary acquisition

Another aspect that this study attempts to analyze is whether the use of Kahoot! can boost the motivation of learners and understand the learners' behaviors to further integrate mobile devices in the language learning process.

5.3.1 Accomplished aims

The main objective of this study was to determine how young CEU students evaluated the inclusion of the Kahoot! Educational application. This objective was achieved by analyzing the results obtained through a questionnaire (see appendix 1) designed for this project and the answers given during the focus interviews (see appendix 2) by the participants (see Chapter 3).

It has been found that participants generally believe that Kahoot! may benefit not just their own learning process but also their developing strategies to assist classmates with language issues, which generates more confidence in students. According to the answers given in the focus group, the learners say that they recognized that the application could modify the way they behave in the classroom.

5.4 Pedagogical implications

According to the findings of this study, the incorporation of educational applications and other online tools into the syllabus or even the curriculum, may improve learners' performance in the classroom and their academic progress and results, regardless of the type of education (public or private) they are receiving. However, as it was stated before, the gamification approach and the integration of technology cannot be applied in every school. When teaching, teachers may perceive including games in lessons as an obstacle. Games are frequently perceived as distracting for students instead of a way to help

them focus. That is, this approach should benefit students and teachers instead of hinder learning. (Kapp, 2012).

We also perceive that students should be free to accept or not Kahoot! in the classroom. When students perceive gamified lessons as something not serious, “just a simple game to have fun”, teachers may lose the students’ interest in their class (Klopfer, Osterweil, y Salen (2009). That means that it is important to encourage students to participate in activities that are gamified in such a manner that they find it beneficial, but at the same time respecting their choice. In case students do not want to use Kahoot!, teachers must consider having other resources focused on the full integration of the group. Finally, Kapp (2012) also emphasizes that gamification implies observing, planning, and designing the way in which to combine the elements of the game with learning. We observed that gamification is a complex process that consumes time but with enormous benefits in language learning. In general, the lack of experience in this field depends on several factors. Some of these include: schools do not have the budget available to buy computers for teachers to adapt, or to include technological devices in the classroom and in their curriculum. As Laurillard (2008) states, teachers do not use these tools in everyday practice, which could hinder the integration of mobile e-learning in education.

Pozzi, Persico, Collazos, Dagnino, Munoz (2016) emphasize that the benefits of gamification in education are still being debated, and that teachers are still suspicious of its use in lessons or in activities that require more concentration and seriousness. In addition, they point out that offering an appropriate tutorial or workshop for students and teachers is necessary, so students may perceive that they have some concrete learning objectives

to accomplish in the lesson. Finally, the most common negative aspect is the Wi-Fi connection, as students stated that they were dissatisfied when the application abruptly shutting down, or that they could not log in to the application because of the low Wi-Fi intensity. It is important to mention that in both cases, these situations caused disruptions in the classroom which was self-defeating for the teachers. As a result, for Kahoot! to operate well, teachers must carefully arrange lessons and understand the right time and determine the right context for using the program.

5.5 Limitations of the research

This study presented a variety of limitations that may affect the findings. First, the sample was limited by the number of participants and their age, the study only employed a language class of Cursos de Extensión Universitaria (CEU) BUAP, and therefore our findings may not be generalizable to all EFL contexts. Second, it is important to note that one of the characteristics of enrolled students is that some of them study in public education and others in private education, which are very different in the way they are taught and the technological opportunities they may have. As a result, learners' evaluations of using Kahoot! may be influenced by their personal experiences, which should be considered when interpreting our findings. Third, Kahoot! was applied in the classroom to focus on and to teach vocabulary based on the subjects provided by the practicum mentor. Because of that, every Kahoot! activity was designed based on the book topics and our use of Kahoot! may not reflect all conceivable possibilities.

Finally, our research study was qualitative in nature. It focused on learners' perceptions and evaluation of the use of this tool. We believe that future studies should concentrate

on implementing Kahoot! with many more students to later confirm whether Kahoot! can increase vocabulary learning based on statistical and numerical data. In addition, studies could also focus on assessing students' learning experiences in various learning environments, including both private and public education environments.

5.6 Possibilities and suggestions for further research

Further research on the deployment of Kahoot!, using similar research techniques can be used in public education or in private education to get better insights now considering the evaluations and perspectives from teachers. Those results can be compared to the current study's findings. In addition, further research can consider that CEU courses are for the general public. For this reason, these courses frequently combine students from public and private institutions, so this could offer a general perspective on the implementation of gamification and technology in a completely different context in which young learners are accustomed.

We could suggest that further research can be conducted to demonstrate quantitatively that Kahoot! benefits students' vocabulary acquisition by measuring and evaluating their vocabulary knowledge from the beginning to the end of the course. Analyzing other interesting areas such as the close relationship between gamification and motivation, and the effect that time limit in apps has in students could also modify the way we evaluate students' performances in the classroom.

About the syllabus, further studies can be done to select which parts of the language should be gamified and how to plan the lesson with this tool considering the stage and length. Using Kahoot! to teach vocabulary might give different results to using it as

an assessment or as a warm-up instead. Our evidence is encouraging for the ELT field, as it recommends gamification as an innovative and practical teaching alternative. Nonetheless, if we do not create an appropriate strategy to gamify the classroom, the challenges will continue.

To conclude, we believe that teachers who begin to use mobile devices in language learning will require assistance in modifying their attitudes about them as well as training. This approach does not mean allowing students to bring their mobile devices into the classroom just to have fun, our job as EFL teachers is to guide EFL learners to create their own learning strategies.

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APPENDIXES

Appendix 1: Survey

Objective: The purpose of the study is to know students' perceptions about integrating technology into the classroom, especially, using Kahoot to learn new English language vocabulary. You are invited to participate in this research project because you have been worked with the application. Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. We will do our best to keep your information confidential. All data is stored in my Kahoot account which means only the user can see the data collected. The results of this study will be used for scholarly purposes. Thank you so much!





I really enjoyed Kahoot

Strongly Agree

Agree

Undecided

Disagree



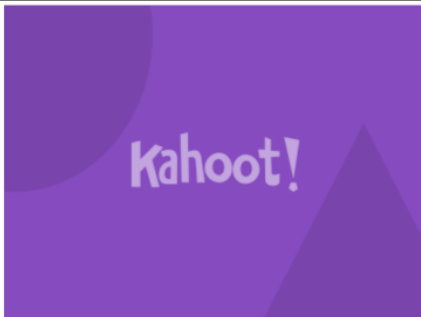
I would rather use technology to learn than paper and pencil

Strongly Agree

Agree

Undecided

Disagree



Using Kahoot helped me to learn new vocabulary

Strongly Agree

Agree

Undecided

Disagree



I feel prepared for the vocabulary test after using Kahoot

Strongly Agree

Agree

Undecided

Disagree



Kahoot is a distraction in the classroom

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree
<input type="radio"/> Undecided	<input type="radio"/> Disagree



I would recommend Kahoot to my friends or teachers

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree
<input type="radio"/> Undecided	<input type="radio"/> Disagree



I look forward to using Kahoot in the next course

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree
<input type="radio"/> Undecided	<input type="radio"/> Disagree



I would like to use Kahoot in other classes to help learn

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree
<input type="radio"/> Undecided	<input type="radio"/> Disagree

Appendix 2: Interview Guide

Date of the interview: September 14, 2019

Objective: The purpose of the study is to know students' perceptions about integrating technology into the classroom, especially, using Kahoot to learn new English language vocabulary. You are invited to participate in this research project because you have been worked with the application. Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. We will do our best to keep your information confidential. All data is stored in a password protected electronic format. The results of this study will be used for scholarly purposes only and may be shared with Nvivo that is a computer software package produced by QSR International. Thank you so much.

1. Do you have mobile phone or smart phone?

What features does your phone have? (SMS, Camera, video recorder, internet access, voice messaging, etc.)

2. What activities do you usually do on your phone?

a. Do you check your social applications on your phone?

b. Do you send SMS in English from your phone?

c. Do you watch videos in English on your phone?

3. What do you think toward using mobile or tablets in the classroom?

a. Do you expect to use your phone or tablet into the classroom?

b. Is it a good idea? Why?

4. Do you think mobile phone and smart phone can be used in learning English specially to learn vocabulary?

a. Have you ever used your phone to learn English at home or in the classroom?

b. Have your ever installed educational applications to learn or practice English?

5. Did you expect to use your mobile device in the classroom? If so, why or why not?

a. Have you used in other classes or in your primary school?

b. Does it help you maintaining your attention in the class?

6. How do you feel when playing Kahoot into the classroom?

a. Do you enjoy playing Kahoot?

b. Is it difficult to play?

c. Is it a game or a class activity?

7. How did you feel about being in continuous competition with your friends?

a. What was the behavior of your other classmates?

b. Do they really pay attention to the task?

c. Are they more integrated than with other activities?

8. Do you think Kahoot could be effective to learn new vocabulary?

a. Do you remember a word you learned by using kahoot?

b. What activities make you understand better the vocabulary?

c. Do you think using riddles in kahoot helps you to learn a new word?

9. What do you think are the advantages or disadvantages of using Kahoot! in the classroom and to learn new words?

a. Do you think using kahoot could work with other subjects?

b. Do you have troubles connecting your device with kahoot?

Answers

¿Tienes teléfono celular o smartphone?	
Participante 1	Sí
Participante 2	Sí
Participante 3	Sí
Participante 4	No
Participante 5	Pues... tengo tableta.
Participante 6	Sí
Participante 7	Sí
Participante 8	Sí

Figure 4.19 Learners who have smartphone.

¿Qué actividades realizas usualmente en tu teléfono?	
Participante 1	Sí, juego. Y redes sociales.
Participante 2	Juego, también. Ah bueno, juego y mando mensajes.
Participante 3	Veo videos en inglés y escucho música en inglés y mando mensajes en inglés.
Participante 4	Mmm... Puueees juego en la tablet y... veo videos o canciones.
Participante 5	Pues veo vídeos o juego en la tablet. Los juegos sí, la mayoría son en inglés.
Participante 6	Veo videos en inglés y en español, veo mis redes social...es, sociales y juego.
Participante 7	Sólo juego y veo videos, la mayoría en inglés.
Participante 8	Yo juego juegos en inglés y mis redes sociales las reviso.

Figure 4.20 Activities learners often do with their mobile devices.

¿Qué piensan acerca del uso de dispositivos móviles o tabletas dentro del salón de clases?

Participante 1	No, no es buena idea. Sería un dist... sería un distractor.
Participante 2	Mmm... Sí porque te puede... tiene más herramientas de lo que te puede proporcionar un pizarrón.
Participante 3	Sí, porque mmm... Pues como ahora en adelante están utilizando más la tecnología los niños, es mejor aprender inglés ahorita, digo aprender eeen... Internet que ahorita como dice mi compañero por un papel y por una... un lápiz.
Participante 4	Eeeh... sí porqueee... pues tienen más cosas... puees... mmm... más interesantes.
Participante 5	Sí porque es más fácil de aprender.
Participante 6	Porque es más fácil aprender y puedes investigar cosas que no entiendes y... ayuda a que aprendas más.
Participante 7	Porque puedes jugar mientras aprendes.
Participante 8	Yo digo que no porque pus como dice participante 1, pues es un distractor.

Figure 4.21 Learners perceptions about including mobile devices into the classroom

¿Piensas que el celular puede ser usado en el aprendizaje de inglés especialmente para aprender vocabulario?	
Participante 1	Sí. En Google Traductor.
Participante 2	Sí. Eeen... aplicaciones, bueno... que traducen palabras en español a cualquier idioma.
Participante 3	Sí, eeeeh... igual en traductor o en videos.
Participante 4	Sí. Algunas veces uso el traductor.
Participante 5	Sí
Participante 6	Sí.
Participante 7	Sí. Traductor o aplicaciones.
Participante 8	Sí. Traductor o páginas.

Figure

4.22 Learners perceptions about learning vocabulary by using mobile devices.

¿Esperaban usar su dispositivo móvil en el salón de clases?	
Participante 1	No.

Participante 2	No.
Participante 3	No.
Participante 4	No.
Participante 5	No.
Participante 6	No.
Participante 7	No.
Participante 8	No.

Figure 4.23 Classroom expectations about using mobile devices into it.

¿Cómo se sienten cuando juegan Kahoot! en el salón? ¿Les gusta? ¿Lo disfrutan? ¿O piensan que es algo difícil de usar?	
Participante 1	Es un aprendizaje y mmm... pues el Internet, es lo que nos cuesta.
Participante 2	Pues... este, yo lo vi como una manera de aprendizaje dentro de Internet.
Participante 3	Pues yo lo vi como un reforzamiento de temas, para los niños.
Participante 4	Mmm... bien, me gusta.
Participante 5	También me gusta.
Participante 6	Me divierto.
Participante 7	Me gusta y me divierte.
Participante 8	Sí, también me gusta

Figure

4.24 Feelings when using Kahoot! in the classroom.

¿Cómo se sienten al competir continuamente con sus compañeros?	
Participante 1	Bien, porque ahí vemos quién tiene más conocimientos y a quién se le puede ayudar.
Participante 2	Pues me siento feliz y atento de poder participar en un... juego y pues ganar o perder.
Participante 3	Me siento... igual feliz porque... así aprendo y pues ya no es como que me quedo con el tema de que no aprendí.

Participante 4	Igual, como... mmm... bien. Me gusta.
Participante 5	También me gusta.
Participante 6	A mí me gusta porque todos... contestan lo que saben, de lo que vimos en la clase.
Participante 7	Yo me sentía feliz porque... y además como... con gracia porque siempre elegía una pregunta, y la cambiaba y la que había escogido primero era la correcta.
Participante 8	Sí me gusta. Me gusta y aprendo.

Figure 4.25 Learners' feelings about competitiveness in the classroom.

¿Piensas que Kahoot! puede ser útil para aprender nuevo vocabulario?	
Participante 1	Sí, pero no recuerdo bien algunas palabras pero recuerdo verbos.
Participante 2	Sí, no recuerdo que me haya enseñado una palabra pero... preferiría estar con un profesor porque te puede aclarar más dudas y pues eso es solo es responder.
Participante 3	Sí y... me a... ósea no nos enseñaron, creo que yo me acuerde, que no palabras, pero sí verbos y algunos adverbios.
Participante 4	Sí, pero no recuerdo ninguna palabra. Bueno preposiciones.
Participante 5	Sí, pus vimos verbos y conjugaciones y así.
Participante 6	Yo no recuerdo ninguna palabra, pero cuando lo contestabas mal y te aparecía cuál era la buena te ayudaba a aprender.
Participante 7	Yo no me acuerdo haber aprendido alguna palabra pero creo que sí repasamos todos los tiempos verbales y me los aprendí.
Participante 8	Sí, yo no me acuerdo de ninguna palabra pero si me acuerdo de las conjugaciones.

Figure 4.26 Young CEU learners' evaluation of using Kahoot! to learn vocabulary.

¿Cuáles piensan que son los beneficios de usar Kahoot! en el salón de clases para aprender nuevas palabras?	
Participante 1	Eehmm... las desventajas es que cada vez que termina el juego debes de poner otra vez el código, eeeh... el profesor lo debe de ingresar, pero me gusta usarlo.
Participante 2	Mmm... Las desventajas es el Internet y que no te puede aclarar muchas dudas pero las ventajas es que puedes aprender un poco más, y pues jugando se podría decirse.
Participante 3	Como lo dijo participante 1 que al jugar si por accidente se te apagó el teléfono tienes que volver a ingresar el código, tienes que volver a hacer lo mismo. Y las ventajas es aprender y nada más, palabras como verbos y preposiciones.
Participante 4	Pues las desventajas serían que luego también se te apaga el teléfono, te tienes que volver a meter y cuesta trabajo, pero me divertí.
Participante 5	Pues las ventajas son que cuando jugamos como competimos queremos aprender más y pues yo descargué la aplicación.
Participante 6	Las desventajas es como dicen mis compañeros si se... te apaga el teléfono y tienes que volver a ingresar y no puedes aprender esa parte... que no habías... que no... repasaron. Y... la ventaja es que... aprendes más, porque cuando lo contestabas mal y te aparecía cuál era la buena te ayudaba a aprender.
Participante 7	La desventaja es que... Internet porque es un poco... mmm... como... gastar mucho para poner saldo y poder jugar pero las ventajas es que repasas temas vistos en clase.
Participante 8	Las desventajas es que necesitas de Internet y pus como dicen si se te apaga el celular pues debes de empezar de nuevo todo y la ventaja es que puedes aprender algo nuevo.

Figure 4.27

Benefits of using Kahoot! in classroom to learn new words.