

**The impact of Kahoot and Wordwall as tools to improve the speaking skills of students from section 8-4 at Liceo Diurno de Guararí in Heredia during the third quarter of 2022 and the first quarter of 2023.**

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Tutor

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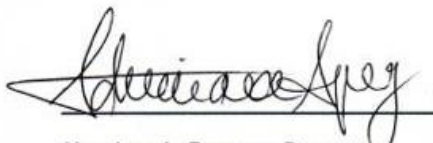
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I would like to dedicate this project first to my husband, who has been a great fundamental support since I began my university career in 2015, to my parents who have always motivated me to continue working hard, I also want to thank God for the opportunity he has given me to study and have such wonderful people around me who have given me their support and motivation. Finally, I want to thank myself because although several times due to different personal circumstances I wanted to give up my career, I never gave up and always gave my best.

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## Abstract

This study analyzes the impact that the Kahoot and Wordwall tools can have on the improvement of the speech area in the eighth-grade students of the 8-4 group at the Liceo Diurno de Guararí with the idea of improving the speaking ability.

In chapter number one, the study problem is presented with the respective research question, the general and specific objectives of the research are provided, and important references are also given to know what the reality at this time in public education classrooms is of Costa Rica and the curricular plan of the Ministry of Education.

In chapter number two you can find all the theory that supports the investigation, investigations carried out by other researchers both in Costa Rica and abroad providing valuable information. Historical information is also given where the research was carried out so that when reading the research, you have a better overview and understand the population that was studied. In chapter two, technical or relevant terms are also described to understand, such as explaining what technological resources are, types of resources, results of the level of English of the students of the Public Ministry of Costa Rica through the exams that are carried out annually called " Language Proficiency Test".

In chapter three the researcher provides information on the population studied, number of students, the methodology applied, the characteristics of the population. The types of instruments that will be used and in what way are also mentioned, mentioning the indicators in each instrument.

In chapter four, all the information collected through the instruments is analyzed using graphs and information tables. In total, there are 38 graphs providing information on the students observed and interviewed.

Finally, in chapter five, the researcher already having the information collected and tabulated, the researcher in this chapter offers the conclusions and recommendations. The conclusions leave as a result that during the English classes in the Guararí Day School both the teacher and the students make frequent use of the Spanish language, the students do not have much knowledge about the Kahoot and Wordwall tools, during the English classes The teacher does not use technological tools due to the limitation of technological resources in the institution.

## Resumen

Este estudio analiza el impacto que pueden tener las herramientas Kahoot y Wordwall en la mejora del área del habla en los estudiantes de octavo grado del grupo 8-4 del Liceo Diurno de Guararí con la idea de mejorar la habilidad oral.

En el capítulo número uno se presenta el problema de estudio con la respectiva pregunta de investigación, se brindan los objetivos generales y específicos de la investigación, además se dan referencias importantes para conocer cuál es la realidad en este momento en las aulas de la educación pública. de Costa Rica y el plan curricular del Ministerio de Educación.

En el capítulo número dos podrá encontrar toda la teoría que sustenta la investigación, investigaciones realizadas por otros investigadores tanto en Costa Rica como en el extranjero brindando información valiosa. También se proporciona información histórica donde se llevó a cabo la investigación para que, al leer la investigación, tenga una mejor visión general y comprenda la población que se estudió. En el capítulo dos también se describen términos técnicos o relevantes para entender, como explicar qué son los recursos tecnológicos, tipos de recursos, resultados del nivel de inglés de los estudiantes del Ministerio Público de Costa Rica a través de los exámenes que se realizan anualmente. llamado "Prueba de Competencia Lingüística".

En el capítulo tres el investigador brinda información sobre la población estudiada, número de estudiantes, la metodología aplicada, las características de la población. También se mencionan los tipos de instrumentos que se utilizarán y de qué manera, mencionando los indicadores en cada instrumento.

En el capítulo cuatro se analiza toda la información recolectada a través de los instrumentos mediante gráficos y tablas de información. En total, hay 38 gráficos que brindan información sobre los estudiantes observados y entrevistados.

Finalmente, en el capítulo cinco, el investigador ya teniendo la información recopilada y tabulada, el investigador en este capítulo ofrece las conclusiones y recomendaciones. Las conclusiones dejan como resultado que durante las clases de inglés en la Escuela Diurna Guararí tanto la docente como los alumnos hacen uso frecuente del idioma español, los alumnos no tienen mucho conocimiento sobre las herramientas Kahoot y Wordwall, durante las clases de inglés la docente no utiliza herramientas tecnológicas debido a la limitación de recursos tecnológicos en la institución.



**CHAPTER I**  
**INTRODUCTION**

## 1.1 Introduction

This investigation aims to analyze the impact of the use of Kahoot and Wordwall at 8-4 classroom students from Liceo Diurno de Guararí, to help improve their English-speaking skills performance.

Language is an essential component in the development of the individual “A new language gives us a new worldview and makes us more aware of the cultures, lifestyles, customs, and beliefs of other people” (Zalmay, 2017). Through it, students can communicate their real needs and have access to information that assists them in making decisions to find possible solutions to their own requirements.

Pointing primarily to the English language, which transcends the borders of education since it is one of the many languages with the greatest demand at the labor level, which implies greater competitiveness, a positive coexistence with other people, and that it is a communication tool with individuals from different nations. People today are more interested in having a higher growth, and in many cases need to master the English language for better job opportunities or personal growth.

“Being English the most widely used language in the business world; knowledge of English is one of the most important employability skills” (Pandey, 2014, p.94). That is the reason classroom teachers must look for tools to help students improve their level of English and thus help them in their future to be competent people for different jobs.

In Costa Rica, English is being implemented, because it is one of the main languages in many countries; that is why it is considered a "universal language", because more than 360 million people speak it as their mother tongue, while another 500 million speak it as a second language. According to Mora, (2016) “English is a language of international use, and it is a country-commitment to develop communicative competence guaranteeing high quality”. This

language has become the main means to achieve progress, make friends, or even achieve successful business with a foreign country.

Gutiérrez (2016) said, “In Costa Rica in 1854, the first offers from foreign teachers began to give private classes in English and other languages”. Secondary schools were established in 1887, which also included English in their study plans. Gutiérrez also said the German Direct Method was adopted, with the study of the works of Dr. Rodolfo Lenz and Schnitzler (1976, p. 76).

“This method establishes that learning a second language must be the same as the first, spontaneous, with a lot of speaking activity, without using translation, and with little or no analysis of grammatical rules” (Brown, 2000, p. 45). Nowadays, importance must continue to be given to the speaking part and with the technologies found at this time, classes become more attractive for students, and they learn more efficiently by making use of technological resources.

According to a report provided by the Ministry of Public Education (2020) “more than 500,987 students were receiving virtual classes during the pandemic”. Thanks to technology, thousands of students were able to continue receiving their education in preschool and schoolteachers made use of technological resources to continue teaching their students in a fun and attractive way.

Although the students have already returned to face-to-face classes, the use of technological resources must continue to be useful in the speaking macro skill. Many students do not like to participate in classes because they do not know how to express themselves in English. “Speaking is the skill that the students will be judged upon most in real-life situations” (Brown & Yule, 1983).

Kahoot and Wordwall are two technological resources widely used today in education, because they are tools that allow students to review in a creative and entertaining way, review topics seen or learn new vocabulary and give teachers the opportunity to have different classes and in a more active way, evaluate the knowledge of the students. The idea in this research is to

find out what impact the use of Kahoot and Wordwall would have as complementary tools in English classes to improve the speaking area in students. And in this way to be able to have as a result, students with better English novices and feeling more confident and safer when having to speak the English language with other people. "Using Kahoot, with a minimum of previous work, enormous performance is achieved in the classroom, and while you review or evaluate a topic, you achieve a high degree of motivation in the students" (De Miguel, 2021).

## **1.2 Problem statement**

What is the impact of Kahoot and Wordwall to improve the speaking skills on students from section 8-4 at Liceo Diurno de Guararí in Heredia, Heredia during the third quarter 2022 and the first quarter of 2023.

### **1.2.1 Background of the problem**

Education in English in Costa Rica is very important, that is why the Ministry of Public Education is trying to make constant changes in the curriculum; however, the needs of the students go beyond what is currently being provided. Times have changed a lot and the use of technology today is essential for learning, which is why classes must begin to use it to improve the learning process in the different areas of English. The Ministry of Education expects to ensure that students between 11<sup>th</sup>-12<sup>th</sup> English level (B1 / B2 English band), corresponds to the measurement scale of English levels according to the Common European Framework of Reference. "The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language" (Cambridge, 2021)

Firstly, to better understand the relevance of English proficiency levels, according to Guirtz & Plamidessi (1998) "The curriculum is an artifice linked to the processes of selection, organization, distribution, transmission and evaluation of school content carried out by educational systems" (p.6). The adaptation to the curriculum is always made with the idea of improving the educational system and providing better tools to the students. Over the years, educational needs are changing, either due to the introduction of technologies, social changes, etc. "The curriculum is a social process, so that a large number of elements intervene in its elaboration that must be taken into account" (Jiménez, 2008, p. 63).

In 2015, the last adaptation to the Costa Rican education curriculum was made, with the name "Educate for a new citizenship" which is based on educational theories that focus their interest on the student and that visualize the teaching staff as facilitator of the processes required to build knowledge" (Ministry of Public Education, 2015).

Mora (2015) expresses that "the new curricular adaptation seeks to have free, autonomous, critical, and self-critical human beings, with an integral development, oriented towards themselves and towards society, towards the local and towards the planetary". A human being with deep knowledge of his context and his historicity, capable of internalizing the needs of others, being respectful of differences, a collaborator, active, socially responsible, who assumes commitments, who actively participates in the search for solutions, who thinks by itself, make connections, and create change. A person capable of working with others, with holistic thinking, who reconnects with art, culture, and traditions, who thinks and contextualizes the local and the global, aware of the great challenges of our time, who values nature and contributes to reproduce it; a person with emotional and spiritual intelligence, who thinks integrally.

According to Diaz (2019) "Language proficiency tests began to be applied in schools to measure the English level of students, and according to the data presented by the Escuela de Lenguas Modernas of the University of Costa Rica", the total number of students who applied for the test, 1% is located in the A1 band, 70% is located in the A2 level, 25% in B1, 4% in B2 and

0.08% in C1. These results manage to show that the efforts made are not bearing fruit and, in the classrooms, teachers must opt for other tools to help students obtain the level of English desired by the Ministry of Education.

According to Lakshminarayana (2021) “many of today’s high-demand jobs were created in the last decade”. This research aims to analyze the impact of Kahoot and Wordwall to improve the speaking skills in the students to have a better English level in public institutions and give them the necessary tools to develop themselves in their futures.

There are many technological resources today, however there are some web pages that can help more so that students feel safer through the game and have more desire to talk, such as the example of the use of Kahoot or Wordwall. “Educators have used technology to teach since the 1920s, when films and radios were introduced into classrooms” (Cuban, 1986). The effective use of digital learning tools in classrooms can increase the students’ engagement, help teachers improve their lesson plans, and facilitate personalized learning. “Technology is the vehicle to get access with this modernized world” (Omidvar 2014”).

Vasquez (2017) said, “Many of the programs promoted by the MEP are shelved and carried out years later when even the technological devices they promote are outdated”. Current MEP programs do not implement much technology; however, teachers can turn classic activities in class, such as answering a quiz and turning it into a competition using Kahoot, a website focused on having online exercises to practice the topics studied dynamically.

It is not necessary to use overload economic expenses to use technological resources in classes since there are free software programs, simulators, and other low-cost possibilities, the only thing that is needed is for teachers to be trained and up to date so that this knowledge can be transmitted to students, having different classes to help them in their speaking weaknesses.

When a class is dynamic and each session students find something different, it encourages students to be interested and more open to pay attention and to learn. Normally in classrooms, the use of cell phones is not allowed, and teenagers are constantly scolded not to

use the devices during class, but what if teachers took advantage of cell phones and used them in a positive way for students to work and improve their speaking skills?

The use of the implementation of technological resources in classes such as Kahoot and Wordwall today are a necessity, so that they go hand in hand with the new vision of the curricular adaptation of the Ministry of Public Education in Costa Rica. According to the document Pedagogical Foundation of the Curriculum Transformation (2015) "We live in a time of increasingly dizzying and diverse changes, but we continue anchored in an educational system designed for another time and other circumstances".

The new vision of the Ministry of Public Education is called "Educate for a new Citizenship" and its objective is the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. However, the MEP in its document on the curricular transformation comments on how it is aware that this project is a long-term vision since construction is slow and there are excessively big challenges with current and future generations, but the document also describes as if these changes are not made, Costa Rican education will deteriorate more over the years.

### **1.2.2 Problematization of the problem**

This investigation aims to highlight how the implementation of Kahoot and Wordwall in the classroom can help students to improve their speaking skills. Today, many jobs offer request the domain of English as a Second Language, so it is considered necessary to increase the education of this language.

According to the official English Proficiency (2022) "the EF English Proficiency Index places surveyed countries and territories into five proficiency bands ranging from Very High to Very Low. Very High score 600+, High proficiency 550-599, Moderate proficiency 500-549, Low proficiency 450-499, Very low proficiency -450". Every year different countries are evaluated to know their level of English as a country.

When reviewing the EF English Proficiency 2015 ranking, it is found that Costa Rica is in the "low domain". This index measures the knowledge of writing, listening, and reading in English. In the case of Costa Rica, it determined that the level of command of the English language is "low", because the test is equivalent to 100 points and Costa Ricans obtained 48.5 points. This rating places the country in position 43 of 63 countries evaluated.

Furthermore, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is of real importance because it is what allows us to communicate with other people, if we cannot correctly express our ideas and thoughts verbally, the desired message can be misunderstood.

The key to improving language skills is to be in continuous practice, when students are in frequent contact with the language and in a way in which it catches their attention that will cause them to be interested and want to practice it in a natural and unforced way. According to a study made by the University of Wisconsin-Madison "language learners who practice speaking outperform those who learn via comprehension exercises where there is no oral practice" (Hopman & MacDonald, 2018).

While technological development is constantly changing, the update times for education in Costa Rica last months or even years. In addition, it is that technology can be an enhancer of learning experiences in the classroom and help generate interactions, motivation, and interest; however, according to Vásquez (2017) "the concept of technology is still closely related to computers or cell phones".

There is an uninformed society regarding science and technology. Teachers must begin to learn more about the benefits of using technology in English classes to improve the speaking skill of students and exploit all the advantages in the classroom, therefore; technology must be present in education.

The teachers were aware of the need to equip their classes with technological resources and to be trained to enrich their teaching tasks with tactics that motivate and optimize the



teaching-learning processes. Using technology cannot only help students improve their speaking level; it can also help them learn new vocabulary, improve grammar, find reading strategies, etc. It is a great tool that if it is used correctly the full potential of students can be exploited.

In the Ministry of Education, as previously mentioned, the goal is to be able to change the curriculum and be able to have a better education to provide an education for life, which fosters creativity and innovation and enhances human development with equity and sustainability. in the context of quality educational centers.

Costa Rica has always been a highly mentioned country for its natural beauties, its tourism, its food and for the important fact that it does not have an army. The fact that a country does not have an army means that those economic resources that would normally be used to purchase weapons, equipment, among others; there is surplus, and in Costa Rica a large amount of money is designated for education and health. However, even Costa Rica is not recognized for its quality education and much less for the high rate of Costa Ricans who speak the English language.

This is the moment in which Costa Rica pays more attention to the quality of education that is being given to students and helps them to have a tool that is so necessary in this highly developed world as English is, that students with English will be able to have great opportunities not only within the country but also abroad.

### **1.2.3 Problem formulation**

How the use of Kahoot and Wordwall at Liceo Diurno de Guararí can help to improve the students from section 8-4 with their speaking skills in the period from September 2022 to March in 2023?

## **1.3 Objectives**

### **1.3.1 General Objective**

- a) To analyze what is the impact of the uses of Kahoot and Wordwall in the classrooms to improve the level of students speaking skills for the 8-4 students at Liceo Diurno de Guararí Heredia during the third quarter of 2022 and first quarter of 2023.

### **1.3.2 Specific Objectives**

- a) To identify the different uses of Kahoot and Wordwall in the English classes of students from section 8-4 at Liceo Diurno de Guararí.
- b) To investigate how Kahoot and Wordwall can help students improve their level of English-speaking skills from section 8-4 at Liceo Diurno de Guararí.
- c) To determine the advantages and disadvantages that can be encountered when using Kahoot and Wordwall in the classroom to improve speaking skills from section 8-4 at Liceo Diurno de Guararí.

## **1.4 Scope and limits of the problem**

### **1.4.1 Scope**

This research analyzes information on the uses of Kahoot and Wordwall in the classroom to help students improve their oral expression and the advantages or disadvantages that the use of these technological resources can present in the speaking skills in the English class. Information is provided on the level of English of the students currently according to the linguistic proficiency tests carried out by the Ministry of Education.

The purpose of the research is to see how, using Kahoot and Wordwall, students can improve their level of English, especially speaking skills, so that when students leave the

educational system. They have the basic tools to be able to function in the world, either by obtaining a scholarship abroad, getting a better job or meeting people from

This research covers the Liceo Diurno de Guararí, located in Heredia in the third quarter of 2022 and the first quarter of 2023 and will benefit the 8-4 section.

### **1.4.2 Limitations**

The biggest limitation in the development of this research is the lack of internet in the institution, the institution is very large, and Wi-Fi does not reach all classrooms; Kahoot and Wordwall require internet access and not all students have the opportunity to have their own internet on their cell phones. Students can work in pairs or groups, but due to the pandemic, the institution's protocols are strict with the distance between students.

In addition, due to the current situation of COVID-19, permits to enter the institution are very difficult and it is a very slow process. It has been difficult to find an institution that allows the entry of people from outside the institution, that is why the chosen school allowed the entrance to the facilities to be able to make observations and apply the other instruments, but you must have a lot of patience because the principal must authorize each visit.

Another limitation were the permits in the institutions, since the month of October the permits in an institution began to be lost, calls were made frequently, and many emails were sent, and no response was received. In February the decision was made to change the institution due to the time remaining to present the thesis and the instruments had not yet been applied. Despite the fact that it was explained several times that it would not take much of the teacher's time to apply for the teachers, the institution did not respond to the request.

On the other hand, another limitation in this investigation has followed the school schedule of the Ministry of Education, since the teaching staff is constantly undergoing ANDE and APSE training, due to the situation of respiratory viruses, classes had to be canceled due to one week, after mid-November, students usually stop attending classes, among other situations

that prevent them from frequently visiting educational facilities and being able to apply the instruments correctly.

Finally, finding information about the uses of Kahoot and Wordwall in the Ministry of Education is a bit difficult, since in educational programs the only tool that is always used is the use of videos on YouTube or some audios. It is important that little by little the program be updated so that technological tools are used, and teachers are motivated to use them in class.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## 2.1 Literature Review

On the internet it can be found a lot of information talking about the uses, advantages, and disadvantages of online games to apply them in the classrooms of the schools; however, these tools are always used to teach grammar or learn vocabulary; but they do not show the advantages that can be had in the area of speaking a language. Today with so much technology and after having been in virtual classes for almost a year due to the pandemic, it has forced teachers to be creative, fun, and spontaneous. For this reason, the present investigation collects and investigates information to show the impact that can be had in the classroom using didactic tools such as Kahoot and Wordwall to improve the level of speaking skills in students who are learning a new language.

In Costa Rica, public schools begin to teach English from when the children are in kindergarten. Today, children from a young age already know colors, numbers, animals, among other basic vocabulary in English. However, as children grow up, the same basic vocabulary is still seen. In schools, children from an early age begin to learn the language through books, and this means that when the child grows up and already be a teenager at school, no longer interested in the language. Teachers of the 21st century must begin to move and modernize as technology does. On the internet there are many online games that can be used by teachers and on YouTube there are tutorials on how to use these tools. Other games can also be used on the cell phone, but that depends on the available internet and the number of devices that are available. The tools are usually completely free, and students love them.

Next, they will talk about different national and international theses that have investigated the ways in which technological resources can be used to improve the speaking level of students in the classroom.

## **2.1.1 National Background**

### **2.1.1.1 The Use of Classroom Games to Improve the English Speaking in Costa Rica**

This research was carried out by two researchers, Mejias, K & Sánchez, Y in the year 2022 at the Universidad Latina de Costa Rica. The objective of this research is to investigate how the implementation of games in the classroom influences the participation of students when speaking. The research was carried out at the Ciudad Neily school, and the research was applied to tenth-year students. The writers mention that classroom games are facilitators in the communicative teaching of language as a method to improve the oral skills of the student, but they also mention that Costa Rican schools have faced realities related to the lack of strategic approaches in terms of listening comprehension and oral production.

The research was carried out only to the 10-3 group with a population of 16 students. The researchers presented the limitation of the difficulty of being able to apply the observation instrument for reasons of Covid-19. The instrument of the interview to the teacher and the questionnaire to the students were applied.

The researchers found that speaking activities and classroom games are one approach to promote student engagement in English classrooms. In addition, the reluctance of students to get involved in the learning process is due to different factors such as lack of knowledge, interest, and fear of failure, but classroom games reduce these problems and promote active participation. The researchers concluded that classroom games in speaking activities improve students' understanding of the learning process and decrease their reluctance in spoken interaction.

### **2.1.1.2 The use of gamification based – task in the virtual classes as pedagogical mediation to enhance weaknesses in English learning.**

This research was carried out by Diaz, E in 2020 in Jacó, Puntarenas. Costa Rica. This research deals with the use of task-based gamification in virtual classes as a pedagogical mediation to enhance weaknesses in learning English. The purpose is to know how games can be used in the teaching-learning process in the foreign language English. One of the main competencies of the students of this century is the acquisition of a second language, in addition, the implementation of technology in education gives teachers the opportunity to use different methodologies such as gamification. Teachers can use this methodology not only to continue the process of teaching English but also to motivate their students in class.

In the students' conclusions, the writer commented that according to various investigations, the use of information and communication technologies have been found to improve students' attitudes towards learning. The application of virtual environments serves as supporting to complement teaching and learning process in English language because students can use to reinforce the four skills. Today, there is a variety of technological resources, and they are tools that teachers and students could implement in the learning teaching process; specially to promote the skills. Moreover, these technological resources give many opportunities to reinforce the students' weakness in the skills grammar and vocabulary.

### **2.1.1.3 The Impact of Virtual Activities in Listening and Speaking Skills in Preschool**

This research was carried out by Reyes, N in 2021 in Desamparados, San Jose, Costa Rica. The objective of the research was to rescue and show activities that can be integrated into the development of virtual classes since the characterization of children in terms of teaching is



an active methodology, due to the fact that the situation of COVID-19 in 2019 forced teachers and students to change their face-to-face classes for virtual ones and the decent ones had to implement different innovative strategies to attract the attention of the students and get them to learn in the same way. Even though this research is aimed at virtual classes, after the pandemic the use of technology in the classroom is of real importance since it helps to motivate students and reinforce different skills.

The proposal of this research is to improve the pedagogical activities that teachers use based on different technologies and provide tools so that when teachers develop virtual classes they can put into practice everything they have learned and thus help more in the area of learning to speak and listen of preschool students. Investigate new ideas with technological activities that can be applied in English classes.

In the conclusions of the research, Reyes (2021) indicated that it is also important that teachers learn by their own ability, teachers have to be self-taught and train in technological tools, but by their own decision they have to improve their skills because the teacher never stop learning and the relationship with parents is important and finally it is not what the teachers learned at the university, it is important to be up to date, education is a social science and most of the times new strategies, tools, technology appear and the teacher have to learn to put it into practice in class.

## **2.1.2 International Background**

### **2.1.2.1 The Wordwall educational tool and learning in the subject of language and literature in the students of basic general education in Ecuador.**

For the following investigation, consultations were made to different peer sources, both national and international, which are related to this investigation. In this sense, one can cite Poaquiza, (2021) who in her thesis to obtain the degree of Bachelor of Science in Basic

Education, in her thesis called "The Wordwall educational tool and learning in the subject of language and literature in the students of basic general education, Ecuador" proposed as objective: To promote the Wordwall educational tool in the learning of the subject of Language and Literature in the students of Superior Basic General Education of the Educational Unit "Bautista" of the city of Ambato.

The results obtained showed that the Wordwall educational tool is used occasionally by the teacher and the students, due to the benefits it has, such as interactive activities, accessibility, promoting motivation and learning. The instrument of this investigation was the survey that was applied through Google forms. The survey consisted of ten closed questions. The study was carried out in the Bautista Educational Unit on 53 children.

#### **2.1.2.2. Using games to improve students' speaking skills in Indonesia.**

In the study performed by Damayanti, A in 2019, the use of games was used to improve oral expression. This research aims to improve the teaching and learning process of oral expression through the use of a game that meets the criteria of good games. The researcher used a process following four steps that would be planning, acting, observing, and reflecting. For this reason, as instruments, he used a researcher's observation checklist and a teacher's questionnaire. A pre-test and a post-test were applied to the students to know the improvement of the students' abilities before the use of the games and after having applied the games. The result of the study showed that after making some changes to the way the game 'Who am I' was presented and played, the teaching and learning activity could be improved. The game provided a fun activity that allowed all students to practice speaking equally and helped improve students' speaking skills as well as their motivation and confidence.

## **2.2 Historical context (school background)**

The Liceo Diurno de Guararí, is located in the canton of Heredia, San Francisco district, on the northeast side of the Virilla Clinic, is an institution classified as priority care. Product of the migration from the countryside to the city, there is an accelerated urban growth of the Greater Metropolitan Area. Heredia is part of this phenomenon, this led the State and local authorities to take immediate measures, since the Social Services in the area were not planned or designed to serve the growing population of the Guararí community, decision-making had and continues to have a palliative character in the treatment of Social Problems.

The appearance of the school responds to a Social Policy and the expansion of Social Services provided to the community so that in 1988 it was founded as an annex to the Los Lagos School in its own physical space, the plant Physically, it consisted of a pavilion with five classrooms and three restrooms for children, built by members of the community. In 1989, work was done at the CAI (Centro de Atención Integral de la Caja Costarricense del Seguro Social), also in some houses in poor condition that served as classrooms, under trees that existed within the property of the educational center and in the corridors of the first pavilion, due to the lack of classrooms.

How was it born? Liceo de Guararí opened its doors in the new building on December 14th, 2018, previously for 3 years the students were receiving classes in small and uncomfortable commercial premises that served as classrooms, the new and modern facilities, valued at ₡ 2,600 million allowed student enrollments to increase from 170 per year to 650 students per year. The Liceo Diurno de Guararí is an educational institution inspired by high organizational, ethical, and social values with respect and tolerance for human dignity and always aware of the commitment to the community of Guararí and the province of Heredia and above all, to young people. which is our reason for being, seeking comprehensive training and maximizing existing resources, with which we will achieve the ideal of "Being the best Day

School for professional training in Costa Rica, with a model of educational and sustainable innovation with the half".

The student population attended by the institution presents various problems, both socio-affective and extreme poverty, this is related to the families of origin; there are situations of domestic violence, drug addiction, negligence, lack of limits, lack of affection, and sexual abuse, among others. In such a way that there is very little encouragement that children receive from their parents or guardians in the educational process, manifesting situations of absenteeism, school dropout, behavior problems, low performance, and frequent transfers from educational centers. This problem requires the joint intervention of the government institutions in charge of social welfare, not only in matters of assistance but also in prevention and to reverse the situation of these people.

In terms of infrastructure, the Liceo Diurno de Guararí has 23 classrooms with capacity for 28 students each, offices, a gymnasium with seating for 600 people, a dining room, two squares for civic events, a library, lactation rooms, and workshops for industrial education and for everyday life. In addition, it has a computer room, four pedagogical support rooms, a classroom for music education with all the necessary acoustic conditions, and rooms for training.

## **2.3 Theoretical-contextual context**

### **2.3.1 Language Macro Skill: Speaking**

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994). Human beings have always had the curiosity to learn languages other than the native. Language is used as a tool of communication, for that reason, it is important to have proper language and speaking skills, to communicate, express thoughts and feelings successfully.

Speaking is one of the four macro language skills in English. Each skill is essential for its acquisition; however, learners especially have the feeling of learning a language once they have

the opportunity to speak it, that is the student feels capable of generating spoken language.

“Speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak” (Ur, 1996, p.73).

Speaking correctly is very necessary to obtain better professional and personal opportunities. “In an era when Artificial Intelligence and other digital technologies are changing the way organizations operate, communication skills will become even more vital to strengthening relationships and promoting collaboration and adaptability” Zangerl (2021). Therefore, teachers in classrooms need to modify the way they teach, to adapt all the changes that over the years have been involved in education, such as technology.

Students are constantly encouraged to use the target language during classes, but when the lesson is over, they have no possibility to use it in real communication. “It is inconceivably difficult to imagine what life would look like if people could not communicate verbally” (Dakowska, 2005). Speaking is fundamental to communicate in other countries since the English language has been designated as the universal language, so that people from different countries can communicate and understand each other.

According to The Binus University (2018) “Speaking skills are divided into four elements; these are vocabulary, grammar, fluency, and pronunciation”. It is important that teachers in the classrooms help students to have adequate handling of these four elements or also called micro skills, to have as a result a good level of speaking skills.

### **2.3.1.1 Vocabulary**

For English educators, vocabulary is of the utmost importance to achieve correct understanding and communication. A strong correlation exists between vocabulary and academic achievement (Anderson & Freebody, 1981). When a person has a large vocabulary, it

is easier to express him-herself correctly than a person who does not have the necessary vocabulary, so s/he thinks he-she can express him/herself.

To successfully develop speech skills, people first need to know the right words. “If learners lack vocabulary, they soon discover that their ability to comprehend or express themselves clearly is limited” (Decarrico, 2001). Vocabulary development occurs when individuals manage to understand the meaning of words and their pronunciation, which are necessary to communicate correctly, understanding the context of words and ideas.. By understanding what the other person is saying and knowing how to respond, people are halfway to communicating effectively.

Obtaining a broad vocabulary requires people to be in constant contact with the language, such as reading books, listening to talk shows, watching movies, series, etc. If the vocabulary is not being practiced, it is likely that it will be forgotten. According to Flesch (1947) “you cannot build a vocabulary without reading. You cannot meet friends if you stay at home by yourself all the time. In the same way, you cannot build up a vocabulary if you never meet any new words. And to meet them you must read. The more you read the better”.

### **2.3.1.2 Grammar**

Oxford American (1980) defines grammar as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" A person may have a lot of vocabulary, but if he/she does not know how to put that knowledge into a grammatically correct context, that is, by following the rules of tenses, the idea cannot be conveyed correctly.

Grammar includes many important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps to convey information in a way that the listener will recognize and understand. Bastone (1994) asserts that “language

without grammar would be chaotic; countless words without the indispensable guidelines for how they can be ordered and modified” (p. 35).

### **2.3.1.3 Pronunciation**

Pronunciation as a micro-skill is one of the main areas that second language learners need to focus on from the very beginning of their learning process. Understanding how to pronounce words correctly is another fundamental factor in dialogue skills. People learn how to pronounce words by listening to the people around them, like parents, friends, neighbors, and people on TV.

It is a complex job because pronunciation implies understanding each part that makes up the desired language to speak. English can be quite different compared to other languages. Some phonemes may not be in ESL students' native languages and people's minds are trained to classify phonemes in their first language, so it can get confusing. The development of this ability in English is a job that is done through language games, the use of songs, poems to reiterate the rhythm and repetition; the latter as the first language was learned as children.

According to Pimwan (2012) “There are six basic components of pronunciation which include intonation, stress and rhythm, vowels and consonants, initial sounds and final sounds, and voiced and voiceless sounds”.

- a) Intonation: Intonation refers to the way the voice goes up and down in pitch when people are speaking and the rise and fall of the voice while speaking.
- b) Stress and rhythm: Stress means that speakers of English make certain syllables and words, it is an amount of effort that is used to pronounce the most important words.
- c) Vowels: A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that is no build-up of air pressure above the glottis.

- d) Consonants: A consonant is a part of speech and sound that is articulated with a complete or partial closure of the upper vocal tract.
- e) Initial or final sounds: The initial sound is the first sound we hear in a word. The initial sound can be a consonant, vowel, or consonant digraph sound. The final sound is the last sound we hear in a word. We can also define it as the sound at the end of a word.
- f) Voiced and voiceless: Voiced sounds are those that make our vocal cords vibrate when they are produced. Voiceless sounds are produced from air passing through the mouth at different points.

Everything described above explains in a better way what pronunciation is, its components, and how it is used. In general, people have a hard time having a good pronunciation, and this is achieved only by studying, listening to others, and repeating because otherwise it will be a very long and slow process to learn.

#### **2.3.1.4 Costa Rican Ministry of Education's Speaking Skills**

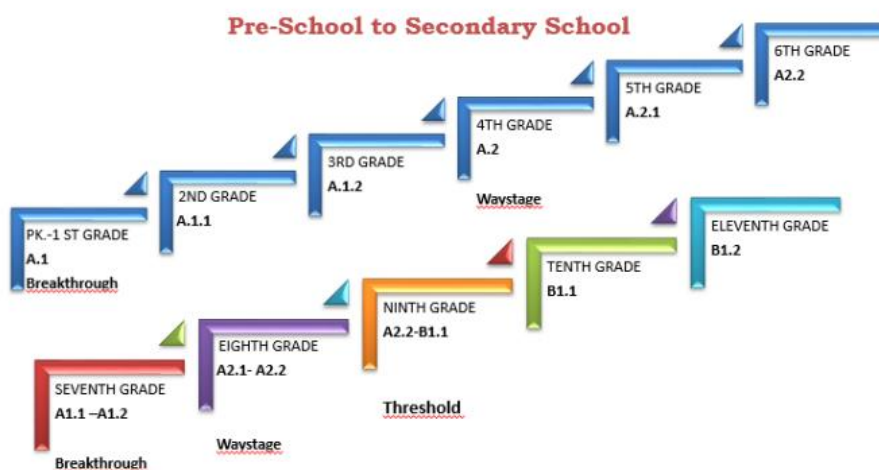
According to the Ministry of Public Education (2016) "Speaking English fluently is one of the skills that a 21st century student must develop in order to have access to better life opportunities". The Costa Rican educational system is committed to achieving this goal of having citizens who are bilingual in two or more languages through a comprehensive and articulated curriculum from kindergarten through high school. With this order in mind, the new curriculum has been phased so that students have a minimum level of English proficiency of A2 by the end of primary school and gradually B1 or B2 (depending on the curriculum) by the end of secondary school to this mandate at the described level according to the Common European Framework of Reference for Languages (CEFR). To achieve this objective, the evaluation must be aligned with the teaching and learning in the classrooms for the realization of the national



tests. English has become a lingua franca, the language of international communication. Millions of people around the world with the most diverse languages and cultural backgrounds use English to interact in person and digitally. In 2008, English was declared of national interest to improve the country's competitiveness to boost the productive sector.

The following image presents the proficiency levels articulated in the CEFR as applied to the English language curriculum in Costa Rica at all grade levels. These levels will be adopted in 2017 starting in first and seventh grade. The Ministry of Public Education expected by 2021 that students would progressively reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education.

### Proficiency Levels Projection for the English Curriculum



Source: Curricular program. Ministry of Education. (2016)

According to Diaz, K (2021) "Thanks to the alliance of the MEP with the University of Costa Rica, the entire student population of the country that graduates from high school can be evaluated." Today there is a Language Proficiency Test that is applied to final year students to measure the level of English they have at that time. This helps to compare the results year after

year and see if the efforts that the MEP is making to change the curriculum are really working or not in order to continue improving.

According to the results of the 2021 Language Proficiency Tests, it was possible to obtain the information that 36% of the students who applied the Language Proficiency Test (PDL) in the English language to graduate from secondary education obtained pre- intermediate, intermediate and advanced (B1, B2 and C1) according to the bands established by the Common European Framework of Reference for Languages (CEFR). That represents a 7% improvement compared to the results of the tests carried out in 2019.

This means that close to 27,000 students already have an intermediate or advanced level of bilingualism upon graduation. 81% of the students who graduate from the Bilingual Experimental High Schools (LEBS) are in bands B1, B2 and C1. In 2019, 74% reached these bands, so an improvement of 7 percentage points is observed. Regarding the Professional Technical Colleges (CTP), 51.4% reach levels B1, B2 and C1. In 2019, 39% reached these bands, so the improvement in these schools is 12 percentage points. An important aspect to highlight is that there was a rise of 14 percentage points in bands B2 and C1.

The recorded growth meant a decrease in the A2 band of basic or elementary language proficiency, which went from 70% in 2019 to 57% in 2021. It is worth noting that for the recently applied tests, 2% of students were registered with a competent user domain for professional and academic environments of the language (C1), a level that no student reached 2 years ago. In 2020, this evaluation was not carried out for reasons of the COVID-19 pandemic.

According to the Ministry of Public Education (2016) “speaking is divided into two areas: spoken interaction and spoken production; both describe specific language users’ roles. In the spoken interaction, the language user functions as a speaker and as a listener”.

Some examples of interactive activities are:

- Transactions
- Casual conversation

- Informal discussion
- Formal discussion
- Debates and interviews.

According to the English Study Program of the Ministry of Public Education of Costa Rica, third cycle (2016), "In spoken interaction, students are expected to experience the following performances in class".

- Checking comprehension of tasks given by the teacher.
- Planning identifying the task, planning a set of questions to ask (content /language), and asking for help if needed.
- Elaborating questions, and answers within sentence frames including asking for help and giving support to peers using visual representations.
- Rehearsing & Interacting: by practicing dialogues, role-plays, and conversations.

Analyzing this information, it is important to highlight that the Ministry of Education has different ideas in its planning to implement and promote speaking in the classroom; however, students at this time do not feel safe to speak and express their ideas, which is why it is necessary to first teach students through other resources so that students can develop little by little.

The idea of the new curriculum brought by the Ministry of Public Education called "Educate for a new citizenship" speaks of how even though students begin to study the level of English at school, they spend 11 or 12 years to leave high school and the students continue leaving without speaking in English, nor being able to express their ideas. The idea of this new study plan is to make students communicate in a better way, being effective the message that they want to communicate and face the challenges of an interconnected world where effective communication is of real importance. For which students must have certain skills to meet this goal of the MEP.

Purpura (2014) summarized these skills as follows:

"Over the years, geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSA) that people need to perform their jobs. Now it is called to read, listen, and hear." synthesize large amounts of information from various sources through multiple modalities; search for information, judge its accuracy, and assess its applicability; and use communication technologies to collaborate as a team whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many people are asked to do this in a second, foreign, or heritage language (L2), which requires skills to communicate ideas and build relationships in culturally respectful ways (p. 190)".

As part of the new curriculum, teachers are urged to make use of ICT (Information and Communications Technology) since the students of this 21st century are students who were born with technology and are surrounded by it, making use of different technological resources daily from newly born. With the implementation of Wordwall and Kahoot in the classrooms, this important point desired by the Ministry of Public Education would be fulfilled, apart from the fact that through activities students will be motivated and learning without realizing that they are doing it.

## **2.3.2 Technological Resources in teaching**

### **2.3.2.1 Definition**

Technological resources are those means that use technology to carry out a generally productive purpose. Cabero (1998) said, " we could say that the new technologies of information and communication are those that revolve around three basic means: information technology, microelectronics, and telecommunications; but they rotate, not only in an isolated way, but what is more significant in an interactive and interconnected way, which allows to achieve new communicative realities". Technologies must be an integral part of modern education, allowing

their effective use to carry out the mission of speeding up the learning process, motivating and keeping students interested in what they have learned.

Multiple electronic instruments fit within the concept of technological resources, for example television, telephone, video, and computer. Nevertheless, without a doubt, the most representative means of today's society are computers that allow us to use different computer applications like presentations, multimedia applications, programs, and web pages specifically communication networks like the Internet.

### **2.3.2.2 Types of technological resources**

According to Laverty (2022) "when we talk about technological resources, it is important to know that these are divided into two types, tangible and intangible".

**Tangible technological resources:** those resources related to technology that have a physical presentation, that is, they can be measured, touched, and counted. For example, tangible resources are computers, printers, smartphones, USB sticks, and production machines.

**Intangible technological resources:** those resources that do not have a physical presentation, it means, they cannot be seen, measured, or counted, since they are immaterial information or knowledge, present only virtually. For example, intangible resources are systems, applications, the internet, antivirus, etc.

Nowadays these resources are an indispensable part of companies, homes, and education since they have become a key ally for carrying out all kinds of tasks. Many years ago, people had to go to libraries to find information on a specific topic, today all that information is at hand, with a single click a wide variety of texts, videos, files, books, and audiovisuals appear to us helping to have a faster range. In teaching, different technological resources can be used to practice and exploit other capacities of the students of this century. According to Bahdorfar and Omidvar (2014) "technological tools like the internet, podcasts, video conferencing, videos, and

speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills”.

Some examples of technological resources that can be used in English classes to improve the level of speech in students are:

- **Computers:** With computers, the teacher can use different applications or web pages to help students strengthen their speaking weaknesses. Students can also watch videos on YouTube related to the topic studied in class.
- **Mobile Phones:** cell phones can be used in the same way as computers, this tool is very good when there are not many computers available in the institution.
- **Video-Beam:** The projector is used to reflect in a bigger way everything that the teacher has from the computer, it can be visual material such as a PowerPoint presentation, a video, information, etc.
- **Internet:** The internet is used to access all those web pages and videos with which the teacher wishes to work.
- **Applications:** The applications can be installed on the cell phone or on the computer. These applications depend on what the teacher wants to reinforce, it can be to practice pronunciation, fluency, etc.
- **Websites:** The web pages are used with the help of the internet. Many applications can be found that are suitable for application in the area of speaking; however, they can also be used to work with the other three skills.
- **Speakers:** The speakers are good for doing all those things that involve listening and speaking, students can listen to songs and then sing them or repeat the pronunciation, also can listen to videos and conversations.

### 2.3.2.3 Kahoot

Edwards (2022) said, “Kahoot! is a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way. As one of the biggest names in quiz-based learning, it's impressive that Kahoot! still offers a free-to-use platform, which makes it highly accessible for teachers and students alike. It's also a helpful tool for a hybrid class that uses both digital and classroom-based learning”.

Ramirez, (2022) “Kahoot was invented in 2013, at the beginning it was private but later they launch the free version, students can join this webpage using computers, tablets or cellphones.” In Kahoot, teacher can create their own material, or they can use the games made by other people, according to LaRosa (2017), “it has more than 40 million games already created.” It is so simple to use, people only need to create an account and they can join the web page, it doesn't take a long time to create one game and students always enjoy it a lot.

It is important that teachers always try to have an active class to help the students feel motivate and interest learning new things. “Lack of motivation can result in a reduction of learning outcomes and a negative atmosphere in the classroom.” (Liu, 2011). Most teachers only work in the book or notebook and that becomes a routine and students feel bored, don't want to work, or they pay attention and interrupt frequently the class.

Kahoot apart from being very easy to use, allows students to develop different skills, being a competition game encourages them to study more and learn more about the subject by studying to be among the best grades on the podium and the teacher has the opportunity to assess student performance in a different way.

Mohammad (2017) said, “Game-based learning is becoming more popular in higher education.” What teachers must do in order to obtain successful results with this game is to prepare the material in advance, know the population with which they will be working, that way they can know how many electronic devices they have in the class, and pay attention to the

answers of the students in order to know which topics need to be reinforced during the class or which students should have an extra material. According to Mark (2006). "The Smartphone can be a distracting source in class attention and that is why teachers must find a way to keep students motivated and attentive, making technology an ally".

Kahoot can help students improve their level of speech because through this game they can practice phonemes, pronunciation, grammar, vocabulary, grammatical structures among others that are essential to be able to produce correctly when wanting to speak in English.

The educational technological resources facilitate the acquisition of the proposed objectives and goals, in a verification of the strategies and methods applied in the training process; it allows to verify if they reached the expected projections in the formation of the students. Different cognitive psychology studies ensure that the use of technology such as Kahoot, combined with virtual learning procedures, can help students retain more knowledge and boost learning.

Effective use of technology resources in the classroom can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. With technology, students can also increase their collaboration because with different tools students can start to work together and help each other. Many students today can be properly included in classes because students with special needs can now use tools that allow them to participate in classes like the other classmates in the room.

According to the article written by the European Postgraduate Institute, Kahoot as a technological resource can have great benefits in the classroom, such as:

- Help identify which topics need more work.
- Encourage more efficient study.
- Improve long-term knowledge retention.
- Take the stress out of exams by making it regular exercise.
- Promote the practical acquisition of new knowledge.



- Reduce study time.

It can be said that with this tool, teachers have the ability to identify which topic needs more work according to the results of the game. Kahoot after each answered question shows the percentage of people who had a good or bad answer and in this way, you can see how much they remember the topic seen. Different cognitive psychology studies ensure that the use of technology such as Kahoot, combined with virtual learning procedures, can help students retain more knowledge and boost learning.

There are many students who learn visually or kinesthetically by having constant games where the web page has various bright colors, students may have the opportunity to learn better and more lastingly the topics that are being seen. It is not the same when the teacher writes on the blackboard and provides examples that when they are already put into practice, it often happens that the students consider that they have mastered the subject, but when taking the exam they realize that they had many doubts when respect and that they did not understand enough, in the way of speaking it can be said that when you are in constant production, students will be able to improve their pronunciation and their vocabulary, giving them the opportunity to be able to produce what they think more effectively.

When the students have practiced a lot beforehand and students have had all or most of the practices correct, it gives them more confidence when studying and they are less stressed and pressured for the exam, because they trust what they have learned and everything they have learned. practiced by reducing their study hours.

Even though Kahoot is an excellent tool not only to learn English but also other subjects and even make work meetings more interactive, like everything it has its negative parts.

One of the disadvantages that can be had is that the students only want to use Kahoot, and when the teacher is busy doing other types of activities in the classroom, the students are predisposed and do not want to side with her. Another disadvantage is that the use of an internet network is needed, depending on the institution in which the teacher is located, there is

no good access to the internet, and she must wait until the laboratory is empty to make use of it. Also, the need for electronic devices depends a lot on the students' cell phones and internet data, and finally another important factor is that although it is not difficult to use, it depends on the teacher's ability to use technological devices and her creativity.

#### **2.3.2.4 Wordwall**

The Wordwall educational tool is an online application that enables the teacher to produce their own educational teaching resources, it can be used to create both interactive and printable activities, in the same way they can be customized according to the subject, and it makes it possible to share the work produced through a web link. This tool is suitable for producing different interactive activities according to the theme, while allowing autonomous learning (González and Gómez, 2021).

Wordwall (2021) "Wordwall has a wide variety of templates in which teachers just by creating an account can make use of all these benefits, it is completely free." To improve speech you have memory options, quizzes, roulettes with questions, cards, and contests. For example, with the cards, the teachers can write different questions related to the topic seen and orally the students must answer, or each card has a topic, and the student must talk about that topic during a specific time, or the cards they have images, and the students must describe as much as they can about that image. With the quizzes or contests, the students can put all their knowledge to the test and generate debates about their positions, with the roulette wheels, in the same way that the cards can put questions or topics and have the students talk about those topics. Normally, these types of games attract a lot of attention to students because the choice of topics is random. These are some ideas of how this tool can be used by teachers in the classroom.

To play with Wordwall, people only need the teacher's computer, because all the students can see and participate there, if the teacher has the possibility of using a screen or a projector for large groups it would be much better, but if you don't have these resources, with only the computer is fine. Teachers, like Kahoot, can create their own subject or can make use of the one already created. The Wordwall tool allows teachers to carry out their work in an interactive way, in short, it allows learning in each of the students (Mirada, 2020).

The Wordwall tool according to Gonzáles and Gómez (2021) mentions the following advantage:

- Allows the creation of interactive and printable activities.
- Teachers can update activities as needed.
- It is easy to publish the activity, which in turn facilitates the task through the link.
- You can assign the activity in game mode.
- At the time of entering any activity they have a user manual.
- Wordwall in the free version offers you 16 activities.

In the oral part, this platform helps teachers to motivate more the students to speak and feel more comfortable producing, it helps the teacher to see in which aspects the students should improve, for example in pronunciation, fluency, intonation, vocabulary, organization of ideas between others. Also, by constantly using this tool, it motivates students and helps them build more confidence in themselves. Within the classroom, the teacher plays a fundamental role as a guide, transmitter of knowledge, for this reason it is essential that they use digital tools, in order to train students who, meet the demands of the digital age (Viñals and Cuenca, 2016). The only way to improve speaking skills is by speaking, and teachers must use all available resources to motivate and challenge students to improve more and more every day.

Perez (2020) said "some of the disadvantages that this online game presents is that number one, it can only be used with the internet." As with Kahoot and other online games, they can only be accessed via the internet. This limits the teacher somewhat and forces him or her to

always have the internet somehow to make use of these interactive tools. Second, if we want the students to make use of this tool, creating the games themselves, a lot of class time is required explaining how to use this platform, third, if they want some other type of template that the game offers us for free, that template must be paid) the game offers more than thirteen different templates, and all are very interactive). These are some of the disadvantages that could occur with its use.

### **2.3.3 Teachers' knowledge of technological resources**

Education is a constantly changing field and to ensure its continued growth, teachers must also grow with it. Every day new discoveries are made, new information about the world is made available to us and the role of teachers is to introduce their students to all these new aspects. Therefore, updating knowledge is a must and the teaching community must ensure that they stay abreast of new developments and continue their path to constant learning and growth. Hoe (2008) said, "We must provide language instructors with opportunities to observe peers who have expertise in using technology in their classrooms, rather than having them work with computer support personnel who have no expertise in language teaching" (p. 76).

Teachers can no longer continue to use old methods and tactics to teach new thinking. The development and implementation of new approaches to the teaching and learning process have become an urgent need today. Ertmer (2008) said, "internal or second-order barriers related to teachers' beliefs about instructional technology, preferred teaching methodologies, and willingness to make changes to classroom practices" (p. 247). The technological advances of recent years have changed many things for education: the way the world works is the first of them, and as responsible for shaping the new generations that follow, it is important that teachers follow the path of improvement with the help of these advances.

When teachers decide to be constantly updating, it gives students new opportunities. Some of the benefits that are obtained from the constant updating of teachers are:

- It improves the quality of education and learning offered in institutes.
- It supports and promotes the exchange of knowledge in the classroom. Help students achieve better results.
- It gives teachers more confidence, which, in turn, helps them perform better.
- It adds value to the teaching and learning process making it more effective and efficient.

Teachers can enhance their experience by expanding their knowledge, which can be achieved by attending conferences, seminars, webinars, searching for information on the internet, watching videos on YouTube, symposiums aimed at taking advantage of the latest advances in the field of education and in technology for apply in classrooms. Vohra (2019) said, "Professional enhancement comes with educators helping students become more attached to their curriculum".

It can be said that today English classes can be taught using different methods and resources. Each group and each student are different and has different needs and it is essential that teachers know their students so that they can analyze the weaknesses of the group and then they can find the necessary tools to balance learning and most importantly in a striking and effective way.

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1 Type of research (Descriptive/quasiexperimental)**

#### **3.1.1 Purpose**

The purpose of the research is to analyze how the use of Kahoot and Wordwall in the classroom can help improve the speaking skills level of the students at Liceo Diurno de Guararí. Nowadays, speaking a second language correctly is essential because in many jobs it is necessary to have a better position, or to be able to travel and communicate properly. It is also intended that the student, through technological resources, acquire the necessary abilities to express him-herself adequately and feel the confidence to participate more in class, thus managing to function and be able to improve other English skills.

Because the author is attempting to tackle a frequent problem in the student population of public schools, the objective of this research is applied. For this, Barrantes (2013) explains that applied research has the purpose of solving practical problems, of transforming the condition of a topic that has been worrying us (p. 27). This suggests that the study problem can significantly influence favorably the level of students' existing speaking skills, due to the information acquired by this research. In addition, the study examines a trend in Costa Rican technical education.

#### **3.1.2 Temporal Dimension**

The research is transversal because it will be carried out between September 2022 and March of the year 2023, where the sample does not vary significantly and helps to collect data. After all, according to the intentions of this project, it is desired above all to have a specific time, short and delimited so that the study clearly explains what it intends to develop and investigate.

### **3.1.3 Framework (Mega, macro, micro)**

It is important to recognize that this research is at the micro level, since micro level research studies a specific population and in this way have a smaller amount of data but equally important that they contribute to know the population studied. In this case, the research is based on the population of 8-4 (specific group) at Liceo Diurno de Guararí (a specific institution) in Guararí. Heredia province (in a specific place).

The proposal is a micro framework. Since it is focused only on 1 of the eighth group of Liceo Diurno de Guararí School because the high school has 6 eighth-year groups, thanks to this the investigation is deeper and contains more investigation than a micro investigation. Thanks to the information collected from different sources such as previous research and other instruments carried out such as interviews and surveys, it has been possible to find the necessary information for the preparation of said work.

### **3.1.4 Nature (Qualitative or Quantitative)**

The nature of this research is qualitative. Some authors said.

There are two types of approach however, due to the different premises that support them since the last century, such currents have been "polarized" into two main approaches to investigate: the quantitative approach and the qualitative approach to research. Both approaches employ careful, methodical, and empirical processes in their efforts to generate knowledge, so the previous definition of research applies to both equally, using, broadly speaking, five similar and interrelated phases (Hernández et al., 2010, p.4).

In terms of the research work's qualities, it can be noted that it is qualitative in nature, because it focuses on the study of a specific and contemporary social issue that has to be investigated. As a result, we will collect evidence through interviews, surveys, and observations to support such a conclusion about the strategy.



### **3.1.5 Character (exploratory, correlational, descriptive, and explanatory)**

This investigation has a descriptive character. Because the goal of the study is to examine and describe how the usage of Kahoot and Wordwall might assist students in improving their speech abilities through what is observed and measured. Furthermore, the data gathered will help the instructor in charge better understand what aspects need to be improved, changed, or reinforced. As a result, the information collected during the application of the instruments and the tabulation of said information shown in the investigation by means of a graph, will serve as a guide to understand the population studied, suggesting some recommendations for the institution and future researchers.

According to Hernández et al (2010)

The descriptive studies seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects, or any other phenomenon that is subject to analysis. That is, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how these are related. (p.80).

### **3.1.6 Type of research (continued)**

This research is a retrospective study because it will analyze how the use of technological resources can help improve the level of English that students currently have in their speech area. There are already different studies related to the topic of the use of technological resources in the classroom, but the idea of the research is how this use influences the eighth-year students at Liceo Diurno de Guararí.

## **3.2 Subject and sources of information**

### **3.2.1 Subject**

The population studied in this research are students of 8-4 at Liceo Diurno de Guararí, from Guararí, Heredia. The ages of the population are between 13 years old and 16 years old approximately. It is important to highlight that for the research the population studied is a group of twenty-eight (28) students.

### **3.2.2 Sources of information**

The research is conducted at the Liceo Diurno de Guararí School, with ninth-year students as participants. The decision to work with this level was made because it is a level where they have already spent some years in the same institution taking English classes, but they are not going to graduate soon, which aids the investigation and future researchers in determining whether those same students have improved their level of English speaking through technological resources over time.

It is extremely beneficial to be able to use certain instruments with them, as well as make comparisons between their current level and the one they could achieve with the use of technology in the classroom. Within this investigation, observations will be made to see how students deal with language in the classroom, after which the teachers in charge of the groups will be interviewed to learn about their knowledge of technological resources and their opinions on how to implement these technologies in the classroom, and finally, a survey will be given to the students to learn about their opinions on the chosen topic to investigate.

The sources of first-hand information included in this research were theses of other national and international researchers retrieved from the Internet.

<b>Author</b>	<b>University</b>	<b>Country</b>	<b>Year</b>
Belloch, C	Universidad de Valencia	Spain	n.d
Cordoba, P. & Coto, R.	Universidad de Costa Rica	Costa Rica	2005
Pinwan	Universidad de Srinakharinwirot	Thailand	2012
Montero, M.	Universidad Hispanoamericana	Costa Rica	2018
Cambronero, J.	Universidad Hispanoamericana	Costa Rica	2021
Vásquez, L. & González, J.	Universidad de Costa Rica	Costa Rica	2017
Rojas, A.	Universidad Hispanoamericana	Costa Rica	2019
Díaz, E.	Universidad Hispanoamericana	Costa Rica	2021
Mejias, K. & Sanchez, Y	Universidad Latina	Costa Rica	2022
Reyes, N.	Universidad Hispanoamericana	Costa Rica	2021
Poaquiza, X	Universidad técnica de Ambato	Ecuador	2022
Damayanti, A	Universitas Pendidikan	Indonesia	2019

The sources for this research are different resources of the Ministry of Public Education, such as the national report on the grades obtained in the applied tests of linguistic proficiency, as well as the national programs in English. There are also academic journals related to the use of technological resources in classes. This compilation of research information found primarily in Costa Rica also provided information to support primary sources and deepen educational knowledge.

### **3.3 Sampling and times.**

#### **3.3.1. Sampling**

This research is based on the adolescent population of the canton of Heredia, specifically on the eighth-grade students at Liceo Diurno de Guararí School. The student population is between 13 and 16 years old. This population is completing the third cycle of basic general education, based on the establishments, parameters, and curriculum of the MEP for Costa Rican educational training. According to the institutional scope of the Liceo Diurno de Guararí school and its current enrollment database (2022), the eighth-year student population is made up of 168 students, which are distributed into six different groups, formed by groups of 28 students in each section. It is essential to reinforce what was investigated in this project because by analyzing the responses of the students in the surveys and the observations, it will be possible to have a broader panorama of the reality that is lived. in the classrooms of this school related to the speech level of the students.

#### **3.3.2 Time Proposed**

The time that the researcher took in this investigation in what was planning, and application of instruments was six months. Precisely during the third quarter of 2022 and the first quarter of 2023. Approximately from September to March for planning, information gathering, instrument application, information tabulation as recommended by the tutor and teachers.

#### **3.3.3 No Probabilistic sample**

It should be noted that the choice of the sample is made randomly because there are many groups and many students, and it is necessary to have a sample with similar characteristics so that it represents the entire population. Hernández (2014) states that "In non-probabilistic samples, the choice of elements does not depend on probability, but on causes

related to the characteristics of the investigation or the purposes of the researcher" (p. 176). The sample of eighth-year students provides important information for the analysis of information that reinforces the proposed objectives and adjusts to the researcher's proposal.

### 3.4 Techniques and instruments

#### 3.4.1 Observation

During the instructional period, the students from section 8-4 were subject to observation. Each group was observed once before carrying out the survey (instrument), to see the behavior of the students in the classroom, their development, and their use of the English language during classes. The observation of each group will last 2 lessons (80 minutes). To obtain more relevant data on the groups, the following observation guide was used. You can see the picture in annex #1.

#### Observation

Liceo Diurno de Guararí

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Indicator	Observation
The teacher speaks in English during the class.	
The teacher explains the topic in English.	
Students understand when the teacher speaks in English.	
The teacher teaches dynamically.	
The teacher can catch the students' interest.	
Students work in speaking activities.	

Students feel comfortable when they are speaking.	
Students speak fluently when they are speaking.	
Students can express their ideas in English.	
The teacher gives different activities to practice the same topic.	
The teacher uses technological resources during the class.	
Students participate during the class.	

### **3.4.2 Survey**

The survey would be used to ask students in general how they feel about the language and if they think that by using Kahoot and Wordwall in the classroom they could improve their speaking skills, they would also be asked what types of resources they would like to have in the classroom to improve their English level. The survey will consist of 15 questions to be answered quickly by marking with an "X". This information is of real importance to know a little about what the students think and how they feel with their level of English up to now. It is necessary for the researcher to know the point of view of the population being investigated to have valuable information that can help with the results of the project.

### **3.4.3 Teachers' interview**

The teachers would be interviewed to find out their point of view related to the research. It would be asked what they think of Kahoot and Wordwall in class, if they currently use these resources, how they apply these resources, if they in the institution have access to the internet and other technologies, if they consider that using Kahoot and Wordwall in the classrooms would help students with their speaking level, how often do they train to be updated with new

resources. The interview with the teacher is an excellent tool to be able to know the opinion of the teacher according to his experience and knowledge with Kahoot and Wordwall. It also allows the researcher to have more real information on the studied population since the teacher knows his students and knows their strengths and weaknesses.

These instruments were chosen with the idea of being able to collect enough to help reinforce the foundations of the investigation. It is necessary to have information about what the students think and how they feel, as well as the professional opinion of the teachers who work with the students.

### **3.5 Variables**

Variables are an important part of research and should always be considered when preparing to do research work. Korb described variables as "a characteristic or attribute of an individual, group, educational system, or environment that is of interest in a research study" (Korb, 2012).

#### **3.5.1 Independent Variables**

The independent variables are ones can be modified, adapted, or changes by the researcher. "When he detailed that an independent variable is the fact that is presented as an antecedent, cause or condition that affects in a determined way the dependent variable. This category will be the one manipulated by the researcher to generate the proposed changes" (Martínez, 2012, p.134).

#### **3.5.2 Dependent variables**

Another important element that must be included in a research work are the dependent variables, these variables are given as a product of a result of the independent variable. Every

time an independent variable is changed, the dependent variable will be predictable. "These variables help the researcher define whether his hypothesis has the expected results, since when the researcher analyzes the dependent variables, the hypotheses will be tested" (Martínez, 2012, p. 134). The table of operationalization of the variables is found below, demonstrating step by step that the researcher carried out to analyze each of the variables, both dependent and independent, presented and thus the instruments used in the investigation. To bring more order, a variable was written both for the general objective and for the three specific objectives.

### 3.5.3 Operationalization of Variables

Variables chart

General Objective: T To analyze what is the impact of the uses of Kahoot and Wordwall in the classrooms to improve the level of students speaking skills for the 8-4 students at Liceo Diurno de Guararí Heredia during the third quarter of 2022 and first quarter of 2023.

<b>Specific Objectives</b>	<b>Variable</b>	<b>Conceptual Definition</b>	<b>Instrumental Definition</b>	<b>Operational Definition</b>
To identify the different uses of Kahoot and Wordwall in the English classes of students from section 8-4 at	Uses of Kahoot and Wordwall in the English classes.	Kahoot and Wordwall.	<u>Instrument: Poll</u> The poll contains different questions to determine if the students have an idea of what Kahoot and Wordwall is; to	Kahoot! is a Norwegian game-based learning platform, used as educational technology. Wordwall is a free online tool for



Liceo Diurno de Guararí.			know if they have ever use them in their English classes and to know if students would like to use these tools more in their classes.	creating learning activities.
To investigate how Kahoot and Wordwall can help students improve their level of English-speaking skills from section 8-4 at Liceo Diurno de Guararí.	How Kahoot and Wordwall can help students improve their level of speaking skills.	Speaking skills	<u>Instrument:</u> <u>Teacher's interview.</u> The idea of the teacher's interview is to retrieve information regarding if the teacher knows how to use Kahoot and Wordwall; if the teacher likes to use them, and also to know the resources the teacher at Liceo Diurno de Guararí	Speaking skills are defined as abilities which allow people to communicate effectively.

			has and his professional opinion about Kahoot and Wordwall.	
To determine the advantages and disadvantages that can be encountered when using Kahoot and Wordwall in the classroom to improve speaking skills from section 8-4 at Liceo Diurno de Guararí.	Advantages and disadvantages that can be encountered when using Kahoot and Wordwall in the classroom to improve the speaking skills.	Advantages and disadvantages	<u>Instrument:</u> <u>Observation</u> The idea of the observation is to see how the English classes are develop, if the teacher uses technological resources, and if the classes are interactive.	An advantage is a condition or circumstance that puts one in a favorable or superior position. A disadvantage is unfavorable. circumstance or condition that reduces the chances of success or effectiveness

**CHAPTER IV**  
**RESULTS AND ANALISIS OF DATA**

In the chapter that will be presented below, each of the questions asked in the three types of instruments that were applied to the 8-4 group of the Liceo Diurno de Guararí, Heredia Costa Rica will be analyzed. The instruments chosen were an interview with the teacher, a survey of the students and a general observation of the class. Each question or indicator carried out were created by the researcher of this investigation. Each of the data obtained was collected from a group of 15 eighth grade students from the Liceo Diuno de Guararí.

#### **4.1 Instruments and collected data.**

The first instrument applied was the survey, which contained fourteen questions marked with “X” that began with some personal information about the student, which helped us to recognize that in all the fifteen students surveyed, nine were men and six were women. Then questions were raised to know the knowledge of the students with Kahoot and Wordwall and the contact that the students have with these or any other technological tool in their English classes.

The next instrument was the interview with the teacher, in which the teacher openly answered each of the questions and the data helped the researcher to learn more about the knowledge and familiarity that the teacher has with technological tools, and finally an observation where it was observed a class to see the interaction of the teacher with the students and with the use of technology within the classes. Each question or indicator was analyzed by means of graphs that will be seen below.

##### **4.1.1 Instruments to measure the variable #1**

The research has three specific objectives, the first specific objective is to identify the different uses of Kahoot and Wordwall in the English classes of the students of section 8-4 of the Liceo Diurno de Guararí. And the main idea of this first instrument is to identify if the 8-4 group classroom uses the Kahoot and Wordwall tools or some other technological platform as support in the English class. The instrument used is designed so that the first 6 questions are answered

with a YES or NO that led students to answer if they know Kahoot and Wordwall, 6 open questions for students to write about other digital platforms they know and finally 2 questions about personal information. information. The first instrument for the first specific objective is the Survey and is presented below.

### Figure 1.

#### Poll for the students

1. How old are you? \_\_\_\_\_

2. What gender do you identify with?  
 Male       Female       other

3. Do you know what is Kahoot or Wordwall?  
 YES       NO

4. Have you ever used Kahoot or Wordwall?  
 YES       NO

5. What do you think of Kahoot and Wordwall? \_\_\_\_\_

6. Which of the following activities have you used in your English classes?  
 Role-play     Debates     Dialogues     Round tables     Discussions     Interview

7. Do you think using Kahoot or Wordwall in the classroom can help improve your speaking skills?  
 YES       NO

8. Do you know other platforms where you can practice your oral English skills? Write which ones.  
 YES       NO    other: \_\_\_\_\_

9. Mention 3 digital platforms that are frequently used in your English classes  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

11. Do you think that your English classes are currently interactive?  
 YES       NO

12. How often are activities done in class to practice speaking skills?  
 Always     sometimes     Hardly ever     Never

13. Would you like technology resources such as Kahoot and Wordwall to be used in English class to improve your speaking level?  
 YES       NO

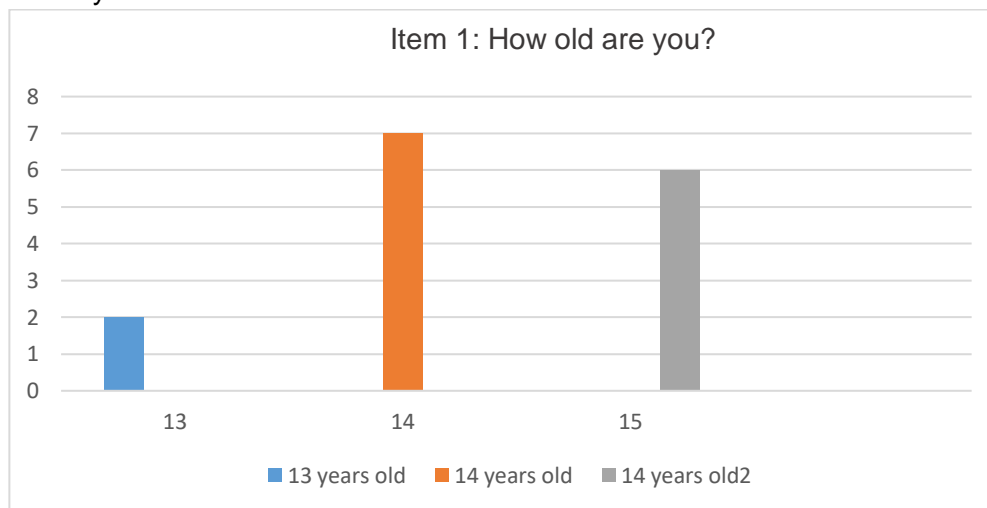
14. How often would you like tools like Kahoot and Wordwall to be used in English classes?  
 Always     Twice a week     3 times a week     Never

When this first instrument is analyzed, it is important to clarify that each question presented is in order to know if the students know Kahoot, Wordwall or another digital platform, if they have used them in class, how often and finally if the students would like to use more technological resources in class. The results obtained through this instrument are presented in the following pages.

The first graph contains the question of the age of the students in order to know the age range of the population. The answers are expressed through the following vertical bar graphs.

**Figure 2**

Item 1: How old are you?

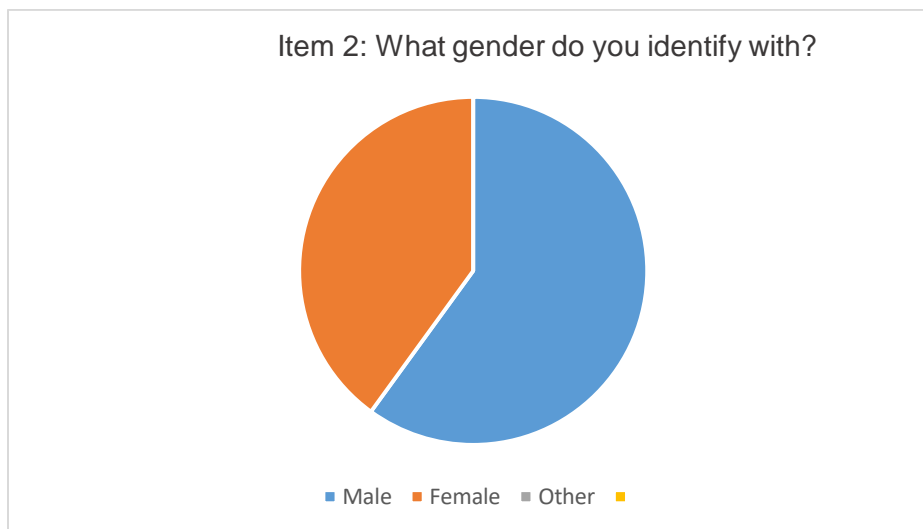


Source: Poll aimed to Liceo Diurno de Guararí. Question #1(I Quarter, 2023)

Analyzing the information presented in the previous graph, it can be seen how two of the surveyed students are 13 years old, seven of the surveyed students are 14 years old and finally 6 of the surveyed students are 15 years old. This allows us to understand that the eighth grade population surveyed in the 8-4 group are between 13 and 15 years old.

### Figure 3

Item 2: What gender do you identify with?

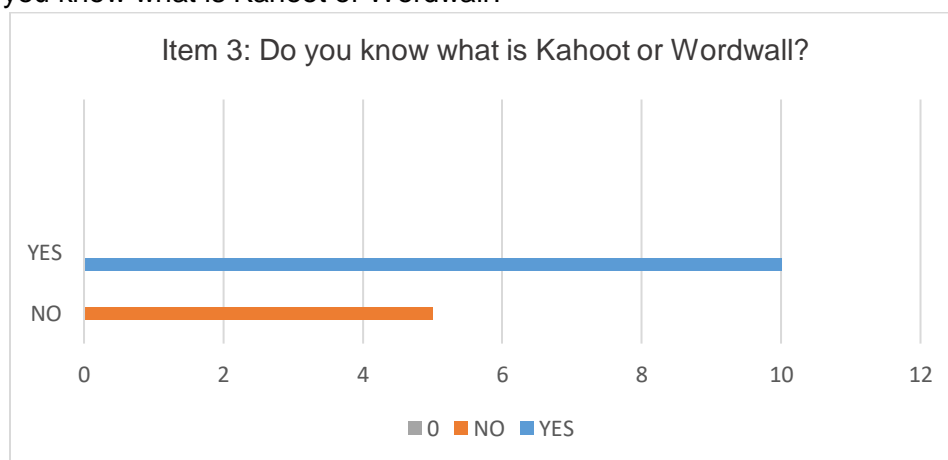


Source: Poll aimed to Liceo Diurno de Guararí. Question #2 (I Quarter, 2023)

In this second graph it can be seen how of the fifteen (15) people surveyed, nine (9) are men and six (6) are women aged between 13 and 15 years of age.

### Figure 4

Item 3: Do you know what is Kahoot or Wordwall?



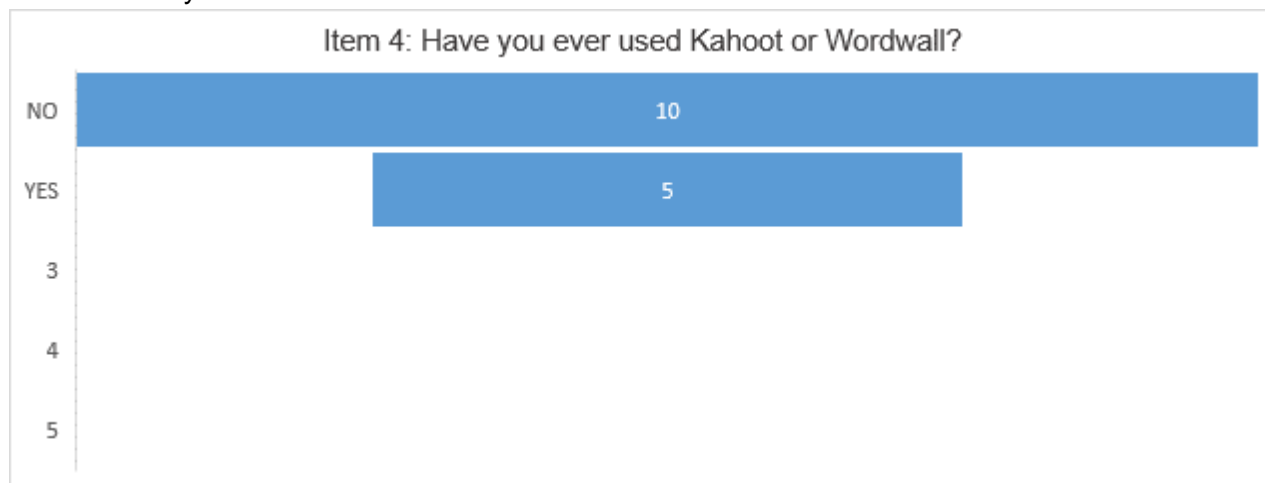
Source: Poll aimed to Liceo Diurno de Guararí. Question #3 (I Quarter, 2023)

In graph number 3, when asking students if they are aware of what Kahoot or Wordwall is, of the 15 students surveyed, ten students know or have heard of Kahoot or Wordwall and five students have never heard of Kahoot and Wordwall. It can then be said that the ten students

who do know about Kahoot or Wordwall have probably heard of these platforms outside the institution.

### Figure 5

Item 4: Have you ever used Kahoot or Wordwall?



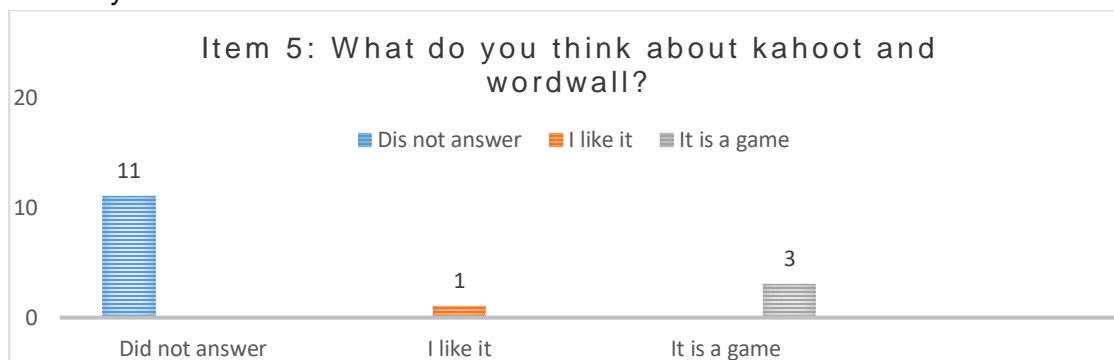
Source: Poll aimed to Liceo Diurno de Guararí. Question #4 (I Quarter, 2023)

In this graph, when the students answer question #4 of the survey, ten of the students have never used the Kahoot or Wordwall platform and only five students have ever used Kahoot or Wordwall. This information helps confirm the information collected in the survey in question number 3 where likewise only 5 students were aware that it was Kahoot or Wordwall. Therefore, it can be deduced that students do not use these tools in school classrooms during their classes.



**Figure 6**

Item 5: What do you think about Kahoot and Wordwall?

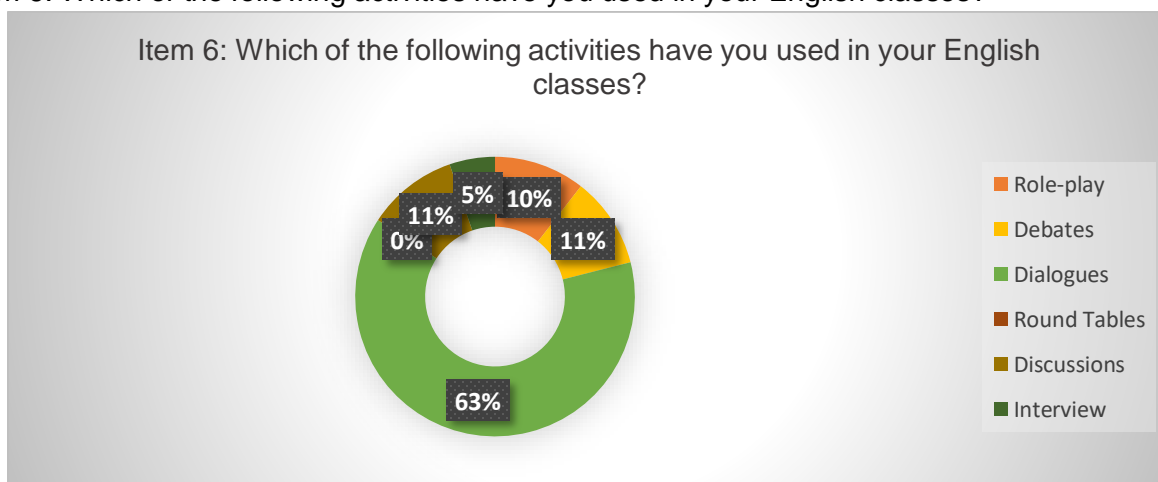


Source: Poll aimed to Liceo Diurno de Guararí. Question #5 (I Quarter, 2023)

It can be analyzed in this graph that eleven of the students surveyed did not know what to answer even though the surveyor guided them in the process, three students think that Kahoot and Wordwall are games and one student commented that he/she likes it.

**Figures 7**

Item 6: Which of the following activities have you used in your English classes?



Source: Poll aimed to Liceo Diurno de Guararí. Question #6 (I Quarter, 2023)

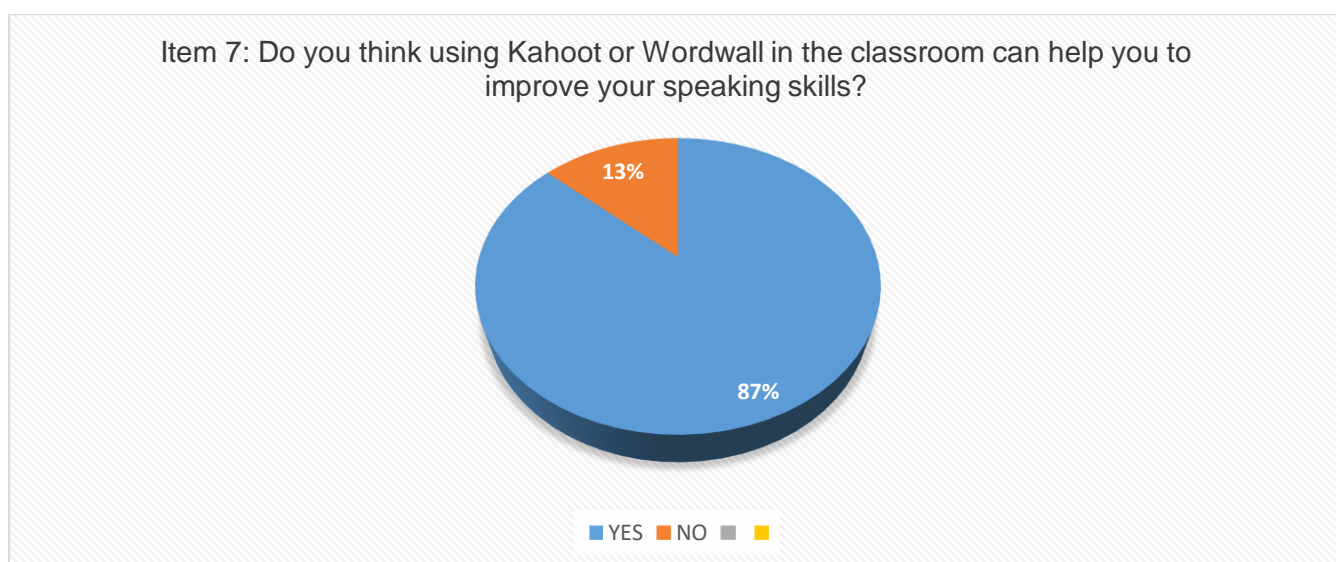
In graph number 6, the students were asked what activities provided in the options, they did in their English classes, the students were given 6 different options from which they could choose all the ones they have worked on in their classes. of English (Role-play, Debates, Dialogues, Round tables, Discussions, Interview) which can be seen that Role-play was marked

only once, debates twice, dialogues twelve times, round tables were not selected by any of the participants, discussion was chosen three times and finally interview was chosen once.

Therefore, it can be determined that the activity to promote speaking skills in the classroom by the teacher is the dialogues.

### Figure 8

Item 7: Do you think using Kahoot or Wordwall in the classroom can help you to improve your speaking skills?

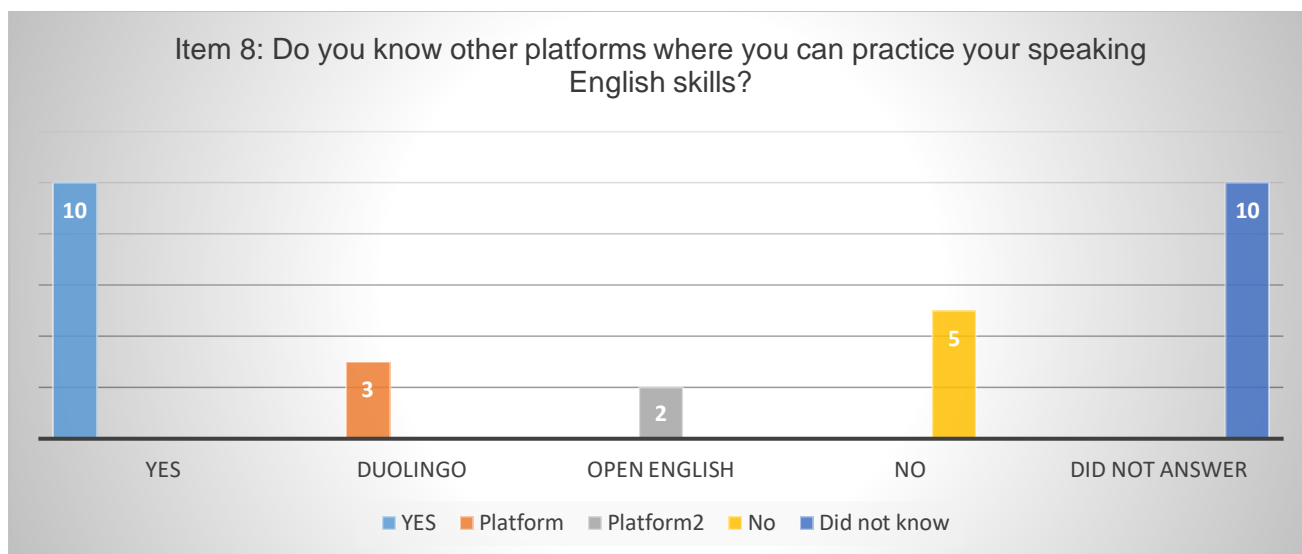


Source: Poll aimed to Liceo Diurno de Guararí. Question #7 (I Quarter, 2023)

In question number 7, students are asked if they consider that using Kahoot and Wordwall in their classes, they can improve their speaking skills, of which two students consider that these platforms would not help them improve their speaking skills, while thirteen of the students consider that these platforms would help them improve their speaking skills.

**Figure 9**

Item 8: Do you know other platforms where you can practice your speaking English skills?

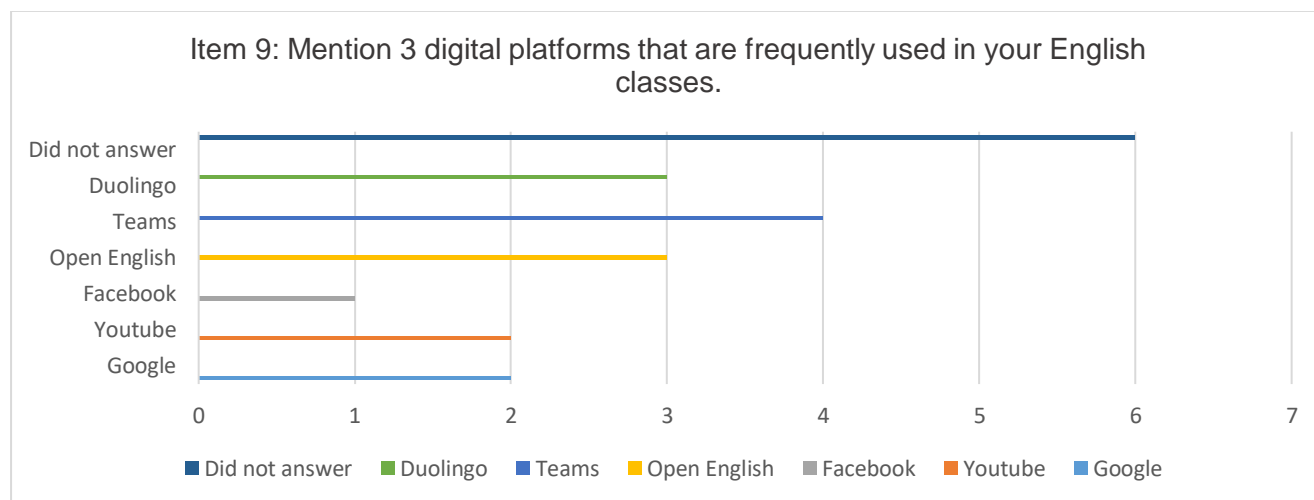


Source: Poll aimed to Liceo Diurno de Guararí. Question #8 (I Quarter, 2023)

In this graph, two questions were asked to the students. The number one question was to select YES/NO if the students know of other platforms in which they can practice their speaking ability, in which it can be seen in the graph that ten students selected yes, and five students selected NO. The second question was if they could write the name of any of those platforms that they know (for the students who selected that they DID know platforms to practice their English) of the ten students who had initially selected that they did know other platforms, only five wrote in the name of the platform having the information that three students wrote Duolingo and two students wrote Open English.

**Figure 10**

Item 9: Mention 3 digital platforms that are frequently used in your English classes.

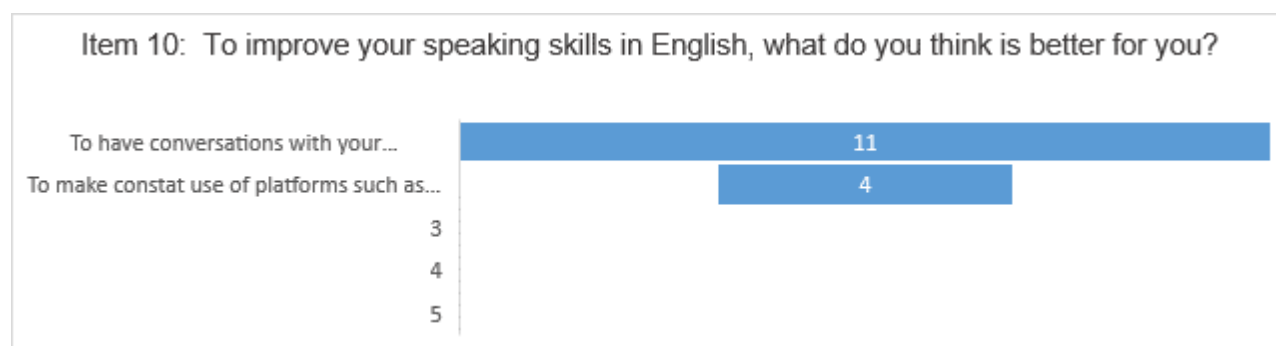


Source: Poll aimed to Liceo Diurno de Guararí. Question #9 (I Quarter, 2023)

In this graph it can be seen how the students were asked to write three digital platforms that they usually use in English classes, two students wrote Google, two students wrote YouTube, one student wrote Facebook, three students wrote Open English, four students wrote Teams, three students wrote Duolingo and finally six students did not answer the question.

**Figure 11**

Item 10: To improve your speaking skills in English, what do you think is better for you?

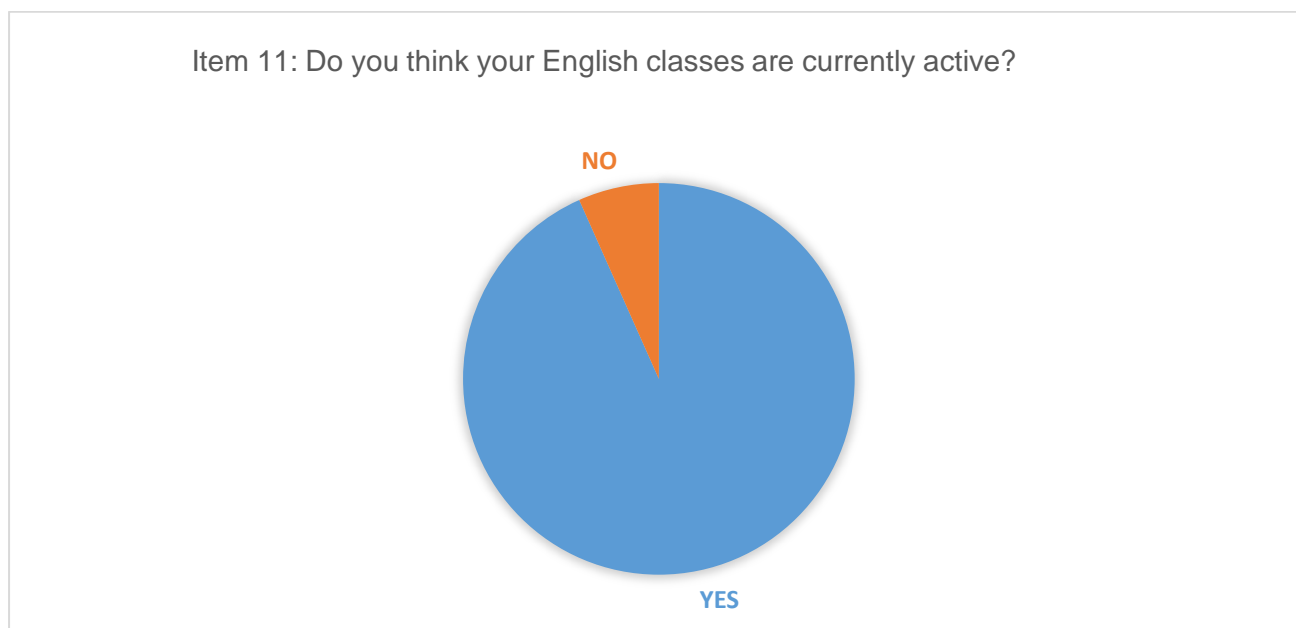


Source: Poll aimed to Liceo Diurno de Guararí. Question #10 (I Quarter, 2023)

When asking the students what they consider to be the most useful for improving their speaking skills, eleven students answered that they talk with their classmates and teachers and four students answered that they constantly use platforms such as Kahoot and Wordwall.

### Figure 12

Item 11: Do you think your English classes are currently active?

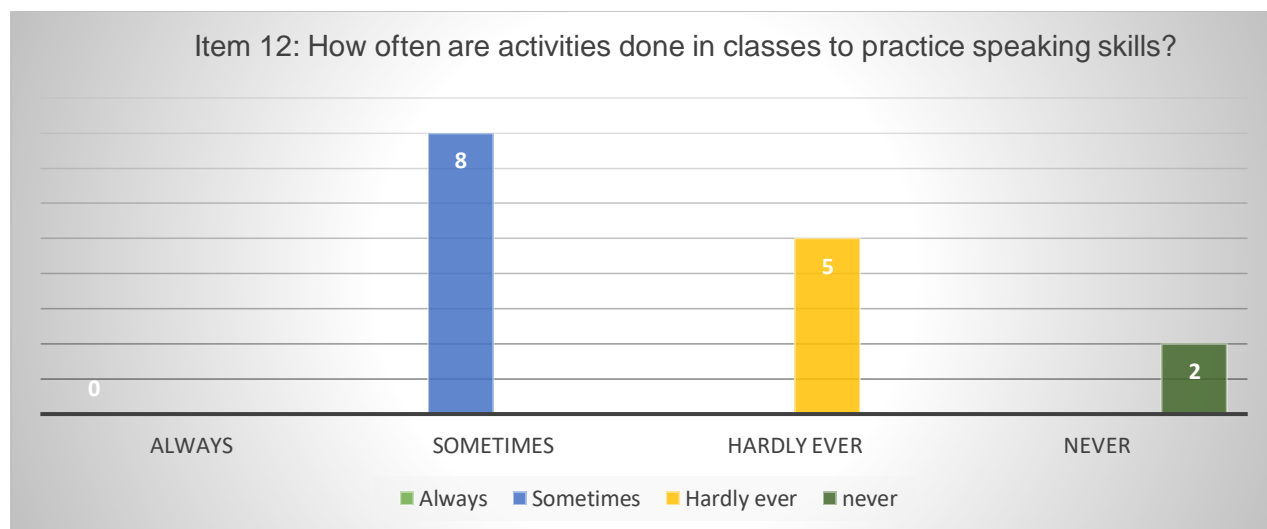


Source: Poll aimed to Liceo Diurno de Guararí. Question #11 (I Quarter, 2023)

In this graph it can be seen how fourteen students out of the fifteen surveyed indicated that they DO consider their classes to be active and only one student considers that their English classes are not.

**Figure 13**

Item 12: How often are activities done in classes to practice speaking skills?

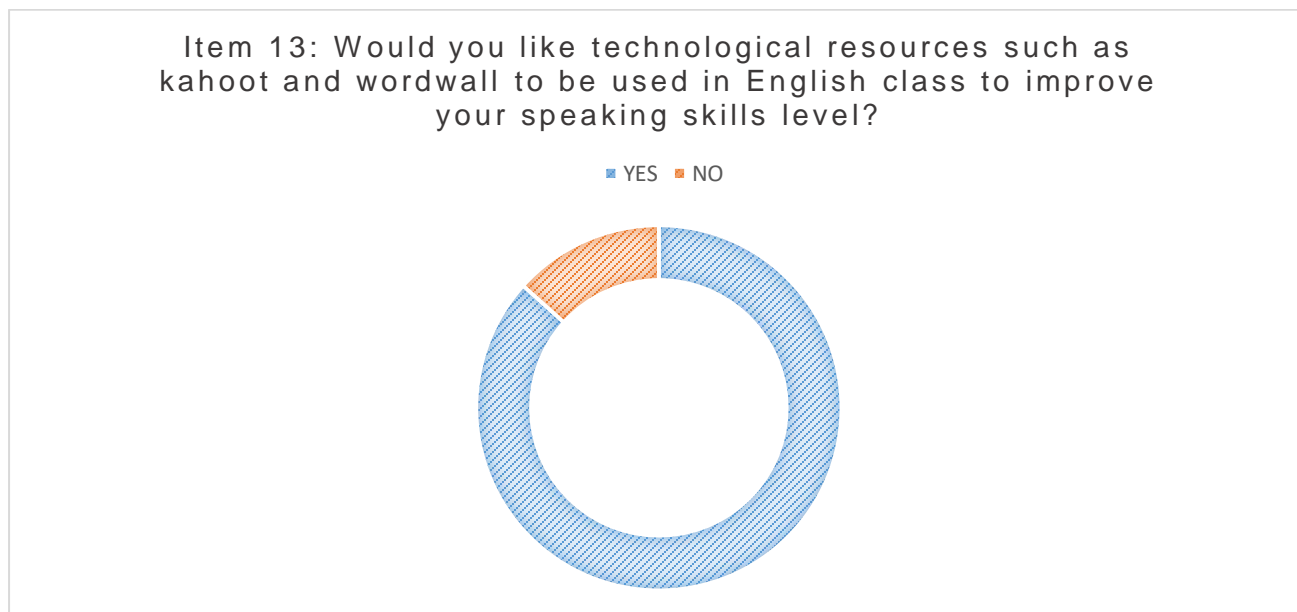


Source: Poll aimed to Liceo Diurno de Guararí. Question #12 (I Quarter, 2023)

In this graph it can be observed how in the previous graph in question # 11, fourteen of the students commented that their English classes are interactive, however; in this question that is asked to the students about the frequency with which oral activities are done in the class to practice speaking skills, it can be observed that eight students indicated that sometimes, five students indicated that hardly ever and two students indicated that never, leaving the option of "always" unselected.

**Figure 14**

Item 13: Would you like technological resources such as Kahoot and Wordwall to be used in English class to improve your speaking skills level?

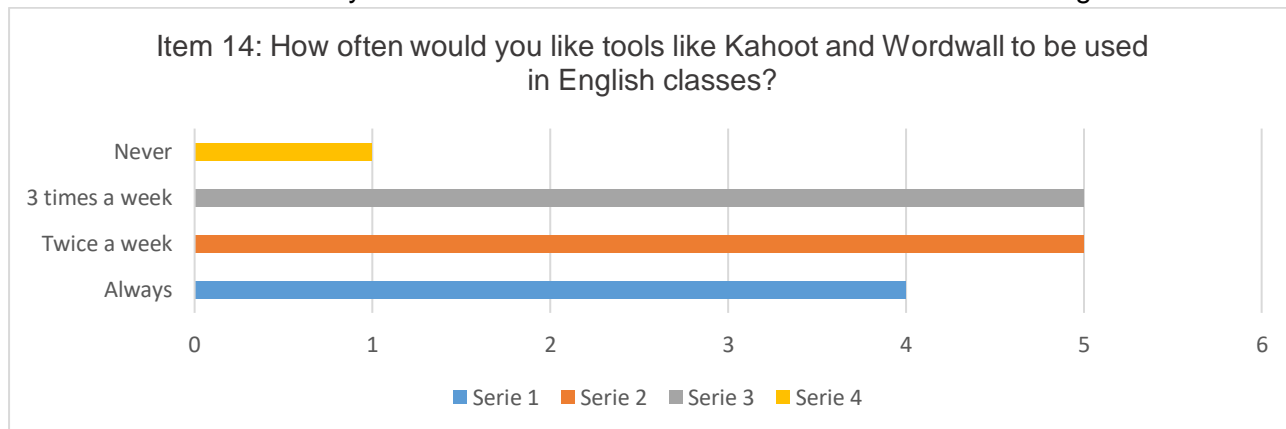


Source: Poll aimed to Liceo Diurno de Guararí. Question #13 (I Quarter, 2023)

In this graph it can be seen how thirteen of the fifteen students surveyed would like to use technological resources such as Kahoot and Wordwall in their classrooms in order to improve the level of their speaking skills, while two of the students would not like it.

**Figure 15**

Item 14: How often would you like tools like Kahoot and Wordwall to be used in English classes?



Source: Poll aimed to Liceo Diurno de Guararí. Question #14 (I Quarter, 2023)

In this graph it can be seen how students were asked how often they would like to use platforms such as Kahoot and Wordwall in their English classes to improve their speaking skills, to which four students responded that always, five students indicated that twice a week, five students answered that three times a week and one student answered that never.

#### 4.1.2 Instruments to measure the variable #2

The second specific objective is to investigate how Kahoot and Wordwall can help students improve their level of English-speaking skills from section 8-4 at Liceo Diurno de Guararí. And the purpose of the second instruments that is the teacher's interview is to retrieve information regarding if the teacher knows how to use Kahoot and Wordwall; if the teacher likes to use them, and also to know the resources the teacher at Liceo Diurno de Guararí has and his professional opinion about Kahoot and Wordwall.

### Figure 16

Instrument: Teacher's interview

INTERVIEW	
1. How many years have you been teaching in the public sector?	8. Have you ever heard about Kahoot or Wordwall?
_____	_____
2. What level of English do you consider your ninth-grade students have?	9. Have you ever used Kahoot or Wordwall during your classes?
_____	_____
3. Do you have enough time to work with all the activities proposed in your planning?	10. Do you consider using Kahoot or Wordwall during your classes, <u>students</u> will improve their speaking skills? Why? Why not?
_____	_____
4. What do you think is a problem that prevents students from having a good level of English?	11. What other technological resources do you use during your classes, or you have heard of before?
_____	_____
5. How often do you think teachers should update?	12. Do you have access to the internet in this institution?
_____	_____
6. What skill do you most use in class? And why?	13. What other limitation do you consider you as a teacher have to implement more technological resources in your plans?
_____	_____
7. What do you think about the use of technology in the classrooms?	
_____	

Source: Teacher's interview aimed to Liceo Diurno de Guararí. (I Quarter, 2023)



**Figure 17**

Question #1

Question	Answer
How many years have you been teaching in the public sector?	I have two years

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #1 (I Quarter, 2023)

The teacher has more years working as an educator, including at universities, but he only has two years working in the public sector. He works by day at the Liceo Diurno de Guararí and at night in a night school. Because of his experience as a teacher, he helps in the research.

**Figure 18**

Question #2

Question	Answer
What level of English do you consider your ninth-grade students have?	Basic

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #2 (I Quarter, 2023)

The section 8-4 group is a group that has had several teacher changes and there was even a time when the group did not receive English due to a lack of teachers. This contributes to students having a basic level of English. Also, a significant amount of the population is of Nicaraguan nationality and in Nicaragua many of the current students of Liceo Diurno de Guararí did not receive English before.

**Figure 19**

Question #3

Question	Answer
Do you have enough time to work with all the activities proposed in your planning?	No, I do not

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #3 (I Quarter, 2023)

The teacher believes that due to so many assemblies or meetings, the effective time with the students is reduced and this causes the planning created to not be fulfilled.

**Figure 20**

Question #4

Question	Answer
What do you think is a problem that prevents students from having a good level of English?	Motivation, interest, economic status.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #4 (I Quarter, 2023)

The students of Liceo Diurno de Guararí are low-income students, the students constantly miss classes, the students are also constantly influenced by things outside the school and that causes the students to have their interests in other activities and not the study. Although the teacher works hard due to the little time he has and the limited resources, the students pay more attention to other subjects.

**Figure 21**

Question #5

Question	Answer
How often do you think teachers should update?	Always

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #5 (I Quarter, 2023)

For the teacher interviewed, the fact that teachers are constantly updating is of real importance since it helps them to include new and striking activities in their planning to motivate students.

**Figure 22**

Question #6

Question	Answer
What skill do you most use in class? And why?	The four skills. Language must be integrated.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #6 (I Quarter, 2023)

The teacher in the interview explained that he tries to use the four different skills in English since they all complement each other. However, there are some skills that are more difficult to work on due to the level of English that the students have. The activities take more time, if the students do not understand they lose interest and stop participating.

**Figure 23**

Question #7

Question	Answer
What do you think about the use of technology in the classrooms?	It is necessary and it is motivating for the students.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #7 (I Quarter, 2023)

The teacher is very interested in using technological resources more frequently, however he is limited by the fact that the school does not have much technology available to students and teachers.

### Figure 24

Question #8

Question	Answer
Have you ever heard about Kahoot or Wordwall?	Yes, I have. Only Kahoot. I have not heard about Wordwall

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #8 (I Quarter, 2023)

The teacher in the interview commented that in his night school and university classes he has used Kahoot, however he does not know about the Wordwall tool.

### Figure 25

Question #9

Question	Answer
Have you ever used Kahoot or Wordwall during your classes?	Only Kahoot.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #9 (I Quarter, 2023)

The teacher in the interview commented that in his night school and university classes he has used Kahoot, however he does not know about the Wordwall tool.

**Figure 26**

Question #10

Question	Answer
Do you consider using Kahoot or Wordwall during your classes, students will improve their speaking skills? Why? Why not?	Yes, I believe that any strategy that exposes students to the language is a great opportunity of learning.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #10 (I Quarter, 2023)

The teacher is open to any type of resource that helps students to be in more contact with the English language and helps them to motivate themselves and improve their level of English.

**Figure 27**

Question #11

Question	Answer
What other technological resources do you use during your classes, or you have heard of before?	Padlet, Google (forms, drive), YouTube, Moodle, Quizzes, PowToon, Cambridge LMS.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #11 (I Quarter, 2023)

The teacher in his years as a teacher has used different technological tools, however, he has not used them at Liceo Diurno de Guararí due to the lack of some resources.

**Figure 28**

Question #12

Question	Answer
Do you have access to the internet in this institution?	Yes.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #12 (I Quarter, 2023)

The teacher does have internet in the institution, however, to be able to show something on the blackboard, he requires a projector, which there are only three in the institution for use by all teachers, so he cannot always use the projector and that limits his activities with technological activities in the class.

**Figure 29**

Question #13

Question	Answer
What other limitation do you consider you as a teacher have to implement more technological resources in your plans?	Time and school resources.

Source: Teacher's interview aimed to Liceo Diurno de Guararí. Question #13 (I Quarter, 2023)

The teacher does have internet in the institution, however, to be able to show something on the blackboard, he requires a projector, which there are only three in the institution for use by all teachers, so he cannot always use the projector and that limits his activities with technological activities in the class.

**4.1.3 Instruments to measure the variable #3**

The second specific objective is to determine the advantages and disadvantages that can be encountered when using Kahoot and Wordwall in the classroom to improve speaking skills from section 8-4 at Liceo Diurno de Guararí. And the purpose of the third instruments that is the

observation of the class is to see how the English classes are develop, if the teacher uses technological resources, and if the classes are interactive. In the observation there were eight indicators which the researcher marked YES or NO depending on what could be seen in the class.

**Figure 30**  
Observation

Observation  
Liceo Diurno de Guararí

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Indicator	Yes	No
The teacher speaks in English during the class		
Students speak in English during the class		
The teacher teaches in a dynamic way		
The teacher can catch the student's interest		
The teacher works with the proposed activities in the planning		
The teacher uses technological resources		
The teacher uses games to practice the topics		
The teacher encourages the students to produce in English		

**Figure 31**

Indicator 1. The teacher speaks in English during the class.

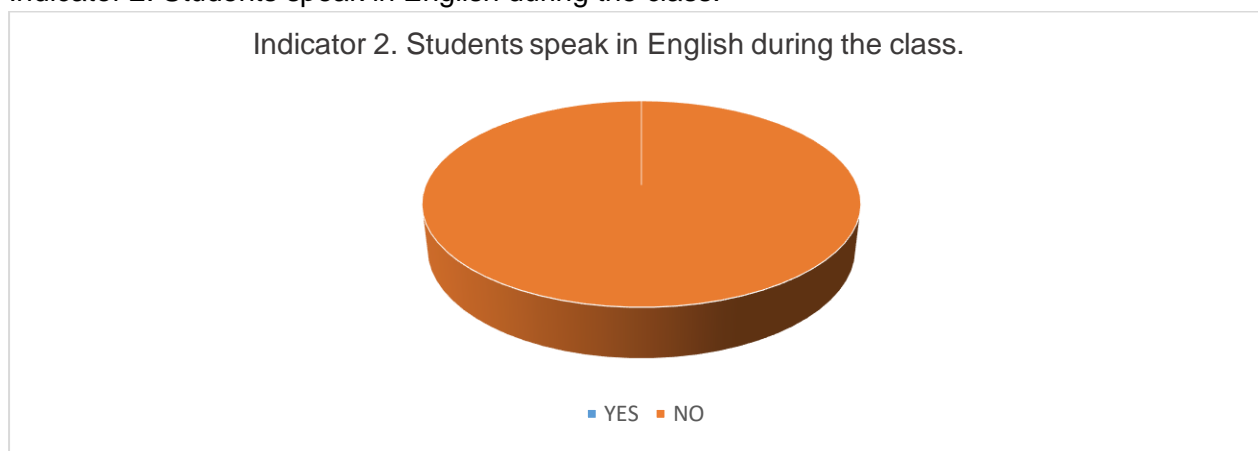


Source: Observation aimed to Liceo Diurno de Guararí. Indicator #1 (I Quarter, 2023)

During the observation, the teacher spoke in Spanish for most of the class, only certain commands, such as taking out the booklet, keeping quiet, or sitting down, gave the commands in English. The teacher indicated that the students do not have a good level of English and that if he speaks in English the students will not understand him.

### Figure 32

Indicator 2. Students speak in English during the class.



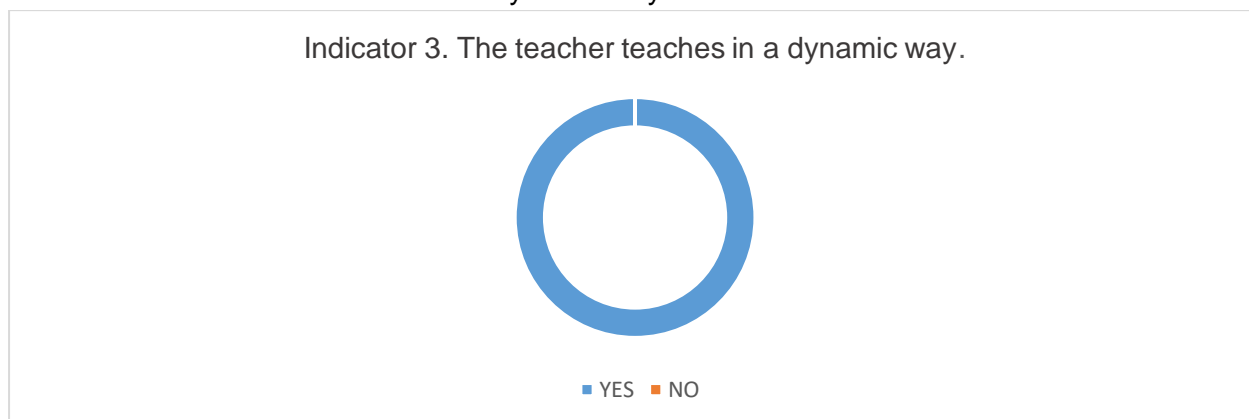
Source: Observation aimed to Liceo Diurno de Guararí. Indicator #2 (I Quarter, 2023)

In this graph you can see how the students during their English classes did not speak English, this is because the English teacher during their English classes also speaks only in Spanish. On the part of the teacher, no motivation was shown for the students to speak the language and the students, not having a factor to speak in the foreign language, do not force themselves to produce in English.



### Figure 33

Indicator 3. The teacher teaches in a dynamic way.

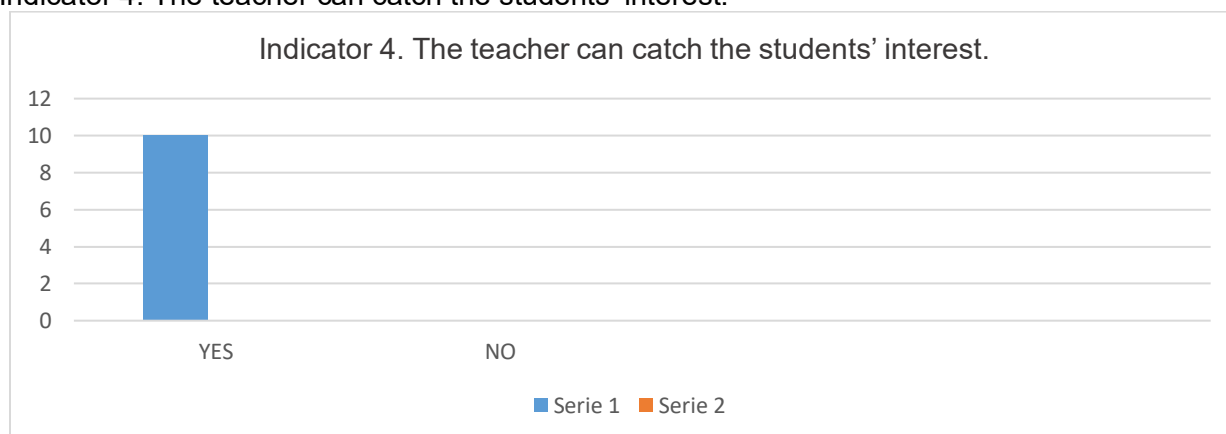


Source: Observation aimed to Liceo Diurno de Guararí. Indicator #3 (I Quarter, 2023)

In this graph we can analyze how, although the teacher does not speak English in his English classes, he tries to give his classes in a dynamic way. During the observed class, the teacher did not use games or dynamics, but he did ask questions and make the students part of the class, answering together what the teacher was explaining.

### Figure 34

Indicator 4. The teacher can catch the students' interest.



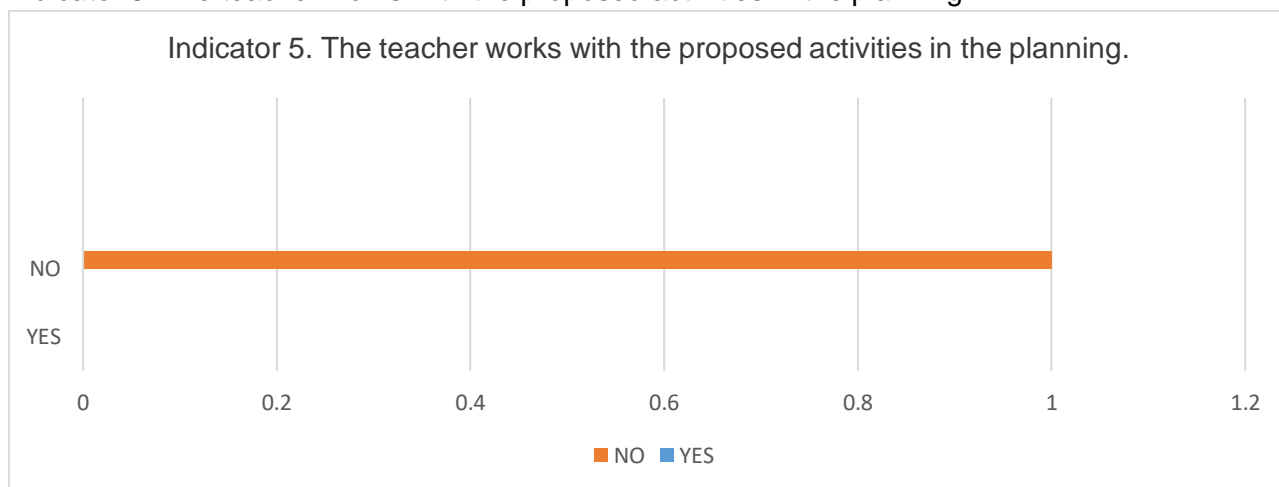
Source: Observation aimed to Liceo Diurno de Guararí. Indicator #4 (I Quarter, 2023)

Despite the fact that the teacher did not use games, or dynamins. The teacher used a projector to start the class by reading a reflection and asking the teachers questions about the reflection. Then, while explaining the subject, the teacher moved around different parts of the

classroom and used different volumes of voice as if he were telling a story. He constantly asked the students questions so that the students were part of the class and were paying attention.

### Figure 35

Indicator 5. The teacher works with the proposed activities in the planning.

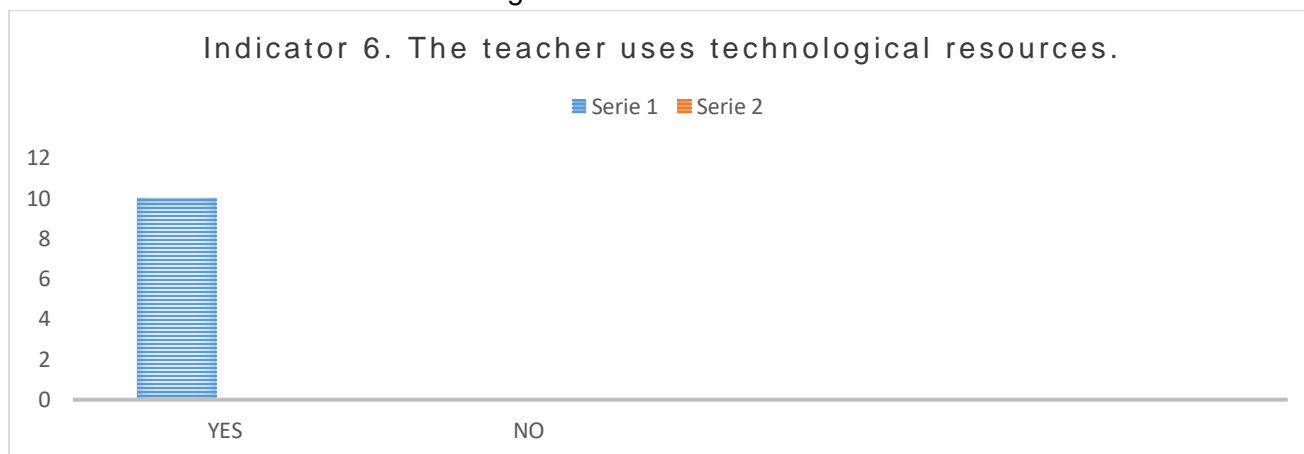


Source: Observation aimed to Liceo Diurno de Guararí. Indicator #5 (I Quarter, 2023)

In this graph we can see how the teacher on the day the observation was made was not carrying out the activities planned in the planning. The researcher asked the teacher for the planning and the teacher kindly agreed and provided it, however neither the activities nor the theme was the same for the date of the observation. The teacher mentioned that for reasons of ANDE and APSE meetings or activities he was behind with the topics.

### Figure 36

Indicator 6. The teacher uses technological resources.

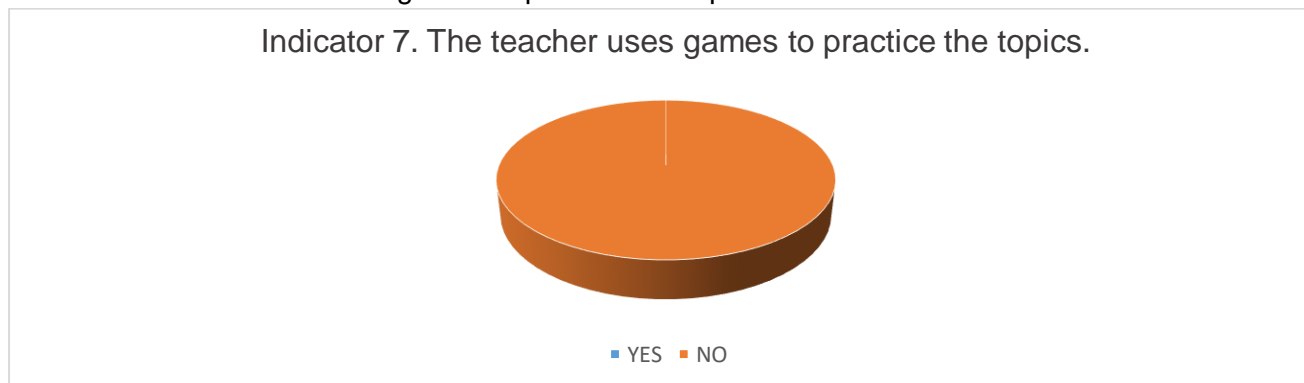


Source: Observation aimed to Liceo Diurno de Guararí. Indicator #6 (I Quarter, 2023)

The teacher used a projector to show information to the teachers. The Guararí Day School does not have televisions in the classrooms, tablets, or computers for students. Therefore, teachers cannot make much use of certain technological resources. The teacher did have a Wi-Fi connection from the institution.

### Figure 37

Indicator 7. The teacher uses games to practice the topics.



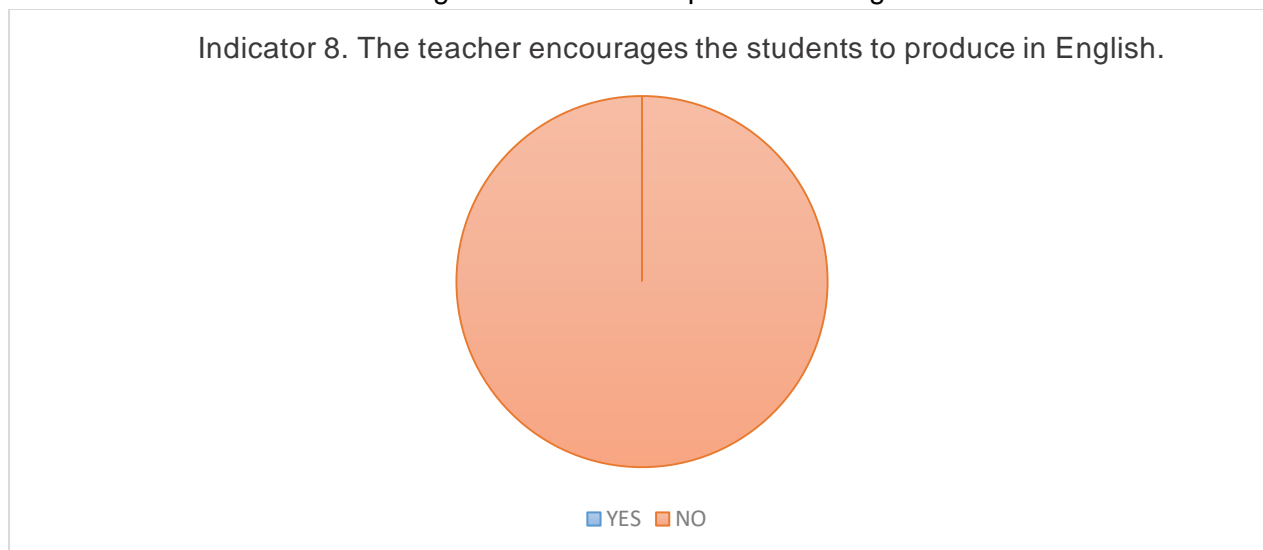
Source: Observation aimed to Liceo Diurno de Guararí. Indicator #7 (I Quarter, 2023)

The teacher did not use games during class to practice the topic explained. The teacher expressed that in the institution he does not have many technological resources to use them. On the other hand, the area in which the high school is located is a low-income area. And the

students do have cell phones, but they do not have internet. And for time the teacher also indicated that he had not been able to do another type of game since he was behind with the subject.

### Figure 38

Indicator 8. The teacher encourages the students to produce in English.



Source: Observation aimed to Liceo Diurno de Guararí. Indicator #8 (I Quarter, 2023)

During the day of the observation, both the teacher and the students spoke in English. The teacher did ask many questions, but the teachers always answered in Spanish and the teacher never asked the students to speak in English.

## **CHAPTER V**

### **CONCLUSIONS AND RECCOMENDATIONS**

## 5.1 Conclusions

This last chapter, despite the fact that it is short, has a real importance in the investigation since it will provide the important points and the final results once each one of the instruments has been analyzed. And it will be seen how the comparative analysis ends for the researcher between the objectives set, both general and specific, and reality with the information collected. It is also desired to identify how the research positively provided relevant information for the researcher and for future researchers who are interested in discussing this topic. In addition to the positive aspects described in these conclusions, the investigator's recommendations for future readers also explain some counterfactuals to avoid some limitations in the implementation of similar studies of this type.

The conclusions that will be presented below, will go as follows: An answer will be given to the research question that was formulated by the researcher in Chapter I, then proceed by talking about the general and specific objectives of what was found through of different data collection tools. This chapter presents the most important conclusions of the instruments because the conclusion is a summary evaluation of the overall result.

First, the question posed at the beginning of the investigation will be answered to analyze if the general purpose of the investigation was achieved or not. The research question is: How the use of Kahoot and Wordwall at Liceo Diurno de Guararí can help improve the oral skills of section 8-4 students in the period from September 2022 to March 2023? Faced with this question, it can be concluded that although the teachers and students of the Guararí Day School would like to make use of technological tools such as Kahoot and Wordwall in their English classes, the lack of technological resources and of an open Wi-Fi network for students prevents these resources from being used frequently in their classes since there are many limitations even with the technological resources in the institution.

According to the general objective of the investigation, which is to analyze what is the impact of the uses of Kahoot and Wordwall in the classrooms to improve the level of students speaking skills for the 8-4 students at Liceo Diurno de Guararí Heredia during the third quarter of 2022 and first quarter of 2023. It can be concluded that the students of the 8-4 group at Liceo Diurno de Guararí have a very low level of English and tools such as Kahoot and Wordwall according to the institution's teacher Kahoot and Wordwall would help students improve their level of speaking skills, and it would not only help them improve their speaking skills level but also motivate them to participate more and study more. However, these tools could not be applied in the institution due to the lack of technological resources, which limits knowing if it would really help or not and an idea can only be established according to the knowledge of the teacher with the group.

For the first specific objective, which is to identify the different uses of Kahoot and Wordwall in the English classes of the students of section 8-4 of the Liceo Diurno de Guararí, it can be concluded based on the information collected in the poll of the students. students that of the fifteen students surveyed, ten students do not know what Kahoot or Wordwall is, they have never heard of them or used them. In the interview with the teacher of group 8-4, he said that he knows Kahoot, but has never heard of Wordwall and has never used either of the two technological resources. In the observation carried out by the researcher, the information was collected that the teacher at no time used a traditional or technological game. Therefore, it can be concluded that in Liceo Diurno de Guararí group, Kahoot or Wordwall are never used in the classroom.

The instruments applied in this research helped to provide important information about Kahoot and Wordwall. It was determined that Liceo Diurno de Guararí still does not have enough technological resources to apply useful tools such as Kahoot, Wordwall and other games that are free for teachers on the Internet. This is the reality experienced by many public institutions in the country. The Ministry of Education with this new adjustment in the curriculum

called "Educate for a new citizenship" has very good ideas to improve Costa Rican education and urges teachers to make use of technologies for the new generations that are currently in the schools that were born With technology, however, it can be seen how the Ministry of Public Education requires more efforts to be able to provide the technology that teachers are being asked to use in the classroom. Since, as the teacher of section 8-4 of Liceo Diurno de Guararí commented, teachers are unable to comply with the activities proposed in the planning due to different factors and one of those is the lack of technology in the classes.

Teachers are very willing to be constantly training, but many public institutions in the country limit the teacher to continue teaching with old methods and traditional games in the classroom.

## **5.2 Recommendations**

Based on the results obtained from this research both due to the characteristics of the class and the lack of technological resources of the institution, there are several factors that determine the success of the teaching-learning process. One of the most important challenges to carry out the use of technological resources such as Kahoot and Wordwall, is to have more technology in the institution such as computers, tablets or a special internet network for students, however; Given that this research shows that there are aspects that limit the use of these tools in order to improve the speaking skills of the students of section 8-4 of the Liceo Diurno de Guararí the following points are recommended:

- For future research on this topic, it is recommended to first investigate if the institution has certain technological resources in order to have better results in the instruments and see if Kahoot and Wordwall can really help students improve their speaking skills.



- Future researchers are recommended to choose more than one group where there are at least two different teachers so that when applying the interviews to the teachers, more information is obtained that can be used for the research and make a comparison between methodologies.
- It is also recommended to future researchers that at the time the topic is being chosen, consult the desired institution first to see if they are authorized to carry out the instruments in the facilities, so that when you have to apply the instruments you can do so effectively and do not waste valuable time waiting for responses from institutions.
- It is recommended to Liceo Diurno de Guararí that despite the level of English of the students, teachers and students be encouraged to speak English so that when leaving school, the students can have a better level of the language.
- It is recommended for Liceo Diurno de Guararí to have a free open Wi-Fi network for students so that teachers can play more interactive games in their classes and thus have more dynamic classes where students can feel motivated.
- Finally, it is recommended that the Universidad Hispanoamericana have agreements with certain public institutions where university students can do their research so that the permit process to visit schools or high school can be easier.

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## **ANNEXES**

## Annex 1

### Instrument #1: Observation

The research went to Liceo Diurno de Guararí and observed two lessons of 40 minutes each lesson and took notes about the English class and the teacher.

#### Observation

Liceo Diurno de Guararí

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Indicator	Observation
The teacher speaks in English during the class.	
The teacher explains the topic in English.	
Students understand when the teacher speaks in English.	
The teacher teaches dynamically.	
The teacher can catch the students' interest.	
Students work in speaking activities.	
Students feel comfortable when they are speaking.	
Students speak fluently when they are speaking.	
Students can express their ideas in English.	
The teacher gives different activities to practice the same topic.	
The teacher uses technological resources during the class.	
Students participate during the class.	

## Annex 2

### Instrument #2: Survey

The research applied a survey to the students of 14 questions, all the questions were multiple choice questions.

1. How old are you? \_\_\_\_\_

2. What gender do you identify with?

( ) Male ( ) Female ( ) other

3. Do you know what is Kahoot or Wordwall?

YES ( ) NO

4. Have you ever used Kahoot or Wordwall?

YES ( ) NO

5. What do you think of Kahoot and Wordwall? \_\_\_\_\_

6. Which of the following activities have you used in your English classes?

Role-play ( ) Debates ( ) Dialogues ( ) Round tables ( ) Discussions ( ) Interview

7. Do you think using Kahoot or Wordwall in the classroom can help improve your speaking skills?

YES ( ) NO

8. Do you know other platforms where you can practice your oral English skills? Write which ones.

( ) YES ( ) NO other: \_\_\_\_\_

9. Mention 3 digital platforms that are frequently used in your English classes

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## Annex 3

### Instrument #3: Teacher's interview

The research asked 13 open questions to teacher of the group 8-4 to know more about the teacher experience with technological resources and her opinion about use them.

#### INTERVIEW

1. How many years have you been teaching in the public sector?

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2. What level of English do you consider your ninth-grade students have?

---

3. Do you have enough time to work with all the activities proposed in your planning?

---

4. What do you think is a problem that prevents students from having a good level of English?

---

5. How often do you think teachers should update?

---

6. What skill do you most use in class? And why?

---

7. What do you think about the use of technology in the classrooms?

---

8. Have you ever heard about Kahoot or Wordwall?

---

9. Have you ever used Kahoot or Wordwall during your classes?

---

10. Do you consider using Kahoot or Wordwall during your classes, students will improve their speaking skills? Why? Why not?

---

11. What other technological resources do you use during your classes, or you have heard of before?

---

12. Do you have access to the internet in this institution?

---

13. What other limitation do you consider you as a teacher have to implement more technological resources in your plans?

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