



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**TITLE**

KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY ENHANCE ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN THE LOJA CITY DURING 2020–2021 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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## **CERTIFICATION**

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The present research work entitled **KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY ENHANCE ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN THE LOJA CITY DURING 2020 – 2021 SCHOOL YEAR.**, under the responsibility of the undergraduate student, **DAVID ANDRÉS TORRES MAITA**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, March 26<sup>th</sup>, 2021



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## **THE AUTHOR**

## **DEDICATION**

I would first like to dedicate this research project to such a special person, wonderful and brave woman who has supported me since very, very young, my mom. For not giving up on me and always believing in my abilities, for working so hard to raise me, giving me the best education and values, daily bread, a place where to sleep in, much unconditional and endless love.

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**DAVID ANDRÉS**

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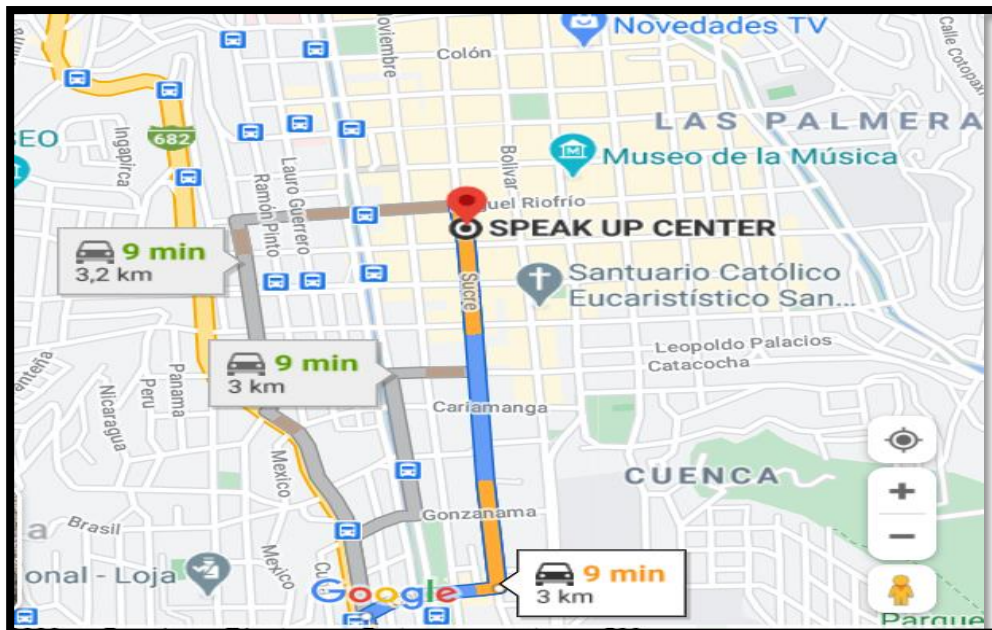
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### UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN

### ENGLISH SPEAK UP CENTER





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**a. TITLE**

KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY ENHANCE  
ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION  
STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN  
THE LOJA CITY DURING THE 2020-2021 SCHOOL YEAR.

## **b. RESUMEN**

El objetivo de este trabajo de investigación era mejorar el vocabulario del idioma inglés a través de la aplicación de Kahoot! y Quizlet como estrategia de andamiaje entre los estudiantes de preparación de Ket en English Speak Up Center, sección vespertina en la ciudad de Loja durante el año escolar 2020-2021. Los métodos requeridos fueron el método científico, descriptivo, analítico-sintético, y el método estadístico que se emplearon para describir, procesar, analizar e interpretar los datos. Se aplicaron pruebas y cuestionarios a cuatro estudiantes para obtener información sobre vocabulario. Notas de campo y hojas de observación fueron utilizadas para registrar información sobre las actitudes de los estudiantes. Kahoot! y Quizlet como estrategia de andamiaje mejoró significativamente el vocabulario inglés de los estudiantes. En cuatro aspectos relacionados a: significado, ortografía, antónimos y expresiones idiomáticas. Los estudiantes incrementaron su participación, así como sus calificaciones. Se volvieron más competentes en el uso de una amplia gama de vocabulario en inglés.

## **ABSTRACT**

The objective of this research work was to enhance the English language vocabulary through the application of Kahoot! and Quizlet as a scaffolding strategy among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year. The methods required were the scientific method, descriptive, analytic-synthetic, and the statistic method which were employed to describe, process, analyze and interpret the data. Tests and questionnaires were applied to four students to obtain the data about vocabulary. Field notes and observation sheets were used to record information about students' attitudes. Kahoot! and Quizlet as a scaffolding strategy enhanced meaningfully students' English vocabulary in four aspects related to: meaning, spelling, antonyms, and idioms. Students' participation increased as well as their grades. They become more competent in the use of a wide range of the English vocabulary.

### **c. INTRODUCTION**

In the English language learning, there are some skills as well systems required to master the target language. The main system necessary to learn any language is vocabulary and without it, there could not exist a proper communication in the second language. Hernawati (2015) states that vocabulary is the “total number of words” which (with rules for combining them) make up language (rang of) words to or used by a person in trade, profession, etc. And the same author mentions that acquiring a new language cannot be separated from the vocabulary knowledge. Therefore, students with narrow vocabulary knowledge could not communicate in the target language.

According to Rohmatillah (2014), vocabulary plays an important role in language learning and is also set as an essential skill for learning to read, speak, write, and listen. Without enough vocabulary knowledge, people are not able to express their thoughts, emotions, feelings, and moods effectively either in a written or spoken way. People have shown a low knowledge of vocabulary when they express their ideas and opinions by repeating the same words and many times that is my the strategy has been selected to solve this problem.

The researcher detected the same problems with Ketpreparation students at English Speak Up Center in vocabulary when the pre-professional teaching practices were carried out. The specific students’ issues were when they had to use appropriately antonymies, avoid repetition and to spell words correctly. Moreover, students had difficulty identifying the meaning of some words as well as use

adequately some important and very used idioms in a daily conversation. Therefore, the researcher in order to solve the problem investigated how Kahoot! and Quizlet as scaffolding strategy enhance English language vocabulary.

The most important reasons to implement Kahoot! and Quizlet as scaffolding strategy is because these digital tools offer entertaining activities to learn vocabulary. Besides that, the application of Kahoot! and Quizlet encourage students to actively participate as they become number one by getting the high punctuation while having fun. Another great reason why to use these digital tools is that they are very suitable to learn and practice vocabulary by using games and relating images.

To develop this research, five objectives were considered: to search about the theoretical and methodological references about Kahoot! and Quizlet as a scaffolding strategy of the application on vocabulary learning, to diagnose the issues that limit the English vocabulary learning, to elaborate an intervention plan based on Kahoot! and Quizlet as a Scaffolding strategy in order to improve English language vocabulary, to apply the most suitable strategies of Kahoot! and Quizlet as a scaffolding strategy in order to improve English language vocabulary, to validate the results obtained after the application of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

The methods used to carry out this research work were: *The scientific method* which allowed to research about Kahoot! and Quizlet as scaffolding strategy to enhance English language vocabulary. *The descriptive method* was used to describe the stages of the study, the resources used by the researcher and the analysis as well as the explanation of the objective. *The analytic/synthetic method* that supported to analyze and interpret the results obtained from the questionnaires, tests, observation sheets and field notes. *The statistical method* was required to make quantitative statistical analysis of the information obtained from tests and the qualitative text analysis of the data collected from the questionnaires and observation sheets.

The following research contains parts such as, first, the *Abstract*, which describe the general objective, the methods, instruments, population, main result, and conclusion. Then, the *Introduction* which contextualizes the problem and the reasons why the theme was chosen, the specific objectives, and the methodology of this thesis work. Next, the *Literature Review*, which details information about the two variables: Kahoot! and Quizlet as a scaffolding strategy and English language vocabulary. After that, the *Materials and Methods* section comprises the materials used, the design of the research methods, techniques, and instruments that were applied, the population and the description of the intervention plan. Moreover, it is the *Results* part, which presents the achievement of the objectives, the pre/posttest and questionnaire results, and the comparison of the pre/posttest results. Besides that, the *Discussion* section which contains the general results, the aspects of vocabulary evaluated, description of the intervention plan phases, students'

weaknesses and strengths, as well as the contribution of the strategy for enhancing English vocabulary. Finally, there is the *Conclusion*, which emphasizes the achievement of the research and also *Recommendations* where the researcher provides some suggestions.



## **d. LITERATURE REVIEW**

To introduce Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary, it is very important first to provide a brief understanding about each one of these variables selected by the researcher. What their features are, how they must be used and how useful these digital tools may be to help students to improve their English vocabulary knowledge.

### **KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY**

#### **Definition of Kahoot!**

To Llerena & Rodríguez (2017), Kahoot! is an online and educational tool that provides a free student response platform. Kahoot! is considered as an evolution of previous clicker technology but with the exception that it is available and very easy to learn how to use. As they also mentioned in the article, it is an engaging response system for students through game-like pre-made or impromptu quizzes, discussions, and surveys. Kahoot! is practically a modern technological tool used by educators to improve not only students' interactions through gamed-based quizzes and surveys, but the students' language skills and systems.

#### **Kahoot! and its Usage in Education**

Çetin (2018) states that with the implementation of Kahoot!, the teacher draws special attention in the course. For teachers, it is necessary to change the environments and well as to engage students to regain students' attention. Kahoot! provides vitality, students participation, and meta-cognitive support to the class. To use this application, students can easily enter via their smartphones or pcs.

The same author argues that in order to login the system it is necessary to access a code which will have to be provided by the teacher and a username. The teacher also can set the time in the Kahoot! and when this time is over students will hear a sound and will immediately check the correct and incorrect answers. Finally, everybody will be able to see the scores displayed and it also provides a relaxing and active environment which improve students' performances.

### **How Kahoot! Works**

In the Kahoot! website (2020) is established that before creating a Kahoot, teacher needs to be familiarized on how it works.

#### **Create.**

This first step may take only a few minutes. You can make a question bank to mix and match questions, edit a template by adding videos, images and diagrams to the questions increase engagement.

#### **Play.**

The best way to use Kahoot! with your students is by setting groups. It will be necessary to join with a unique pin which can be provided by the teacher in a bug screen if possible. The students will have to answer on their own devices while the teacher shares the Kahoot! through a big screen and finally Kahoot! challenges the players to practice and improve at their own pace.

**Share.**

After the games have been created by the teacher and the students have been encouraged to do more, it is possible that the players may create a Kahoot! and then share it with the whole class in order to improve and have fun at the same time.

## **Kahoot Features**

As Edwards (2020) claims, Kahoot! has the following features:

### **Ghost.**

This feature allows students to play against their own previous high scores, making a game out of improving performance and much more interesting. This also means going over a quiz more than once, helping to be clear about the information studied.

### **Analysis.**

It improves student's understanding by using the analytics of results to see which student has struggled the most and with what, so teachers can help them enhance in that area.

### **Copy.**

By using this feature, teachers or students may take advantage of the quizzes already created by other educators and available on Kahoot!, which are available to use for free. Teacher can even combine multiple Kahoots for an ultimate quiz.

### **Assess students first.**

The author mentions as well, that a Kahoot quiz can be created to check students' knowledge before the teacher starts teaching a subject to help avoid making it too simplistic or too complicated for the class.

### **Use media.**

It is better if videos are added. This is a great way to have students watch and learn, knowing they are going to be questioned after the video ends. The teacher may also add in images as well as your own drawings.

### **Definition of Quizlet**

Robertson (2015) states that Quizlet is a free program based on the use of flashcards that supports vocabulary training approaches. This program was originally created by a high school student as an instrument to learn French vocabulary items, and Quizlet has grown and become one of the most popular online flashcard systems in the world with around 20 million users. Besides, it keeps adding functionality to the website and its very useful mobile application. The site quantcast.com mentions that from all Quizlet page viewers, 20 percent of them have been originated from mobile device browsers. Quizlet is used with major interest for foreign language instructors to improve vocabulary terms in languages (through its audio and auto-define functions) and to create a class, and students' individual progress.

### **Quizlet Features**

Andarab (2019) arguments that Quizlet is considered an excellent and friendly application and website used for teachers and students that provides seven powerful vocabulary learning tools to create very different vocabulary activities. The same author mentions as well that: "In order to create your own Quizlet, one needs to prepare a two-column list of words or phrases. This set of vocabulary can be a word

and its definition, translation, synonym, antonyms, etc.” After creating a two-column study set and importing it to the website, the site automatically and immediately creates the following seven-game mode activities:

### **Flashcards.**

Flashcards mode allows you to study Quizlet as flashcards. This mode can be played to review the study set and listen to the correct pronunciation of a word or phrase.

### **Learn.**

Learn mode help to assess how well the definitions of the words are, have been known and enhance what it is missing. To keep on going, the answer must be typed and then click on the Answer button or Enter, so that it is possible to verify if the answer was wrong or right. This mode focuses on the missed or unknown term to study in a later session.

### **Spell.**

This Spell mode allows you to type what is been heard in order to improve your spelling by pressing the Audio-powered study mode. It works for either learning a language or practicing pronunciation and spelling. There is a variety of sets that enable to use for spelling with about 18 languages.

### **Test.**

Test mode provides tests based on flashcard sets and is great to practice before having an exam to enhance the learning of the words. Different combinations of the question types can be chosen depending on what is suitable for students.

### **Match.**

Match mode permits race against the clock and quickly match terms and definitions. As well, this mode allows to compete between classmates to get the best scores.

### **Gravity.**

This one allows to type answers as the asteroids fall and the gravity increases and added as a challenge, the asteroids start to fall faster as the levels are passed.

### **Live.**

Finally, this mode allows to work to enhance communication among students by finding the term and matching with definition. To win, students must stay focused and communicative. There must be a contribution in each team since none of them have the answer individually.

### **How Quizlet Works**

According to Cappon (2020) there are 4 steps of how to use Quizlet within educational environment, which are:

### **Create a Quizlet account.**

Before you get started the first thing you need to do is to go to the official website of Quizlet(quizlet.com) and create your account.

### **Create a set of questions.**

It is possible to create a single question set by only clicking “create” at the top of the Quizlet screen. If your plans are to create multiple sets for certain class, you may create a folder by clicking on “create folder” just right in the left-hand side of the Quizlet home page.

### **Share the quiz URL.**

After you have finished doing your question set, you can already the quiz URL with your students to use as either independent study or to review. You may share the URL by simply click the “share” arrow beneath your set and hit “copy link” to past or for an alternative method of sharing.

### **Play “live” with your face or face class or online class.**

This can be possible weather on your laptop or computer, first you need to log-in and load your question set. After that, elect the option “live” and then “create game”. Before you start, make sure your display is viewable to the whole class. Students may use their own electronic devices and go to the URL [quizlet.com/live](https://quizlet.com/live) to enter the room number and then Quizlet will automatically divide your class into groups (it is recommendable that students get up from their seats and move to gather



with their groups. Finally, when students are in and you are ready, it is time to click “start game”

The same author also mentions that during the game, each student in the groups will see the same questions but they will have different display of answers. This will force them to work cooperatively in the team to choose which member has the correct answer in their device. If a team gets a question wrong, they can go back to “0” and so, this tool encourages accuracy.

### **Using Kahoot! and Quizlet for Learning Vocabulary**

Huynh (2017) states that there are three ways that these two digital tools can facilitate the vocabulary learning in your students.

#### **Associating pictures with definitions.**

When talking about content vocabulary, it is important to start using pictures. The content vocabulary can be represented with images. For example, having the word “house”, you will need to present your students a picture of that element.

#### **Writing definitions.**

Learning vocabulary, the definitions come to be the center of the understanding of a word. However, they are likely to be quite abstract when using unknown words in written in complex phrases. It is way more effective to use full sentences to provide context to define a word.

### **Providing interactive practice.**

The practice of vocabulary must go beyond just memorizing the definition to interacting with the words. The interactive capabilities push students beyond the traditional flashcard method to provide more ways to interact with the vocabulary words.

### **Scaffolding Conceptualization**

Grat Schools Partnership (2015) points out that, a variety of instructional techniques that are used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process in education, is denominated scaffolding. This term itself offers the relevant descriptive metaphor: in which teachers provide successive levels of temporary support that help students achieve higher levels of heir comprehension skills that would not normally reach without assistance. The supportive strategies are eventually removed when they are not needed anymore, like physical scaffolding, and then the teacher switches the responsibility for the learning process of the student.

The same author mentions that Scaffolding is considered to be widely an essential element of effective teaching that teachers certainly use in order to have a greater or lesser extent of the various forms of instructional scaffolding in teaching. Additionally, scaffolding is used to fill in learning gaps, that is, the differences between what the students have learned, and they are expected to, and be able of doing at a certain point in their education. An example is if students are not at a

specific reading level to understand a text previous taught in course, so the teacher might use instructional scaffolding to increase the improvement of students' reading ability till they are able to read the required text by themselves in an independent way, without any assistance. The main goal of scaffolding is to reduce any negative emotions and self-perceptions students may experience when they feel frustrated, intimidated, or discouraged when they face difficulty in a task without assistance, guidance, or understanding what they need to do or complete.

### **Types of Scaffolding**

Based on the information collected, four types of scaffolding were identified, as Swibel (2019) mentions, they are: procedural scaffolding, conceptual scaffolding, strategic scaffolding, and metacognitive scaffolding.

#### **Conceptual scaffolding.**

It assists students should decide what to consider in learning and guide them directly to key concepts.

#### **Procedural scaffolding.**

This helps students effectively use the appropriate tools.

#### **Strategic scaffolding.**

This one assists students in finding as many alternative strategies to solve difficult problems as possible.

### **Metacognitive scaffolding.**

It helps students to be careful when considering what they are learning throughout the process and assist other students reflect on what they have learnt. This eventually helps students in building a sense of community among them.

### **Scaffolding Strategies**

Alber (2014) states that there are some useful scaffolding strategies in order to help students in learning:

#### **Show and tell.**

By modeling for students, is an important part of scaffolding, the teacher must take advantage of any opportunity they have to show or demonstrate during the middle of a lesson if necessary, to explain how to do something, so students know exactly what they are expected to do.

It is essential to always show the product or the outcome before they do it. The teacher should use an essay, or a work previously designed and explain with criteria or rubric. The students must be guided through each step of the process with the model so that they can easily do the tasks.

#### **Tap into prior knowledge.**

The same author points out that questions must be asked to students so that they share their own experiences, hunches, and ideas about the topic or concept of study and connect it with their own lives. The teacher should sometimes offer hints and suggestions, to lead them a bit to the connections, but once they are, they will

understand the content as their own. It connects the classroom with prior knowledge is an excellent way to guide them in learning and besides students will be able to use this as a framework for future lessons.

### **Pre-teach vocabulary.**

Alber (2014) also mentions that this is a strategy that should be used in any class. (...) Pre-teaching is not about pulling a dozen words from the lesson and having students look up definitions and write them down. Instead, it is about the introduction of the words to students in photos or in context with things they know and are interested in. It is convenient to use analogies and metaphors and invite students to create a drawing for each word. The teacher can give time for small-group and whole-class discussion of the words. Not until they have done all this, the dictionaries must be kept away and only be used to compare with definitions they have already discovered by themselves.

### **Use visual aids.**

Within this strategy, the author mentions that teachers can use graphic organizers, pictures, and charts which can all serve as scaffolding tools. (...) Pictures are one of the best tools as scaffolding because students can guess the definitions and it becomes easy for them to learn.

### **Pause, ask questions. pause, review.**

This is a great strategy to check understanding while they learn a new topic or concept. This strategy work by sharing a new idea of a discussion of the topic, then pause (providing think time), and then ask a strategic question and pause again. The

questions need to be specific, guiding, and open-ended. (...) The teacher needs to keep students engaged as active listeners by calling on someone to give the gist of what was being discussed, discovered, or questioned. If the class seems stuck on the questions, provide an opportunity for students to discuss in pairs, the author argues.

### **Teachers' Role on Scaffolding**

Zurek, Torquati, & Acar (2014) argue that, to effective employment of pedagogical strategies in scaffolding, the teacher must identify every students' strengths and needs and apply the strategy. This is important for spontaneous teaching opportunities when the teacher has to determine what level the students are and what their needs are. This may happen when the teacher introduces a concept or skill, and the students require high-support strategies. Among these strategies are included eliciting, giving hints, and co-participating. (...) The authors mention that teacher must adjust their scaffolding strategies as the students construct knowledge and skills demanded.

The role that the teacher plays in scaffolding is to oversee the cognitive and social development of young children. Zurek, Torquati, & Acar (2014) support that teachers in order to assist scaffold children's conceptual knowledge with phenomena and processes in nature, is necessary to provide a physical environment where students engage in playing and learning, as well as having access to materials and experiences that guides them to curiosity, exploration, and therefore to learning. The teacher might incorporate gardens into an outdoor play area that can provide

opportunities to explore and investigate the life cycles of plants, animals, and many new things. (...) The teacher might also initiate scaffolding through strategies by eliciting or drawing attention to relevant features of the environment,

## **ENGLISH LANGUAGE VOCABULARY**

### **Definition of Vocabulary**

Vocabulary is defined differently by several authors. According to Nordquist (2019) vocabulary refers to the words within a language that are understood by a receptor or by a set of them. So, from here on this concept, the author concludes that the vocabulary is all the words that exist in a specific language. Rohmatillah (2014) manifests that vocabulary plays an important role in language learning and is also set as an essential skill for learning to read, speak, write, and listen. Without enough vocabulary knowledge, people are not able to express their thoughts, emotions, feelings, and moods effectively either in a written or spoken way.

According to Hernawati (2015), vocabulary is defined as the “total number of words which (with rules for combining them) make up language (rang of) words to or used by, a person in trade, profession, etc. And the same author mentions that acquiring a new language cannot be separated from the vocabulary knowledge.

To Astatia (2019), the term vocabulary has a range of different meanings. For example, there are some teachers who use the term to mean sight-word vocabularies, referring to the students' immediate recognition of words printed; some other teachers refer to all the words students understand as their meaning

vocabularies. Still, many other teachers use this term to mean listening vocabularies or students' understanding of words that are heard in the spoken language. And as it has been researched most studies have shown that vocabulary is the main part of a language and where all the languages learning start.

### **Importance of Vocabulary**

Vocabulary is the most fundamental part of a language and I consider it as the roots that provide firm support for the language to stand up. Dakhi (2019) mentions, vocabulary is the base of communication and so nothing can be done without it. As well he cites that vocabulary is usually recognized as the main tool within communication and is what speakers employ in order to express feelings, ideas, and opinions. It is a manifesto of the human mind.

According to Alqahtani (2015) vocabulary knowledge is normally viewed as a critical tool for second language learners due to a limited vocabulary in a second language inhibits successful communication. This author also mentions that students denote the importance of the vocabulary either in or out of the classroom and, the ones with the most sufficient vocabulary are the ones who have achieved a high level in communication.

Vocabulary is essential for people of their own mother tongue as it is for the people who are learning any second language. Tozcu and Coady (2004), as cited in Rohmatillah (2014), argue that learning a second language or acquiring foreign language, vocabulary becomes an essential aspect to get a successful comprehension and understanding of the language.



## **Kinds of Vocabulary**

To Brown, 1945 cited in Manik & Christiani (2016) the kinds of vocabulary are:

### **Active vocabulary.**

It refers to the words students understand, can perfectly pronounce, and are correctly used in speaking and writing.

### **Passive vocabulary.**

It refers to the words that are recognized and understood by students when they are found within a context of reading or listening but cannot be reproduced by themselves.

## **Aspects of Vocabulary**

To develop this research project, some aspects mentioned by Smith (2020) will be considered to get students' better outcomes. They are:

### **Meaning.**

Meaning is the general word denoting that which is intended to be or actually is expressed or indicated. In English, many words tend to have different meanings, although many of these word meanings may be quite similar and others can have a completely different meaning. A good example of this is the word "head" which has 32 meanings referring to noun forms and other nine meanings referring to verb form as the author cites in the article.

Above are listed three on form examples:

- The upper part of the human body or the front part of the body in animals; contains the face and brains.
- a person who is in charge. E.g.: the head of the whole operation (Syn: chief, top dog)
- a toilet on board a boat or ship.

The first meaning is an easy meaning that beginning students would learn. The second one denotes 'a person who is in charge', and therefore it is so noticeable that the two meanings are a little bit similar to each other (this is an example of a metaphorical extension, as a person who is in charge is at the top, in the same way, the head is at the top of the body). And the last meaning 'a toilet on board a boat or ship', even though is completely different compared to the other ones, it is also far less common, and not used for academic English, mentions Smith.

### **Spelling.**

Spelling is the correct order of the letters in a word. At the moment of using a word on writing, spelling becomes another important aspect. Writing in English is of course difficult for students, due to many words are not spelled as how they sound. (...) A great example is the word tort and taught, they both have a different meaning but are pronounced exactly the same: /tɔt/, and as well the word tuff and tough are pronounced /tʌf/. As it was presented the spelling on the first two words are alike in the way how they are pronounced, even though they are way different

than the other two spellings. In the English language, almost every sound has more than one way to be spelled. (...)

### **Antonyms.**

An antonym is a word having a meaning opposite to that of another word, such as hot and cold, short and tall. An antonym is the antonym of synonym. Adjective: antonymous. Another word for antonym is counterterm. “Antonymy is the sense relation that exists between words which are opposite in meaning. In *Language: Its Structure and Use*, Edward Finnegan defines antonymy as ‘a binary relationship between terms with complementary meanings.’ (Nordquist, 2020, p. 1)

### **Idioms.**

The term idiom refers to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. “The phrase is understood to mean something quite different from what individual words of the phrase would imply. Alternatively, it can be said that the phrase is interpreted in a figurative sense. Further, idioms vary in different cultures and countries.” (Literary Devices, 2020, p. 1)

### **Learning Vocabulary**

Pamintuan, Mallari, Garcia, Galang, & Buduan (2018) point out: “The Natural Approach in language teaching of Terrell and Krashen as cited in Tupas, (2002) suggested that in a classroom, the most effective way to acquire a language is by being exposed to the target language.” Therefore, the main task of the teacher is to provide simulations and expose the students to the use of the target language in real-

life situations, they mentioned. The question turns back to technology; can technology be an alternative to this strategy? In research conducted by Ariza and Hancock (2003), they assured that aside from simulations, the input can also be provided with the use of different instructional materials and technological devices. Also, Lin (2010) states that advancement in technology affected second/foreign language learning and educational methodology in general. Hsu (2013) also guaranteed that technology-aided one of the challenges that foreign language teachers usually encounter--providing a contextualized yet authentic communication experience to learners, given the fact that a language environment is not present at all times to give learners the opportunity to use the foreign language.

Considering what is going to be addressed in this research project, Andarab (2019) claims in his research that: “The recent improvements in technology and their integration in language learning have played a facilitating role in vocabulary acquisition. Quizlet, an online teacher-/student-friendly tool, is one of the leading applications in vocabulary acquisition.” Along with the effectiveness of visualization in acquiring vocabulary, humor has been also extensively indicated to carry a significant role in language learning. With all its facilitating features, the integration of technology, humor, and vocabulary can be achieved via Quizlet.

## **e. MATERIALS AND METHODS**

### **Materials**

To carry out this research work, the sources used were: human, material, and technical. Regarding human resources, four Ketpreparation students at English Speak Up Center were who actively participated during the intervention plan, and the researcher who was involved in the development of the lesson plans. Related to material resources, Kahoot! and Quizlet activities were designed in order to practice meaning, spelling, antonyms and idioms. PowerPoint presentations and Kahoot! quizzes to explain the topics and affirm students' vocabulary knowledge.

Finally, the technical resources required in the research were: a laptop to develop the intervention plan, and internet connection to research for the necessary information. Other digital tools were WhatsApp that helped to be in touch with the students, the Zoom platform where the classes were developed, and a digital book provided by the institution which was used as a guide of the lesson topics.

### **Design of the research**

This research work was carried out using the model proposed by Creswell (2012), who states that action research is systematic procedure done by teachers (or other individuals in an educational setting) to gather or collect information about, and subsequently improve, the particular ways their educational setting operates, their teaching, and their student learning.

This author also establishes the following steps to carry out an action research: Identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing, and interpreting the data, reporting, and evaluating research.

Considering this process, the researcher discovered the problem that Ketpreparation students had in vocabulary learning. Then, different theoretical resources were searched. One strategy was selected to settle the issue presented, thus Kahoot! and Quizlet as scaffolding strategy was chosen to solve this problem. After that, the researcher designed the intervention plan using activation, connection and affirming model which contained 20 lesson plans. Finally, the findings obtained after the application of the interventions plan were analyzed, then the researcher reflected on them, and drew up conclusions to verify the effectiveness of the strategy.

## **Methods, Techniques, and Instruments**

### **Methods.**

In this research work, the researcher selected the following methods to carry out successfully the development the development of it.

#### ***The scientific method.***

It facilitated the study of self and peer correction strategies intended to enhance vocabulary and helped in the observations done both before and during the intervention. This method facilitated the prediction of the possible solution, as well

as assisting the collection of data to make relevant predictions and the analysis of it.

***The descriptive method.***

It facilitated the description of the different stages of the study and the kind of resources used by the researcher. It served to explain and analyzed the object of the investigation.

***The analytic-synthetic method.***

It was used to analyze the obtained results through the pre-test and post-test. It was used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

***The statistic method.***

It was used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

**Techniques and instruments.**

***Tests.***

The tests designed by the researcher were applied as pre and post-test at the beginning and at the end of the intervention plan. These tests consisted of 4 questions addressed to enhance the four aspects of vocabulary. Three questions were based on completing and one question on matching. The objective of these tests was to measure students' knowledge related to the English vocabulary.

### ***Questionnaire.***

A questionnaire with five multiple choice questions was applied at the beginning and at the end of the intervention plan. At the beginning the pre-questionnaire was used to recognize the students' perspective of the strategy and at the end the same questionnaire was applied to analyze what the new attitudes students had about the strategy.

### ***Observation sheets.***

These observation sheets were used to write down and record the events presented during the intervention plan, students' improvements, and achievements on each aspect of vocabulary, such as meaning, spelling, antonyms, and idioms. The information obtained was gathered and registered on each lesson.

### ***Field notes.***

These instruments were designed to record the students' attitudes towards Kahoot! and Quizlet to enhance English vocabulary during the application of the intervention plan. Field notes allowed to annotate the important activities or situations that happened in the class and evidenced the findings.

### ***Population.***

In this research four students, two girls and two boys who are all about 12-50 years old were involved who attended to Ketpreparation. These students received three hours of English per week.

### **Description of the Intervention Plan**

The development of the intervention plan was carried out in different phases:



### **Phase 1. Initial Reflection.**

During a non-participant observation, the researcher was able to see that Ketpreparation students have difficulties in expressing and recognizing words in English about their environment or everyday life. This situation allowed the researcher to recognize vocabulary knowledge as an issue among learners who do not have opportunities to express clearly during their English classes.

### **Phase 2. Planning.**

As a consequence, to remedy Ketpreparation students' weaknesses in vocabulary knowledge, Activation (before), Connection (during), and Affirming (after) lessons plans were presented, which were organized activities related to vocabulary.

### **Phase 3. Action.**

The intervention plan was developed during 30 sessions of 60 minutes each one during 10 weeks' period of time.

### **Phase 4. Observation.**

During the intervention plan, the researcher monitored and recorded Ketpreparation student's reactions and achievements to the planned activities by means of a pre and posttest, pre- and post-questionnaire, observation sheets and a fill notes.

### **Phase 5. Reflection.**

Once finished the intervention plan, the researcher reflected critically upon the

effectiveness of self and peer correction activities to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

## f. RESULTS

The main purpose of this research work was to research theoretical and methodological references about Kahoot! and Quizlet to enhance students' English vocabulary. Then, after the development of the intervention plan and its application, in this section will be detailed how the strategy of Kahoot! and Quizlet as a scaffolding strategy worked permitting students to enhance their English language vocabulary knowledge.

### Pre-Test Results

#### a. Table 1

*Pre-Test scores of Ketpreparation Students in English Language Vocabulary*

<b>Students' code</b>	<b>M</b> /2.5	<b>S</b> 2.5	<b>A</b> /2.5	<b>I</b> /2.5	<b>Total</b> /10
SPUCKP01	2.0	2.0	1.3	0.7	6.0
SPUCKP02	0	0.5	0.9	0.3	1.7
SPUCKP03	1.5	0.5	2.3	1.0	5.3
SPUCKP04	0	0	1.0	0	1.0
<b>MEAN</b>	<b>0.8</b>	<b>0.7</b>	<b>1.3</b>	<b>0.5</b>	<b>3.5</b>

*Note:* SUC= Speak Up Center, KP= Ketpreparation, 01= Students' code, M= meaning; S= spelling; A= antonym; I= idioms

#### b. Interpretation an Analysis

The data in Table 1 showed that Ketpreparation students gathered the total mean score of 3,5 over 10 in the pretest, in which meaning, spelling, antonyms and idioms, as aspects of vocabulary were evaluated. With these results obtained, the students are placed in a below average in accordance with the grading scale (see

grading scale on page 135). This proved that students have difficulties using different words when they communicate either in written or oral way.

As detailed in the results above, it was possible to identify that Ketpreparation students managed very well the aspect of antonyms and they obtained the highest score of 1.3/2.5. Even though, they have a wide knowledge in this aspect, they still had problems identifying the opposite of certain words. On the other hand, students had weaknesses in idiom aspect where they got the lowest mean score of 0.5/2.5. This demonstrates that students master the meaning of common idioms they use in class, but they have difficulty identifying the correct meaning of them because they translate the idioms literally.

It is evident that Ketpreparation students had limitations in the use of vocabulary, in understanding the meaning of the words and in spelling. This caused bad communication and expression of their ideas, feelings, and thoughts when they were required to. Rohmatillah (2014) manifests that vocabulary plays an important role in language learning, and it is also set as an essential skill for learning to read, speak, write, and listen. Without enough vocabulary knowledge, people are not able to express their thoughts, emotions, feelings, and moods effectively either in a written or spoken way.

## Comparison of the Pre and Post Questionnaire Results

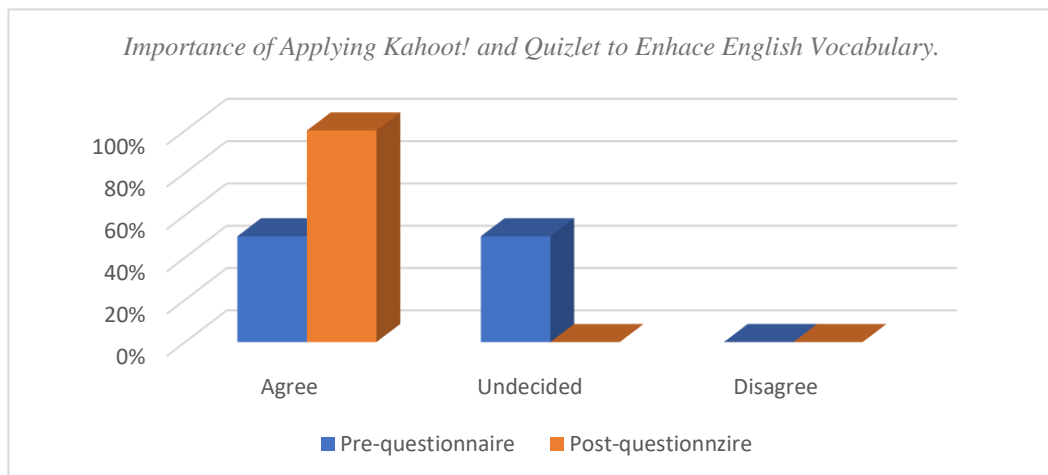
**Question 1:** It is very important to apply the use of different digital tools as Kahoot! and Quizlet to enhance students' English language vocabulary.

### a. Table 2

*Importance of Applying Kahoot! and Quizlet to Enhance English Vocabulary.*

Options	Pre-questionnaire		Post-questionnaire	
	F	%	F	%
Agree	3	75	4	100
Undecided	1	25	0	0
Disagree	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

### b. Figure 1



### c. Interpretation and Analysis

According to the results presented in Table 2, 75 % of students agree on the importance of applying different digital tools as Kahoot! and Quizlet to enhance vocabulary.

Moreover, after the application of the intervention plan 100% of students agree on the importance of using digital tools as Kahoot! and Quizlet to enhance vocabulary. These results showed a change of students' opinion related to Kahoot! and Quizlet activities. The daily use of these digital tools allowed students to associate images with the vocabulary meaning, identify opposite words, listen to and write words properly.

Huynh (2017) states that there are three ways in which these two digital tools can facilitate the vocabulary learning in your students. Associating pictures with definitions when talking about content vocabulary, it is important to start using pictures. Writing definitions, learning vocabulary, the definitions come to be the center of the understanding of a word. Providing interactive practice, the practice of vocabulary must go beyond just memorizing the definition to interacting with the words.

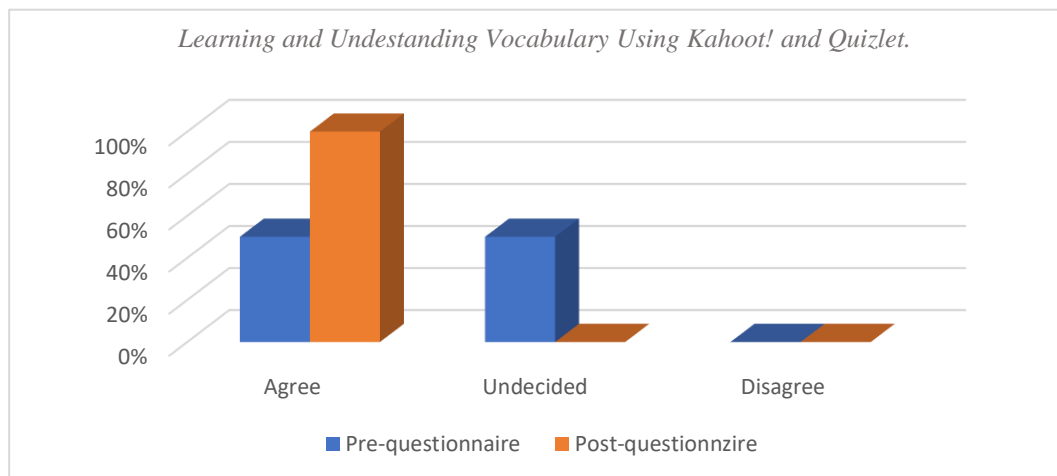
**Question 2:** The English language vocabulary is easier to learn and understand when digital tools as Kahoot! and Quizlet are used.

**a. Table 3**

*Learning and Understanding Vocabulary Using Kahoot! and Quizlet.*

Options	Pre-questionnaire		Post-questionnaire	
	F	%	F	%
Agree	2	50	4	100
Undecided	2	50	0	0
Disagree	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

**b. Figure 2**



**c. Interpretation and Analysis**

According to the results shown in Table 3, 50% of students answered agree and the other 50% of students answer undecided, that English vocabulary is easier to understand when digital tools as Kahoot! and Quizlet are used. This means that there is no agreement among students. Kahoot! and Quizlet as digital tools were difficult for students to use. This did not make easier for students to acquire the enough vocabulary knowledge and its meaning, spelling, antonyms, and idioms.

After the application of this strategy, 100% of the students indicated that they agreed that using digital tools as Kahoot! and Quizlet eased the learning and comprehension of vocabulary. This demonstrated the students' enthusiasm increased since these digital tools provided different exercises to practice vocabulary and encouraged students to play. Kahoot! and Quizlet maintained all the students completing, matching, and playing different activities based on meaning, spelling and antonyms of words as well as very common idioms. This facilitated students the learning and improvement of their vocabulary.

Andarab (2019, p. 24) stated that "The recent improvements in technology have played a facilitating role in vocabulary. Quizlet and Kahoot!, are the leading applications in learning vocabulary. Along with effectiveness, humor has been also extensively indicated to carry a significant role in language learning."



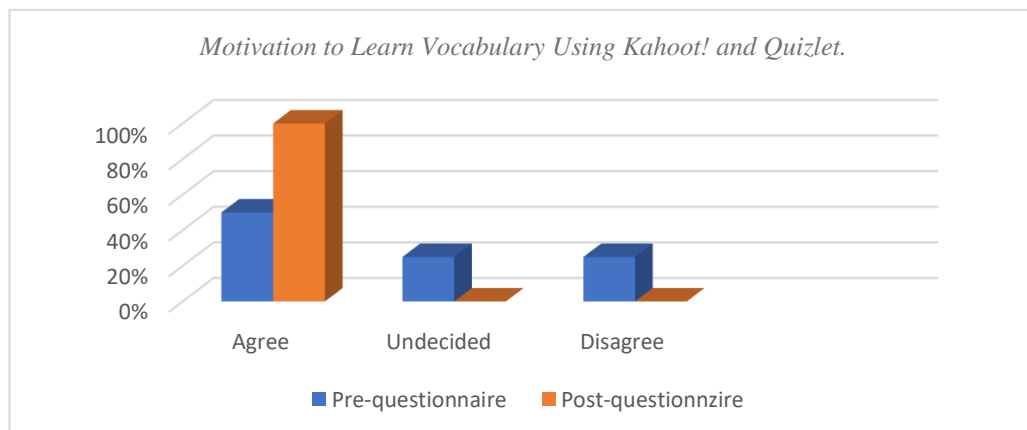
**Question 3:** There is more motivation to learn English language vocabulary when there are digital websites such as Kahoot! and Quizlet.

**a. Table 4**

*Motivation to Learn Vocabulary Using Kahoot! and Quizlet.*

Options	Pre-questionnaire		Post-questionnaire	
	F	%	F	%
Agree	2	50	4	100
Undecided	1	25	0	0
Disagree	1	25	0	0
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

**b. Figure 3**



**c. Interpretation and Analysis**

Based on the results of Table 4, half of students (50%) agreed that there is more motivation when they learn their vocabulary through digital tools as Kahoot! and Quizlet. This means students increased more their vocabulary when these tools were implemented in the classroom.

On the other hand, after the application of the intervention, all students (100%) agreed that there is more motivation to learn vocabulary using Kahoot! and Quizlet.

Students changed completely their opinion about the use of digital tools as Kahoot! and Quizlet. These tools offered them a different way and environment to learn vocabulary and encouraged them to have a good participation in each activity, which reinforced the enhancement of their vocabulary knowledge.

A study made by Medina and Hurtado (2017) showed that the digital tools provide students a positive environment in the classroom, increasing their energy and adding so much fun. One of the extra elements that must be considered is motivation because students showed friendly competition and cooperative learning through the process. This study encouraged the positive effect that playing Kahoot! improves motivation and the students' satisfaction is very positive. Furthermore, they are recommended to be conducted on different skills that language needs to be improved to have better communication.

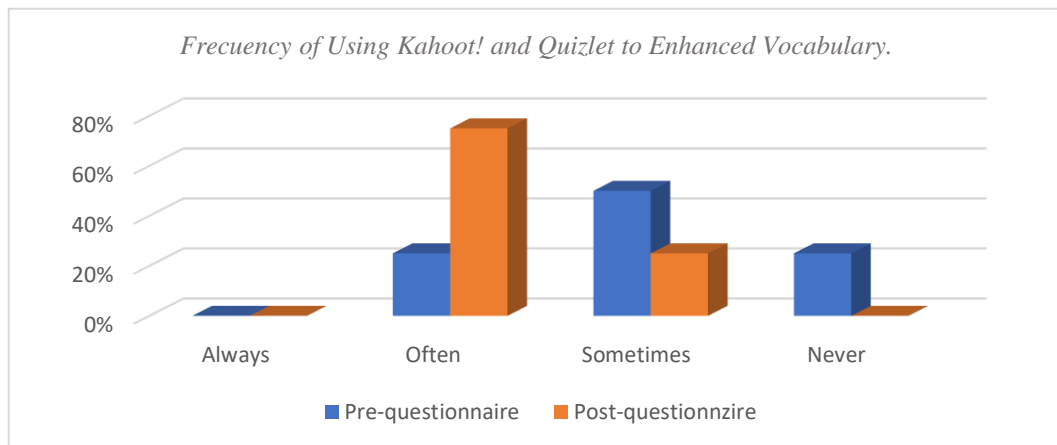
**Question 4:** How often does your teacher use Kahoot! and Quizlet to enhance vocabulary?

**a. Table 5**

*Frequency of Using Kahoot! and Quizlet to Enhance Vocabulary.*

Options	Pre-questionnaire		Post-questionnaire	
	F	%	F	%
Always	0	0	3	75
Often	1	25	0	0
Sometimes	2	50	1	25
Never	1	25	0	0
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

**b. Figure 5**



**c. Interpretation and Analysis**

The result in the Table 5 illustrates that 50% of students answered the teacher sometimes used Kahoot! and Quizlet to enhance vocabulary. The little use of digital tools in the class indicated that students were learning vocabulary with no updated resources and material that lead them to acquire and master a range of vocabulary needed to communicate clear ideas.

Nevertheless, the results noticeably increased after the application of these tools as scaffolding strategy, since 75 % of students answered that the teacher often uses Kahoot! and Quizlet to enhance vocabulary. Students indicated that due to the development of the Kahoot! and Quizlet activities, they enhanced their vocabulary knowledge and its aspects as meaning, spelling, antonyms and idioms.

Çetin (2018) states that with the implementation of Kahoot and Quizlet, the teacher draws special attention in the course. For teachers, it is necessary to change the environments and well as to engage more students to regain students' attention. Kahoot! and Quizlet provide vitality, students participation, and meta-cognitive

support the whole class. To use these websites, students can easily enter via their smartphones or pcs.

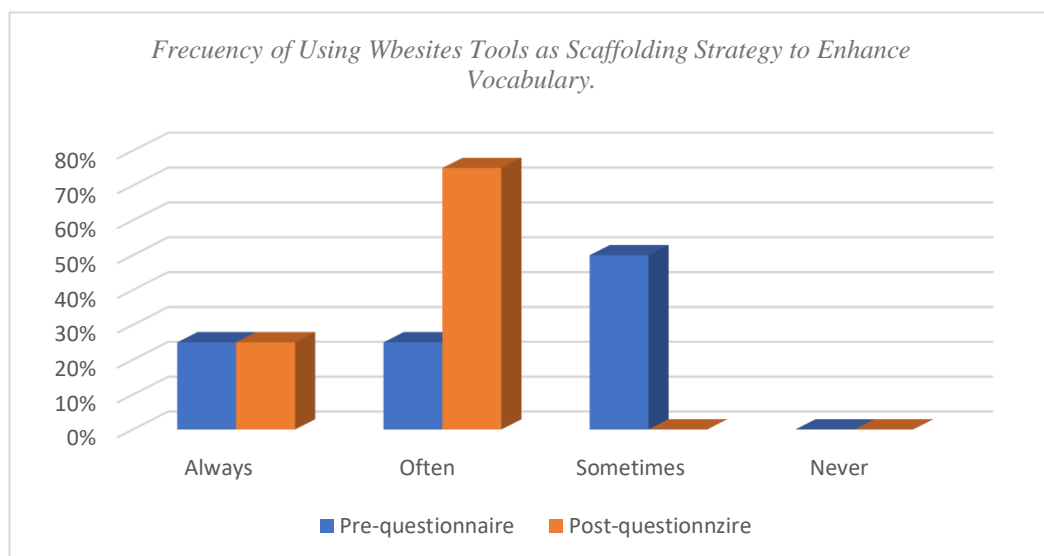
**Question 5:** How regularly does the use of Kahoot! and Quizlet as a scaffolding strategy implemented in the classroom contribute to enhance English language vocabulary?

**a. Table 6**

*Contribution of Using Kahoot! and Quizlet as Scaffolding Strategy to Enhance Vocabulary.*

Options	Pre-questionnaire		Post-questionnaire	
	F	%	F	%
Always	1	25	1	25
Often	1	25	3	75
Sometimes	2	50	0	0
Never	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>

**b. Figure 6**



### **c. Interpretation and Analysis**

As it is observed in Table 6, 50% of students pointed out that the implementation of Kahoot! and Quizlet as scaffolding strategy sometimes contribute to enhance their English vocabulary. This indicated that students sometimes used these digital tool in order to enhance their vocabulary. These digital tools were applied in the classroom but the excersises presented were not familiar for them, which made students to be confused when they had to develop the activities in Kahoot and Quizlet. So this did not contribue to enhance studetns' vocabulary learning.

However after the implementation of the intervention plan, as result, most of students (75%) indicated that the use of Kahoot! and Quizlet as scaffolding strategy often contributed to enhance their English vocabulary. This demonstrated that the usage of Kahoot and Quizlet activities contributed to gain more vocabulary knowledege and in relation to its four aspects such as meaning, spelling, antonym and idioms. This means that studetns were provided with the necessary activities that contributed an imprivement of the English vocabulary.

Considering what is going to be addressed in this research project, Andarab (2019) claims in his research that: "The recent improvements in technology and their integration in language learning have played a facilitating role in vocabulary acquisition. Quizlet and Kahoot!, online teacher-/student-friendly tools, are the leading applications in vocabulary acquisition." Along with the effectiveness of visualization in acquiring vocabulary, humor has been also extensively indicated to carry a significant role in language learning. With all their facilitating features, the

integration of technology, humor, and vocabulary can be achieved via Kahoot! and Quizlet.”

## Post-Test Results

### a. Table 7

*Post-Test scores of Ketpreparation Students in English Language Vocabulary*

<b>Students' code</b>	<b>M</b> /2.5	<b>S</b> 2.5	<b>A</b> /2.5	<b>I</b> /2.5	<b>Total</b> /10
SPUCKP01	2,5	2,0	2,5	1,0	8,0
SPUCKP02	2,5	2,0	2,5	0,5	7,5
SPUCKP03	2,5	1,0	2,5	1,0	7,0
SPUCKP04	2,5	1,0	2,5	0,5	6,5
<b>MEAN</b>	<b>2,5</b>	<b>1,5</b>	<b>2,5</b>	<b>1,0</b>	<b>7,5</b>

*Note:* SUC= Speak Up Center, KP= Ketpreparation, 01= Students' code, M= meaning; S= spelling; A= antonym; I= idioms

### b. Interpretation and Analysis

The results in Table 7, showed that students obtained a total mean score of 7,5 out of 10 in the post-test regarding to English vocabulary knowledge which demonstrates a level in English vocabulary in accordance with the grading scale (see grading scale on page 135). It means that the four aspects of vocabulary as meaning, spelling, antonyms, and idioms were successfully enhanced, and their improvement was very noticeable.

According to the results students obtained, the highest mean score was of 2,5 in both aspects meaning and antonyms. As a result, students could identify the meaning of the words as well as the opposite ones. This is students are able to use different words when they express their feelings, thoughts and ideas.

On the other hand, the lowest improvement students obtained was in idioms with the mean score of 1 over 2,5. This puts in evidence that students have knowledge related to the meaning of some very known idioms, but they still have trouble in understanding the meaning of them since students continue trying to guess the meaning of them literally.

As it was expected, the information proved that students overcame the issues in English vocabulary, since all the four indicators were improved through the use of Kahoot! and Quizlet as scaffolding strategy. Kahoot! and Quizlet have an important role in language learning today with the advancement of technology. Kartal (2014) refers to these digital tools allow learners to actively participate, increase their interest and motivation. Besides, the same author states that these digital tools often focus on the communicative and functional aspects of vocabulary. They have positive effects on active participation, as well as they allow individuality and competition in learning, and provide opportunities to use language skills in different situations.

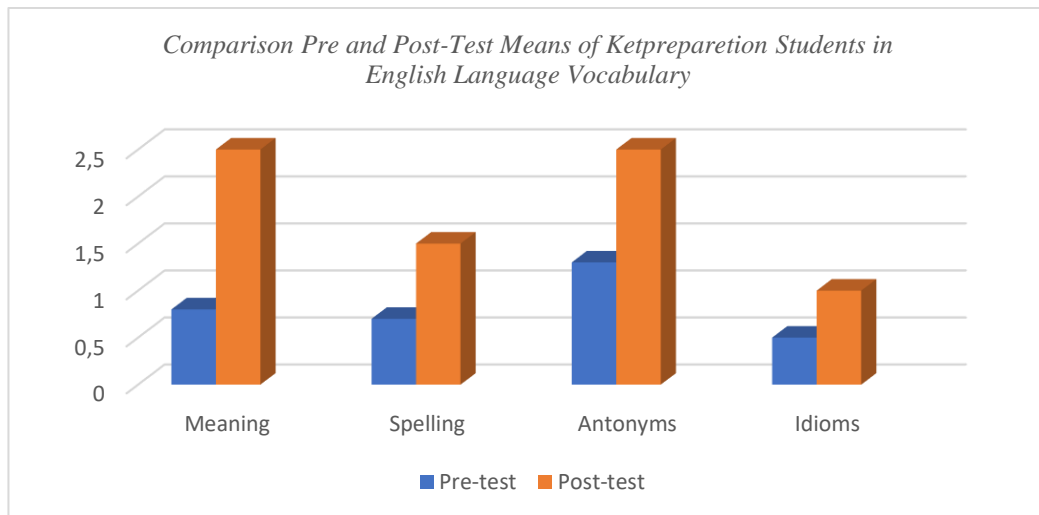
### **Comparing of the Pre and Post test Means**

#### **a. Table 8**

*Comparison of Pre and Post-test Means of Ketpreparation Students In English Language Vocabulary.*

<b>Aspects</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>Meaning</b>	0,8	2,5
<b>Spelling</b>	0,7	1,5
<b>Antonyms</b>	1,3	2,5
<b>Idioms</b>	0,5	1,0
<b>Mean</b>	<b>3,3</b>	<b>7,5</b>

**b. Figure 6**



**c. Interpretation and Analysis**

The results detailed in Table 8 and Figure 6 demonstrate a noticeable improvement of students in English vocabulary knowledge with the use of Kahoot! and Quizlet as Scaffolding strategy, which were reflected with the mean scores obtained in the pre and posttest. The grades increased from 3,3 to 7,5 out of 10 with the appropriate use of Kahoot! and Quizlet activities. The mean scores obtained in the pre-test in each vocabulary aspect were: for meaning from 0,8 to 2,5; for spelling from 0,7 to 1,5; for antonyms from 1,3 to and 2,5 and for idioms from 0,5 to 1. As it was expected, the application of Kahoot! and Quizlet as scaffolding strategy was very helpful to enhance positively students' English vocabulary knowledge due to after the application of this strategy students solved their limitations in each vocabulary aspect. Therefore, students added more vocabulary words and used correctly each one of its aspects.



## **g. DISCUSSION**

This research work was based on Kahoot! and Quizlet as scaffolding strategy to enhance English vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2021-2021 school year allowed students to gain mastery in using English vocabulary, achieving an expected level of effectiveness in vocabulary. This positive change was reflected in the total mean score of the pre test which was 3,3 out of 10 in contrast with the post test mean score of 7,5 out of 10. The noticeable increase of students' total mean score proves that Kahoot! and Quizlet as scaffolding strategy permitted students to enhance their English vocabulary. A study made by Medina and Hurtado (2017) showed that the digital tools as Kahoot! and Quizlet provide students a positive environment in the classroom, increasing their energy and an environment full of fun. One of the extra elements that must be considered is motivation because students showed friendly competition and cooperative learning through the process.

Furthermore, this research work was focused on the enhancement of students' English vocabulary and its four aspects: meaning, spelling, antonyms, and idioms. The results obtained in the pre test demonstrated that students had a low level in the management of English vocabulary. Consequently, in the case of meaning, students had some issues identifying the meaning of some words. Besides, they had difficulties when needed. Likewise, in the case of antonyms students had very little limitations due to they could easily identify the opposite of some words given by the book. Finally, in relation to idioms, students had a lot of problems identifying

the meaning of the idioms given in each lesson and they neither could use them properly to express their ideas.

At the beginning, the students' attitude towards the application of the intervention plan related to Kahoot! and Quizlet was not good. They did not like to work with them very much and they neither knew how to use many of these digital tools, and they felt very afraid of participating. During the intervention plan, students become more familiarized with Kahoot! Quizlet tools because they started to use them more frequently and were involved in a fun environment. At the end of the intervention plan, students were able to use these digital tools faster and with confidence. They gained more vocabulary as well as mastery in the vocabulary aspects such as meaning, spelling, antonyms, and idioms.

In the development of the intervention plan, there were some weaknesses and strengths. Some of these strengths were the students' collaboration when participating and so many values like respect to the teacher. Besides, another strength that help the researcher developed the intervention plan effectible was the small number of students in the classroom. The English teacher was very kind and supportive, and gave suggestions after every class, looking forward to the students' learning. Thereby, all the material provided was the teacher's digital book with the relevant topics for each lesson according to the students' level and the zoom platform which were very simple to use. These materials caught the students' interest.

Moreover, there were some issues that were present during the application of the intervention plan. Due to the new modality implemented by the health emergency in which the intervention plan had to be developed, the major issue was bad internet connection that some students had. This fact made students leave the classroom when the Kahoot! and Quizlet activities were being developed. After this, students got lost and felt demotivated to keep on going. As a result, they got tired and did not want to reenter to the classroom.

Doubtless, the use of Kahoot! and Quizlet as scaffolding strategy assisted Ketpreparation students at English Speak Up Center to enhance their English vocabulary successfully. These digital tools provided students many pictures which helped students relate them with the meaning of words and a positive environment full of fun. Furthermore, they facilitated students to integrate their vocabulary knowledge into their daily participation, communication and be more confident and increased their participation.

## **h. CONCLUSIONS**

Ketpreparation students presented vocabulary problems when they wanted to express their ideas and thoughts to their partners. These problems were considering the spelling of words, they wrote them as they were pronounced. Another one was in the use of words and idioms properly because of the lack of knowledge of the meaning of them.

The application of Kahoot! and Quizlet as scaffolding strategy helped students to overcome their issues in English vocabulary. Students could identify the meaning of words, their antonyms, and their spelling. As well, they could use idioms and correctly apply their vocabulary knowledge acquired to express their feelings, ideas, and thoughts.

Kahoot! and Quizlet as scaffolding strategy enhanced meaningfully students' English vocabulary in four aspects: meaning, spelling, antonyms, and idioms. Students also increased their participation as well as their grades. They become more competent in using the English vocabulary.

## **i. RECOMMENDATIONS**

It is recommended for teachers to look for the best methods and strategies to enhance students' vocabulary knowledge. Besides, find more entertaining activities that engage students to develop and acquire as much vocabulary as possible and apply quizzes to identify early the lack of it.

Teachers should use Kahoot! and Quizlet as scaffolding strategy to encourage students' active participation, and interest. These tools provide an environment full of fun where students can strengthen their vocabulary knowledge at the same time. Digital tools also enhance students' vocabulary by developing trivia and quizzes.

It is advisable for teachers to take into consideration Kahoot! and Quizlet digital tools. They are affective to enhance students' English vocabulary knowledge because they provide dynamic activities and entertaining. These kind of activities are very attractive for keeping students involved in the tasks and sharing with their partners.

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## **k. ANEXXES**



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

### **THEME**

KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY ENHANCE ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN THE LOJA CITY DURING THE 2020-2021 SCHOOL YEAR.

This project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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**LOJA – ECUADOR**

**2020**

**a. THEME**

KAHOOT! AND QUIZLET AS SCAFFOLDING STRATEGY ENHANCE ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN THE LOJA CITY DURING THE 2020-2021 SCHOOL YEAR.

## **b. PROBLEM STATEMENT**

### **Background**

The present research project will be carried out at the English Speak Up Center during the 2020-2021 academic year. This prestigious private institution was founded on February 18<sup>th</sup>, 2004 as Centro de Capacitación Ocupacional Servicios Pedagógicos Integrados “English Speak Up Center”. However, following and obeying the new legal corpus that regulates occupational centers, this institution is currently named: Centro Particular de Enseñanza de Idiomas “English Speak Up Center”, offers preparation for international exams, personalized classes, regular courses, summer courses and translation services. The courses are addressed to children, teenagers, and adults who have the objective of learning a new language.

The current location of the institution is in San Sebastián parish, Sucre street between Azuay and Miguel Riofrío streets in the city of Loja. Its relevant authority is Mg. Sc. Leonor Elizabeth Sánchez Burneo. The institution offers education to 50 students in different courses according to their English levels and counts with a qualified staff of three educators to teach English following the parameters of the Common European Framework of Reference for Languages (CEFR).

On the other hand, the mission of the institution is to respond to the demand of learning English as a foreign language, through a diverse educational offer which satisfies both general and specific interests; and its vision is to achieve comprehensive training for students and professionals in English as a second

language by promoting the development of cognitive, evaluative, and practical processes.

### **Current situation of the problem**

English has become one of the most spoken languages all over the world and as Guillaume Thierry (2018) mentions in *The Conversation journal*, English has acquired a lingua franca status in international business, worldwide diplomacy, and science as well as in education. According to Dylan Lyons (2017), around 20% of the population speak English, that is, 350 million people speak it as the mother tongue and 430 million people speak it as a second language. In short, English ended up becoming a universal language and therefore its study has been taken seriously within our society.

In Latin America, as Kit Yasin (2020) mentions English has received a noticeable value due to the obstacles that schools have to face at the moment of preparing students to get their fluency improved. She also mentions that within these obstacles, there is a low level of English teachers and the high costs of many English Programs. For Sarah Stanton and Ariel Fiszbein (2019), the education systems in Latin America show an increase to guarantee the preparation of the students to get them involved in any workforce with the necessary skills and knowledge to succeed in a world that is highly shaped by forces of globalization. So, Latin American people who at the end of the road get to manage to learn this amazing language will have a better development within the scientific and educational area set to work on.

Ecuador, as Soraya Constante (2016) mentions is the third country in Latin America where English has become a mandatory subject, just after Costa Rica. Teaching English has been set for the ministry of education, as a mandatory subject to study at any public school within the country. Students will need to reach a B2 level before they finish their primary and secondary school as the requirements of the education ministry demands. Moreover, in the learning English process many issues appear, but one that is very common to find is the one related to vocabulary.

According to some research done and the experience acquired during the pre-professional practices, one of the problems that students may face at the moment of learning a language is vocabulary. Nothing can be done without vocabulary. Vocabulary is the base for communication. Such an argument was strengthened by Jamalipour and Farahani (2015) saying that vocabulary is commonly recognized as the main communication tool. What language users use at the moment of expressing their feelings, ideas, and opinions, a manifestation of the human mind, is vocabulary. More precisely, according to the linguistic perspective of Sullivan and Alba (2010), vocabulary seems to be more useful and urgent than the grammatical role. They also cite “Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.”

Currently, the process of learning English has occupied an important feature in our community due to it is not only necessary for the educational process but to communicate or interact in a couple of towns here in Loja, where many English-speaking people usually visit. And, as it was already mentioned, in order to be able to speak a language the most necessary acquisition needed is vocabulary. Therefore,

in the following research, the researcher will be focusing on collecting as much information as it is necessary about Kahoot! and Quizlet as a scaffolding strategy which will lead students to get this project successful.

### **Research Problem**

According to the previously mentioned issues, it is essential to research the following problem:

HOW DO KAHOOT AND QUIZLET AS A SCAFFOLDING STRATEGY ENHANCE ENGLISH LANGUAGE VOCABULARY AMONG KETPREPARATION STUDENTS AT ENGLISH SPEAK UP CENTER, AFTERNOON SESSION IN THE LOJA CITY DURING THE 2020-2021 SCHOOL YEAR?

### **Delimitation of the Problem**

#### **Timing**

The present project will be carried out during the 2020 – 2021 academic period.

#### **Location**

The location where this project will be developed is; at English Speak Up Center, afternoon session, which is a private academy of English located in the Loja city, canton LOJA, in the parish of San Sebastian, at Sucre street, between Azuay and Miguel Riofrío streets.



## **Participants**

The participants that will be part of the developing of this research project are four students of Ketpreparation level, afternoon session at English Speak Up Center.

## **Sub-Problems**

1. What Kahoot and Quizlet as a scaffolding strategy are adequate to enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?
2. What are the issues that limit the improvement to enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?
3. What are the faces of the intervention plan that enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?
4. Which learning strategies related to the use of Kahoot and Quizlet as a scaffolding strategy are used to enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?
5. How effective was the application of Kahoot and Quizlet as a Scaffolding strategy in enhancing English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?

### **c. JUSTIFICATION**

The aim of the following research project is to enhance students' vocabulary with the assistance of Kahoot! and Quizlet as a scaffolding strategy among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year. In the use of vocabulary, Nordquist (2019) argues that the mechanics of vocabulary learning are still a question of mystery, but one thing that is for sure is that vocabulary words are not instantaneously acquired, at least not for adult second language learners. To Essays (2018) Vocabulary plays the role of the most important skill necessary for teaching and learning a foreign language. It is the base to develop all the other language skills: reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for the students to achieve effective use of the English language.

Based on the already mentioned, to enhance students' vocabulary knowledge, a great domain of ICT as well as a wide vocabulary knowledge must exist. Further, vocabulary knowledge, it is essential to be a desire from the students to want to broaden their English language understanding. This desire of wanting to broaden vocabulary knowledge cannot have good outcomes along with a productive practice. That is why an effective way to improve vocabulary knowledge takes into account the importance of it into the production of the language is the ICT, which according to Gnanam, Venkata Rama, & Venkata (2016) can provide benefits of multimedia for learning including increased motivation, appeal to different learning styles, more realism, facilitation of multilingual presentations, higher retention,

better comprehension, and improved transfer of skills. He also mentions that multimedia technology makes it easy to create and capture information in different forms as well as to present it.

The Information and communication technologies are set as an important tool to enhance students' vocabulary knowledge. In addition, they are suitable for the methodology applied by the situation and suggested by the Ministry of Education in Ecuador. The following research project will highlight all the importance of vocabulary knowledge in the process of learning English and therefore to enhance in the students the development of the language skills in order to succeed in any area of education.

Additionally, the development of this research project will also assist teachers to gain the necessary teaching experience, as much as with teaching methodology, students' needs, and the development of English teaching skills. In an environment of vocabulary knowledge, the following research will be focused to improve vocabulary knowledge through the implementation of Kahoot! and Quizlet as a scaffolding strategy and the implementation of methodology such as Computer-based learning which according to Techopedia (2016) can also be combined with traditional teaching methods to enhance the overall educational and training experience, taking into consideration the academic curriculum established by the Ministry of Education in Ecuador.

## **d. OBJECTIVES**

### **General**

- To enhance English language vocabulary through Kahoot! and Quizlet as a scaffolding strategy among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

### **Specific**

1. To search about the theoretical and methodological references about Kahoot! and Quizlet as a scaffolding strategy of the application on vocabulary learning among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.
2. To diagnose the issues that limit the English vocabulary learning among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.
3. To elaborate an intervention plan based on Kahoot! and Quizlet as a Scaffolding strategy in order to improve English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.
4. To apply the most suitable strategies of Kahoot! and Quizlet as a scaffolding strategy in order to improve English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

5. To validate the results obtained after the application of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

## **e. THEORETICAL FRAMEWORK**

### **KAHOOT! AND QUIZLET AS A SCAFFOLDING STRATEGY**

#### **Definition of Kahoot!**

According to Llerena & Rodríguez (2017), Kahoot! is an online and educational tool that provides a free student response platform. Kahoot! is considered as an evolution of previous clicker technology but with the exception that it is available and very easy to learn how to use. As they also mentioned in the article, it is an engaging response system for students through game-like pre-made or impromptu quizzes, discussions, and surveys. Kahoot! is practically a modern technological tool used by educators to improve not only students' interactions through gamed-based quizzes and surveys, but the students' language skills and systems.

#### **Kahoot! and its Usage in Education**

ÇETİN (2018) states that with the implementation of Kahoot, the teacher draws special attention in the course. For teachers, it is necessary to change the environments and well as to engage students to regain students' attention. Kahoot! provides vitality, students participation, and meta-cognitive support to the class. To use this application, students can easily enter via their smartphones or pcs.

The same author argues that in order to login the system it is necessary to access a code which will have to be provided by the teacher and a username. The teacher also can set the time in the Kahoot! and when this time is over students will hear a sound and will immediately check the correct and incorrect answers. Finally,

everybody will be able to see the scores displayed and it also provides a relaxing and active environment which improve students' performances.

### **How Kahoot Works**

In the Kahoot! website (2020) is established that before creating a Kahoot, teacher need to be familiarized on how it works.

#### **Create.**

This first step may take only a few minutes. You can make a question bank to mix and match questions, edit a template by adding videos, images and diagrams to the questions increase engagement.

#### **Play.**

The best way to use Kahoot! with your students is by setting groups. Then. It will be necessary to join with a unique PIN which can be provided by the teacher in a bug screen if possible. The students will have to answer on their own devices while the teacher shares the Kahoot! through a big screen and finally Kahoot! challenges the players to practice and improve at their own pace.

#### **Share.**

After the games has been created by the teacher and the students have been encouraged to do more, it is possible that the payers may create a Kahoot! and then share it with the whole class in order to improve and have fun at the same time.

### **Kahoot features.**

As Edwards (2020) claims in the website, Kahoot! has the following features:

#### **Ghost.**

This feature allows students to play against their own previous high scores, making a game out of improving performance and much more interesting. This also means going over a quiz more than once, helping to be clear about the information studied.

#### ***Analysis.***

It improves student's understanding by using the analytics of results to see which student has struggled the most and with what, so teachers can help them enhance in that area.

#### ***Copy.***

By using this feature, teachers or students may take advantage of the quizzes already created by other educators and available on Kahoot!, which are available to use for free. Teacher can even combine multiple Kahoots for an ultimate quiz.

#### ***Assess students first.***

The author mentions as well, that a Kahoot quiz can be created to check students' knowledge before the teacher starts teaching a subject to help avoid making it too simplistic or too complicated for the class.



### *Use media.*

It is better if videos are added. This is a great way to have students watch and learn, knowing they have going to be questioned after the video ends. Also add in images as well as your own drawings.

### **Definition of Quizlet**

Robertson (2015) Quizlet is a free program based on the use of flashcards that supports vocabulary training approaches. This program was originally created by a high school student as an instrument to learn French vocabulary items, and Quizlet has grown and become one of the most popular online flashcard systems in the world with around 20 million users. Besides, it keeps adding functionality to the website and its very useful mobile application. The site [quantcast.com](http://quantcast.com) mentions that from all Quizlet page viewers, 20 percent of them have been originated from mobile device browsers. Quizlet is used with major interest for foreign language instructors to improve vocabulary terms in languages (through its audio and auto-define functions) and to create a class, and students' individual progress.

### **Quizlet Features**

Andarab (2019) arguments that Quizlet is considered an excellent and friendly application and website used for teachers and students that provides seven powerful vocabulary learning tools to create very different vocabulary activities. This same author mentions as well that: "In order to create your own Quizlet, one needs to prepare a two-column list of words or phrases. This set of vocabulary can be a word and its definition, translation, synonym, antonyms, etc. After creating a two-column

study set and importing it to the website, the site automatically and immediately creates the following seven-game mode activities:"

### **Flashcards.**

Flashcards mode allows you to study Quizlet as flashcards. This mode can be played to review the study set and listen to the correct pronunciation of a word or phrase.

### **Learn.**

Learn mode help to assess how well the definitions of the words are have been known and help keep enhance what it is missing. To keep on going, the answer must be typed and then click on the Answer button or Enter, so that it is possible to verify if the answer was wrong or right. This mode focuses on the missed or unknown term to study in a later session.

### **Spell.**

This Spell mode allows you to type what is been heard in order to improve your spelling by pressing the Audio-powered study mode. It works for either learning a language or practicing pronunciation and spelling. There are a variety of sets that enable to use for spelling with about 18 languages.

### **Test.**

Test mode provides tests based on flashcards set and is great to practice before having an exam to enhance the learning of the words. Different combinations of the question types can be chosen depending on what is suitable for students.

### **Match.**

Match mode permits race against the clock and quickly match terms and definitions. As well, this mode allows to compete between classmates to get the best scores.

### **Gravity.**

This one allows to type answers as the asteroids fall and the gravity increases and added as a challenge, the asteroids start to fall faster as the levels are passed.

### **Live.**

Finally, this mode allows to work to enhance communication among students by finding the term and matching with definition. To win, students must stay focused and communicative. There must be a contribution in each team, since none of them have the answer individually.

### **How Quizlet Works**

According to Cappon (2020) there are 4 steps of how to use Quizlet within educational environment, which are:

#### **Create a Quizlet account.**

Before you get started the first thing you need to do is to go to the official website of Quizlet(quizlet.com) and create your account.

### **Create a set of questions.**

It is possible to create a single question set by only clicking “create” at the top of the Quizlet screen. If your plans are to create multiple sets for certain class, you may create a folder by clicking on “create folder” just right in the left-hand side of the Quizlet home page.

### **Share the quiz URL.**

After you have finished doing your question set, you can already the quiz URL with your students to use as independent study/review. You may share the URL by simply click the “share” arrow beneath your set and hit “copy link” to past or for an alternative method of sharing.

### **Play “live” with your face or face class or online class.**

This can be possible weather on your laptop or computer, first you need to log-in and load your question set. After that, elect the option “live” and then “create game”. Before you start, make sure your display is viewable to the whole class. Students may use their own electronic devices and go to the URL [quizlet.com/live](http://quizlet.com/live) to enter the room number and then Quizlet will automatically divide your class into groups (it is recommendable that students get up from their seats and move to gather with their groups. Finally, when students ae in and you are ready, it is time to click “start game”

The same author also mentions that during the game, each student in the groups will see the same questions but they will have different display of answers. This will force them to work cooperatively in the team to choose which member has the

correct answer in their device. If a team gets a question wrong, they can go back to “0” and so, this tool encourages accuracy.

### **Using Kahoot! and Quizlet for Learning Vocabulary**

Huynh (2017) states that there are three ways that these two digital tools can facilitate the vocabulary learning in your students.

#### **Associating pictures with definitions.**

When talking about content vocabulary, it is important to start using pictures. The content vocabulary can be represented with images. For example, having the word “house”, you will need to present your students a picture of that element.

#### **Writing definitions.**

Learning vocabulary, the definitions come to be the center of the understanding of a word. However, they are likely to be quite abstract when using unknown words in written in complex phrases. It’s way more effective to use full sentences to provide context to define a word.

#### **Providing interactive practice.**

The practice of vocabulary must go beyond just memorizing the definition to interacting with the words. The interactive capabilities push students beyond the traditional flashcard method to provide more ways to interact with the vocabulary words.

## **Creating Digital Citizens**

"The point is, if it is going to empower students to create and share online, we've also got to teach them how to responsibly wield the power of connectivity and be good digital citizens. When we don't, we end up with misattributed quotes like the one above -- or worse. Cyberbullying, plagiarism, and a detrimental digital footprint are just a few of the problems that can arise when kids treat the internet as an information free-for-all.

Every school approach digital citizenship is a bit differently. Many teach it as a separate unit, often as part of health or character education classes. But it's most effective when it's integrated into the curriculum across all grades, so the message gets reinforced again and again." (Krueger, 2020)

## **Scaffolding Conceptualization**

Grat Schools Partnership (2015) points out that, a variety of instructional techniques that are used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process in education, is denominated scaffolding. This term itself offers the relevant descriptive metaphor: in which teachers provide successive levels of temporary support that help students achieve higher levels of heir comprehension skills that would not normally reach without assistance. The supportive strategies are eventually removed when they are not needed anymore, like physical scaffolding, and then the teacher switches the responsibility for the learning process of the student.

The same author mentions that Scaffolding is considered to be widely an essential element of effective teaching that teachers certainly use in order to have a greater or lesser extent of the various forms of instructional scaffolding in teaching. Additionally, scaffolding is used to fill in learning gaps, that is, the differences between what the students have learned, and they are expected to, and be able of doing at a certain point in their education. An example is if students are not at a specific reading level to understand a text previous taught in course, so the teacher might use instructional scaffolding to increase the improvement of students' reading ability till they are able to read the required text by themselves in an independent way, without any assistance. The main goal of scaffolding is to reduce any negative emotions and self-perceptions students may experience when they feel frustrated, intimidated, or discouraged at the moment they face difficulty in a task without assistance, guidance, or understanding what they need to do or complete.

### **Types of scaffolding.**

Based on the information collected, four types of scaffolding were identified, as Swibel (2019) mentions, they are: procedural scaffolding, conceptual scaffolding, strategic scaffolding, and metacognitive scaffolding.

#### ***Conceptual scaffolding.***

It assists students should decide what to consider in learning and guide them directly to key concepts.

#### ***Procedural scaffolding.***

This helps students effectively use the appropriate tools.

***Strategic scaffolding.***

This one assists students in finding as many alternative strategies to solve difficult problems as possible.

***Metacognitive scaffolding.***

It helps students to be careful when considering what they are learning throughout the process and assist other students reflect on what they have learnt. This eventually helps students in building a sense of community among them.

**Scaffolding strategies.**

Some useful scaffolding strategies mentioned by Alber (2014) that teachers may try in order to help students in learning are the following:

***Show and tell.***

By modeling for students, is an important part of scaffolding, the teacher must take advantage of any opportunity they have to show or demonstrate during the middle of a lesson if necessary, to explain how to do something, so students know exactly what they are expected to do.

It is essential to always show the product or the outcome before they do it. The teacher should use an essay, or a work previously designed and explain with criteria or rubric. The students must be guided through each step of the process with the model so that they can easily do the tasks.



***Tap into prior knowledge.***

The same author points out that questions must be asked to students so that share their own experiences, hunches, and ideas about the topic or concept of study and connect it with their own lives. The teacher should sometimes offer hints and suggestions, to lead them a bit to the connections, but once they are, they will understand the content as their own.

Connect the classroom with prior knowledge is an excellent way to guide them in learning and besides students will be able to use this as a framework for future lessons.

***Pre-teach vocabulary.***

This is a strategy that should be used in any class. (...) Pre-teaching is not about pulling a dozen words from the lesson and having students look up definitions and write them down. Instead, it is about the introduction of the words to students in photos or in context with things they know and are interested in. It is convenient to use analogies and metaphors and invite students to create a drawing for each word. The teacher can give time for small-group and whole-class discussion of the words. Not until they have done all this, the dictionaries must be kept away and only be used to compare with definitions they have already discovered by themselves.

***Use visual aids.***

Within this strategy, the author mentions that teachers can use graphic organizers, pictures, and charts which can all serve as scaffolding tools. (...) Pictures

are one of the best tools as scaffolding because students can guess the definitions and it becomes easy for them to learn.

***Pause, ask questions. pause, review.***

This is a great strategy to check understanding while they learn a new topic or concept. This strategy work by sharing a new idea of a discussion of the topic, then pause (providing think time), and then ask a strategic question and pause again. The questions need to be specific, guiding, and open-ended. (...) The teacher needs to keep students engaged as active listeners by calling on someone to give the gist of what was being discussed, discovered, or questioned. If the class seems stuck on the questions, provide an opportunity for students to discuss in pairs, the author argues.

**Importance of Using Kahoot! and Quizlet to Enhance Vocabulary**

Kahoot! and Quizlet have an important place in language learning today with the advancement of technology. Kartal (2014) refers to the use of these digital tools as "an activity with rules, a goal, and element of having fun". They allow learners to actively participate in many activities, and to strengthen their affective reactions such as interest, motivation, and willingness to participate.

Besides, the same author states that these digital tools often focus on the communicative and functional aspects of vocabulary. They have positive effects on active participation, as well as they allow individuality and competition in learning, and provide opportunities to use language skills in different situations. They can be adapted in classroom activities to provide a funny and fun yet challenging

atmosphere. Plus, they are especially useful to alleviate students' overwhelmed assignments and teachers' monotonous and repetitive pedagogy.

### **Teachers' Role on Scaffolding**

As Zurek, Torquati, & Acar (2014) argue that, to effective employment of pedagogical strategies in scaffolding, the teacher must identify every students' strengths and needs and apply the strategy. This is important for spontaneous teaching opportunities when the teacher must determine what level the students are and what their needs are. This may happen when the teacher introduces a concept or skill, and the students require high-support strategies. Among these strategies are included eliciting, giving hints, and co-participating. (...) The teacher must adjust their scaffolding strategies as the students construct knowledge and skills demanded.

The role the teacher plays in scaffolding which is to oversee the cognitive and social development of young children. Teachers, in order to help scaffold children's conceptual knowledge with phenomena and processes in nature, is necessary to provide a physical environment where students engage in playing and learning, as well as having access to materials and experiences that guides them to curiosity, exploration, and therefore to learning. The teacher might incorporate gardens into an outdoor play area that can provide opportunities to explore and investigate the life cycles of plants, animals, and many new things. (...) The teacher might also initiate scaffolding through strategies by eliciting or drawing attention to relevant features of the environment.

## **ENGLISH LANGUAGE VOCABULARY**

### **Definition of Vocabulary**

Vocabulary can be defined in several ways by different authors. According to Nordquist (2019) vocabulary refers to the words within a language that are understood by a receptor or by a set of them. So, from here on this concept, the author concludes that the vocabulary is all the words that exist in a specific language. Rohmatillah (2014) manifests that vocabulary plays an important role in language learning and is also set as an essential skill for learning to read, speak, write, and listen. Without enough vocabulary knowledge, people are not able to express their thoughts, emotions, feelings, and moods effectively either in a written or spoken way.

According to Hernawati (2015), vocabulary is defined as the “total number of words which (with rules for combining them) make up language (rang of) words to or used by, a person in trade, profession, etc. And the same author mentions that acquiring a new language cannot be separated from the vocabulary knowledge. That is, in learning a second language, it is important that people have a previous vocabulary knowledge.

To Astatia (2019), the term vocabulary has a range of different meanings. For example, there are some teachers who use the term to mean sight-word vocabularies, referring to the students’ immediate recognition of words printed; some other teachers refer to all the words students understand as their meaning vocabularies. Still, many other teachers use this term to mean listening vocabularies

or students' understanding of words that are heard in the spoken language. And as it has been researched most studies have shown that vocabulary is the main part of a language and where all the languages learning start.

### **Importance of Vocabulary**

Vocabulary is the most fundamental part of a language and I consider it as the roots that provide firm support for the language to stand up. Dakhi (2019) mentions, vocabulary is the base of communication and so nothing can be done without it. As well he cites that vocabulary is usually recognized as the main tool within communication and is what speakers employ in order to express feelings, ideas, and opinions. It is a manifesto of the human mind.

According to Alqahtani (2015) vocabulary knowledge is normally viewed as a critical tool for second language learners due to a limited vocabulary in a second language inhibits successful communication. This author also mentions that students denote the importance of the vocabulary either in or out of the classroom and, the ones with the most sufficient vocabulary are the ones who have achieved a high level in communication.

Vocabulary is essential for people of their own mother tongue as it is for people who are learning any second language. Tozcu and Coady (2004, as cited in Rohmatillah, 2014) argue that learning a second language or acquiring foreign language, vocabulary becomes an essential aspect to get a successful comprehension and understanding of the language.

## **Kinds of Vocabulary**

To Brown, 1945 cited in Manik & Christiani (2016) the kinds of vocabulary are:

### **Active vocabulary.**

It refers to the words students understand, can perfectly pronounce, and are correctly used in speaking and writing.

### **Passive vocabulary.**

It refers to the words that are recognized and understood by students when they are found within a context of reading or listening but cannot be reproduced by themselves.

## **Aspects of Vocabulary**

To develop this research project, some aspects of vocabulary will be considered in order to get students' better outcomes. These aspects are:

### **Meaning.**

For the website [vocabulary.com](http://vocabulary.com) (2021), meaning is actually what a word is all about, its definitions, significance and purpose. To help to learn the meaning of a word, it is only needed to look it up in either a physical dictionary or a digital one. Meaning refers to the intent or purpose of a word.

### **Spelling.**

To Ahmed (2020), spelling is a linguistic method based on phonemic orthography. That is, spelling follows the process of word-formation by being

represented through the oral language and by using an oral representation in a conversation. Individual letters accepted according to the grammatical rules of a certain language.

### **Antonyms.**

“An antonym is a word having a meaning opposite to that of another word, such as hot and cold, short and tall. An antonym is the antonym of synonym. Antonymy is the sense relation that exists between words which are opposite in meaning. In *Language: Its Structure and Use*, Edward Finnegan defines antonymy as ‘a binary relationship between terms with complementary meanings’.” (Nordquist, 2020)

### **Idioms.**

“The term idiom refers to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. The phrase is understood to mean something quite different from what individual words of the phrase would imply. Alternatively, it can be said that the phrase is interpreted in a figurative sense. Further, idioms vary in different cultures and countries.” (Literary Devices, 2020)

### **Learning Vocabulary**

Pamintuan, Mallari, Garcia, Galang, & Buduan (2018) point out: “The Natural Approach in language teaching of Terrell and Krashen as cited in Tupas, (2002) suggested that in a classroom, the most effective way to acquire a language is by being exposed to the target language. Therefore, the main task of the teacher is to provide simulations and expose the students to the use of the target language in real-

life situations, they mentioned. The question turns back to technology; can technology be an alternative to this strategy? In research conducted by Ariza and Hancock (2003), they assured that aside from simulations, the input can also be provided with the use of different instructional materials and technological devices. Also, Lin (2010) states that advancement in technology affected second/foreign language learning and educational methodology in general. Hsu (2013) also guaranteed that technology-aided one of the challenges that foreign language teachers usually encounter--providing a contextualized yet authentic communication experience to learners, given the fact that a language environment is not present at all times to give learners the opportunity to use the foreign language.”

Considering what is going to be addressed in this research project, Andarab (2019) claims in his research that: “The recent improvements in technology and their integration in language learning have played a facilitating role in vocabulary acquisition. Quizlet, an online teacher-/student-friendly tool, is one of the leading applications in vocabulary acquisition. Along with the effectiveness of visualization in acquiring vocabulary, humor has been also extensively indicated to carry a significant role in language learning. With all its facilitating features, the integration of technology, humor, and vocabulary can be achieved via Quizlet.”

A study made by Medina and Hurtado (2017) showed that the digital tools provide students a positive environment in the classroom, increasing their energy and adding so much fun. One of the extra elements that has to be considered is motivation because students showed friendly competition and cooperative learning



through the process. This study encouraged the positive effect that playing Kahoot! improves motivation and the students' satisfaction is very positive. Furthermore, they are recommended to be conducted on different skills that language needs to be improved in order to have better communication.

This can be related to the findings gather by the researcher which Medina and Hurtado (2017) stated that the digital tools provide students a positive environment in the classroom, increasing their energy and adding so much fun. One of the extra elements that has to be considered is motivation because students showed friendly competition and cooperative learning through the process. This study encouraged the positive effect that playing Kahoot! improves motivation and the students' satisfaction is very positive. Furthermore, they are recommended to be conducted on different skills that language needs to be improved in order to have better communication.

## **f. METHODOLOGY**

### **Design of the research**

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill as cited by Creswell (2012) “action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Based on the aforementioned, the procedure of action research is cyclic and follows these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflect on the work done (Ferrance, 2000).

This research study titled self and peer correction to improve vocabulary is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information and, analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not in enhancing English language vocabulary in students.

### **Methods, techniques and instruments**

#### **Methods**

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along the research:

**The Scientific method** will facilitate the study of self and peer correction strategies intended to enhance vocabulary and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

**The Descriptive method** will facilitate the description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

**The analytic-synthetic method** will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

**The Statistic method** will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

### **Techniques and instruments.**

#### ***Data collection***

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to

develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

### ***Tests***

Tests will allow participants to perform cognitive tasks in relation to English language vocabulary. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

### ***Pretest – posttest***

A researcher-made pretest will provide a measure on the performance of English language vocabulary before the participants Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of English language vocabulary in order to make a pretest- posttest comparison of the cognitive dimension of the performance of English language vocabulary of the participants being treated.

### ***Questionnaire***

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward self and peer correction strategies. Likewise, the tests a pre and posttest, questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

### ***Observation***

The emphasis during the observation will be on understanding the natural environment as lived Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year and during their English classes. There will be two types of observations as detailed below.

#### ***Nonparticipant observation***

In nonparticipant observation, the researcher is not involved in the situation being observed. Through this observation it will be recorded behavior but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation.

#### ***Participant observation***

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of self and peer correction strategies in order to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

### **Population**

Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year will be the participants in the

development of this action research. They are four students, two girls and two boys who are all about 12-14 years old.

### **Description of the intervention plan**

The development of the intervention plan will be carried out in different phases:

#### **Phase 1. Initial reflection**

During a non-participant observation, the researcher was able to see that students of eighth year have difficulties in expressing and recognizing words in English about subjects concerning their environment or everyday life because they were not used to vocabulary activities. This situation allowed the researcher to recognize vocabulary knowledge as an issue among learners who do not have opportunities to express clearly during their English classes.

Being this the concern, the researcher asked himself whether there are some different strategies that would better prepare students to enhance their English language vocabulary. Therefore, having read some mainstream literature about the grammatical competence, the researcher found out that games will empower learners to apply this system and therefore have a better written and oral communication through the appropriate use of word order, tense, number and choosing the correct words.

#### **Phase 2. Planning**

As a consequence, to remedy the Ket-preparation students' weaknesses about English language vocabulary, activation-connection-affirmation lesson plan will be

presented, which are organized with self and peer correction strategies such as correction around, self-revision and feedback. An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the improvement of their vocabulary knowledge. The data obtained through the data collection instruments will be used to consider the most appropriate ways of enhancing English vocabulary through the use of self and peer correction activities.

The goal of these self and peer correction strategies will give eighth year students the opportunity to express a good through correction which eventually enhance their English vocabulary knowledge which is a crucial element to achieve successfully the English communication competence.

On the other hand, this intervention plan will explicitly respond to the following research questions:

- What are the phases of the intervention plan that contribute to achieve a satisfactory outcome on developing English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?
- Which self and peer correction techniques are implemented to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?

### **Phase 3. Action**

The intervention plan will be developed during 30 sessions of 45 minutes each one during 10 weeks' period of time. As is usual, things will rarely go precisely as

expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

#### **Phase 4. Observation**

During the intervention plan, the researcher will monitor and record Ket-preparation student's reactions and achievements to the planned activities by means of a pre and posttest, pre- and post-questionnaire, observation sheet and a fill note.

#### **Phase 5. Reflection**

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of self and peer correction activities to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.





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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 1**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 4, A real adventure

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonymies, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To identify past simple and irregular verbs and use accurately the key words and key expressions through the application of Kahoot! activities.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<b>Structures:</b> Past Simple Irregular verbs in the past simple	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>Teacher makes warm-up activity where students have to guess and match the picture with the meaning of the action performed.</li> </ul> <b>CONNECTION</b> <ul style="list-style-type: none"> <li>Teacher first makes a brief review about the topic of irregular verbs and introduces some key words (Find, see, know, sell, leave, build, go, become, spend). related to regular verbs and explains their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> </ul>

<p><b>Key Words:</b> Find, see, know, sell, leave, build, go, become, spend</p> <p><b>Key Expressions:</b> Doesn't say</p>	<ul style="list-style-type: none"> <li>● Teacher explains the grammatical structure about Past Simple and practice together with the irregular verbs.</li> <li>● Teacher asks students questions about the picture in the book.</li> <li>● Teacher makes students read the short story in the book and encourages students to participate answering the question using the key expressions: “doesn't say”.</li> <li>● Teacher motivates students to read the story again then find the past simple form of the verbs and complete sentences.</li> <li>● Teacher reviews the story again and then students find nouns then look for their antonymies and find the past simple of the verbs in the box.</li> <li>● Students complete a worksheet related to the key words of irregular verbs and some adjectives and their antonymies.</li> <li>● Teacher encourages students to practice the grammar structure, the key words and key expressions by playing Kahoot!.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet using the simple past form of the key words of the lesson and irregular verbs and the antonymies of some adjectives found in the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' Book</li> <li>● Worksheet</li> <li>● Kahoot Website/App</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Pre-test/Pre-questionnaire Data Source 2: Observation sheet, Field notes Data Source 3: Work Sheet Data Source 4: Assessment Sheet</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 9<sup>th</sup> to November 13<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 2**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 4, A mini-adventure

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To identify, recognize and use the past simple + ago, and key words and key expressions through the application of Quizlet! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> Past Simple + ago</p> <p><b>Key Words:</b> Buy, go with, stay, travel, come home, feel, cost.</p> <p><b>Key Expressions:</b> Eat some chocolate,</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where students have to choose one number and then say a sentence with the past simple form of the word in the picture.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher first introduces some key words (Buy, go with, stay, travel, come home, feel, cost) and key expressions (Eat some chocolate, email a friend, read a magazine, listen to music, go to the cinema, play</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> <li>Students' Book</li> </ul>

<p>Email a friend, Read a magazine, Listen to music, Go to the cinema, Play football, Do some homework, Go to an art gallery, Buy some clothes, Eat pizza.</p>	<p>football, do some homework, go to an art gallery, buy some clothes, eat pizza) with their meaning.</p> <ul style="list-style-type: none"> <li>• Teacher explains the grammatical structure about Past Simple + ago and practice together with the key words of irregular verbs.</li> <li>• Teacher plays the listening about Melanie and students choose the correct answer then they listen again and answer the questions.</li> <li>• Teacher encourages students to practice the key expressions with their meanings.</li> <li>• Teacher motivates students to get in pairs and then students take turns to ask and answer questions with past simple + ago and the key expressions.</li> <li>• Teacher asks students to correct the mistakes there are in the simple past sentences in the book.</li> <li>• Students complete a worksheet related to the key words, key expressions and the past simple + ago.</li> <li>• Teacher encourages students to practice the grammar structure, the key words, and key expressions by using Quizlet.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>• Students complete an assessment sheet using the key words, key expressions and the past simple + ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Quizlet Website/App</li> <li>• Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 16<sup>th</sup> to November 20<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 3**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 5, Going to the zoo

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonymies, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To elaborate lists using “and” and use and identify new key words and key expressions through the application of Kahoot! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> List with “and”.</p> <p><b>Key Words:</b> Horse, fish, cat, lion, bear, elephant dog, monkey.</p> <p><b>Key Expressions:</b> Do the cooking, Do homework,</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where students have to choose one number and then say the same of the animal and make sentence with the past simple form of the word in the picture.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a brief review about the past simple + ago and introduces some key words (Horse, fish, cat, lion, bear, elephant dog, monkey), key expressions and explains their meaning.</li> <li>Teacher explains the grammatical structure about List with “and” and practice together with key words and the key expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ Book</li>   <li>Students’ Book</li> </ul>

<p>Do nothing, Do the shopping, Make an appointment. Make a cake, Make a phone call, Make time, Take photographs, Take the dog for a walk, Take time, Take an exam, Spend Money, Spend time.</p>	<ul style="list-style-type: none"> <li>● Teacher makes students spell the names of the animals in the book.</li> <li>● Teacher plays an audio about Mark and Natalie going to the zoo and then students tick each word when they hear it.</li> <li>● Teacher plays the audio twice more, so students develop the questions four and five in the book.</li> <li>● Teacher encourages students to complete the box with the key expressions previously taught, choose the correct word and answer the questions in the book.</li> <li>● Students complete a worksheet related to grammar, the key words, key expressions.</li> <li>● Teacher encourages students to practice the grammar structure, the key words and key expressions by playing Kahoot!.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet related to the grammar, key words, key expressions of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Kahoot Website/App</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 23<sup>rd</sup> to November 27<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



<p>I have, I usually have/eat, We use,</p>	<ul style="list-style-type: none"> <li>● Teacher encourages students to make the quiz about polar bears in the book.</li> <li>● Teacher makes students to read the article about polar bears and then fill the spaces with A, B, C OR D.</li> <li>● Teacher invites student to look at the underlined words in the paragraph one and two, and then complete the grammar explanations.</li> <li>● Teacher motivates students to join the sentences by using and, but, because.</li> <li>● Teacher asks students to fill the spaces with their, there or they're.</li> <li>● Students complete a worksheet related to the conjunctions and, but or because, key words and key expressions.</li> <li>● Teacher encourages students to practice the grammar, the key words, and key expressions by using Quizlet.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet about the conjunctions (and but, or because), key words and key expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Quizlet Website/App</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 7<sup>th</sup> to December 11<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*





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**INTERVENTION AND OBSERVATION PLAN WEEK N° 5**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 6, Theme park fun

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To recognize and use comparatives and superlatives as much as key expressions through the application of Kahoot! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> Comparatives and superlatives adjectives.</p> <p><b>Key Words:</b></p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity called “Simon says” to get the students attention.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher makes a review of Conjunctions and, but or because, and key words and key expressions from the last class.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ Book</li> <li>Students’ Book</li> </ul>

<p>Short, big, Large, popular, modern, comfortable, fit, horrible, angry, attractive, bright, tidy.</p> <p><b>Key Expressions</b> The most, The least.</p>	<ul style="list-style-type: none"> <li>● Teacher explains the grammatical structure about Comparatives and superlatives, key words and the key expressions.</li> <li>● Teacher makes students to look at the photos of rides at different theme parks and students decide which one they would like to go on.</li> <li>● Teacher guides students to choose the correct information about comparative and superlatives.</li> <li>● Teacher encourages students to complete the information of the grammar comparative and superlative forms in the book.</li> <li>● Teacher encourages students to complete the using one of the key expressions or any other one and then the chart.</li> <li>● Students complete a worksheet related to grammar, the key words, key expressions.</li> <li>● Teacher encourages students to practice the grammar structure, the key words and key expressions by playing Kahoot!.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet using the key words, and key expressions of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Kahoot Website/App</li> <li>● Worksheet</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 14<sup>th</sup> to December 18<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 6**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 6, Free time

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonymies, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To identify comparative adverbs and ley expressions through the application of Quizlet activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Grammar:</b> Comparative adverbs.</p> <p><b>Key Words</b> Special, own, invited, decided, friendly, excited, good, upset, boring, negative, dressed, wore.</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where students have to ask each other personal questions.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher first introduces some key words and key expressions, and then explains the grammar about Comparative adverbs.</li> <li>Teaches makes students look up for the antonymies of the key words.</li> <li>Teacher encourages students to complete the sentences with the comparative of the adverb and then read the note in the book and identify the six spelling mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> </ul>

<p><b>Key Expressions</b> By yourself, I think</p>	<ul style="list-style-type: none"> <li>● Teacher motivates students to read the sentences and then choose the best answer (A, B, OR C).</li> <li>● Teacher invites student to complete the crossword by reading the statements.</li> <li>● Teacher motivates students to join the sentences by using and, but, because.</li> <li>● Teacher gets students into pairs and then student A and B ask questions to complete the questionnaires on page 131, and then report to the rest of the class using comparatives and superlatives.</li> <li>● Students complete a worksheet related to Comparative adverbs, key words and key expression.</li> <li>● Teacher encourages students to practice the grammar, the key words, and key expressions by using Quizlet.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet about Comparative adverbs, key words and key expression.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' Book</li>   <li>● Worksheet</li> <li>● Quizlet Website/App</li>   <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 4<sup>th</sup> to January 8<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 7**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 7, The latest fashion

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To recognize simple and continuous tenses and use correctly key expressions through the application of Kahoot! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> Simple and continuous tenses</p> <p><b>Key Words</b> T-shirt, baseball cap, converse boots, leather jacket, jeans.</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where they have to find the meaning of the pictures shown and match them.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher introduces explaining the grammatical structure about Simple and Continuous tense, key words and the key expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> </ul>

<p><b>Key Expressions:</b> Which one of these, On the front, on the back, my oldest and my newest.</p>	<ul style="list-style-type: none"> <li>● Teacher invites students to look at the photos of the clothes and asks them which one they would wear and talk about their own or the one in the picture.</li> <li>● Teacher encourages student to read the articles and then answer the questions 1- 7 choosing from A, B or C.</li> <li>● Teacher guides students to choose the timeline table with years from the text they read and then explain which tenses they are.</li> <li>● Teacher encourages students to put the verbs in the timeline in the correct past tense and then complete the story.</li> <li>● Teacher makes students to complete each sentence using the correct past tense.</li> <li>● Students complete a worksheet related to grammar about Simple and continuous tenses, the key words, key expressions.</li> <li>● Teacher encourages students to practice the grammar structure, the key words and key expressions by playing Kahoot!.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet using the grammar structure, the key words and the key expressions of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' Book</li> <li>● Worksheet</li> <li>● Kahoot! Website/App</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 11<sup>th</sup> to January 15<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 8**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 7, Your clothes

<b>RESEARCH PROBLEM:</b> How do Kahoot and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To write using present simple and use key expressions through the application of Quizlet! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> Present Simple</p> <p><b>Key Words:</b> Shorts, trousers, old, short, new, long, small, large, heavy, dirty, expensive,</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where students have to order the letter to form a word related to the picture.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher first introduces some key words and key expressions needed in this unit.</li> <li>Teaches makes students look at the pictures and then choose a picture and use some of the key words to describe it.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> </ul>

<p>light, gold, cotton, wool, size, pair, button.</p> <p><b>Key Expressions:</b> Never mind, Let me check, I'm not certain, You can tell, Well done.</p>	<ul style="list-style-type: none"> <li>● Teacher encourages students to listen to some English teenagers and then complete the table</li> <li>● Teacher motivates students to listen the audio again and fill the spaces with the missing words.</li> <li>● Teacher pronounce some words for students, and they hear and write down the words.</li> <li>● Teacher motivates students to complete with A, B or C the conversations in the book.</li> <li>● Teacher encourages students to find adjectives in the unit and then look up for their antonyms.</li> <li>● Students complete a worksheet related to Present simple, key words and key expression.</li> <li>● Teacher encourages students to practice the grammar, the key words, and key expressions by using Quizlet</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet about the structure of the grammar, key words, and key expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' Book</li> <li>● Worksheet</li> <li>● Quizlet Website</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Pre-test/Pre-questionnaire Data Source 2: Observation sheet, Field notes Data Source 3: Work Sheet Data Source 4: Assessment Sheet</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 18<sup>th</sup> to January 22<sup>nd</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*





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**INTERVENTION AND OBSERVATION PLAN WEEK N° 9**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 8, A great movie

<b>RESEARCH PROBLEM:</b> How do Kahoot! and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot! and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To recognize and make to use modal verbs through the application of Kahoot! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b>  Modal verbs 1: must, have/had to, may, can, could.</p> <p><b>Key Words:</b>  Headache, catch, perhaps, main.</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where they have to find the meaning of the pictures shown and match them.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher introduces explaining the grammatical structure about Modal verbs, key words and the key expressions.</li> <li>Teacher invites students to look at the photos from the book and then ask and answer questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> </ul>

<p><b>Key Expressions:</b> Well-known actors Exciting story Excellent music, Amazing special effects, Awesome sound effects, I love the part where ...</p>	<ul style="list-style-type: none"> <li>● Teacher asks students to read the sentences and then underline the modal verbs.</li> <li>● Teacher makes students match the sentences in the next exercise with the previous one.</li> <li>● Teacher encourages students to complete the grammar notes and examples, then choose the correct modal verb.</li> <li>● Teacher makes students the table by ticking if it is true for them and after that read the text about Transformers 3 and then choose A, B or C.</li> <li>● Students complete a worksheet related to grammar about Simple and continuous tenses, the key words, key expressions.</li> <li>● Teacher encourages students to practice the modal verbs, the key words and key expressions by playing Kahoot!.</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet using the modal verbs, the key words and the key expressions of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' Book</li> <li>● Worksheet</li> <li>● Kahoot! Website/App</li> <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Work Sheet Data Source 2: Assessment Sheet Data Source 3: Observation sheet, Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 11<sup>th</sup> to January 15<sup>th</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 10**

**INFORMATIVE DATA**

**Institution:** English Speak Up Center

**Teacher:** Elizabeth Sanchez

**Teacher Candidate:** David Andrés Torres Maita

**Participants:** KetPreparation

**School Year:** 2020-2021

**Topic:** Unit 8, Cool sounds

<b>RESEARCH PROBLEM:</b> How do Kahoot and Quizlet as a scaffolding strategy enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to enhance their English language vocabulary using Kahoot and Quizlet as a scaffolding strategy focused on the following aspects: meaning, spelling, antonyms, and idioms.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To identify mistakes and use key expressions through the application of Quizlet! activities.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Structures:</b> Mistakes</p> <p><b>Key Words:</b> Beautiful, idea, easy, museum, favorite, tourist.</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Teacher first makes a warm-up activity where students have to perform the key words from the last class.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher first introduces some key words and key expressions needed in this unit and then explains about the mistakes.</li> <li>Teacher asks students questions about music and the find some words in the crossword.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Book</li> <li>Students' Book</li> </ul>

<p><b>Key Expressions:</b> That's a shame, That's too bad, What a pity, Thanks a lot, That's great, Cool, Fantastic.</p>	<ul style="list-style-type: none"> <li>● Teacher encourages students to listen to the audio and then choose the right short question from the list in the book.</li> <li>● Teacher motivates students to listen again and choose a phrase from the box and then they say the question.</li> <li>● Teacher invites practice the key expressions and then look for the adjectives in the unit and finally look up for the antonymies.</li> <li>● Teacher makes a feedback of the mistakes with vowels.</li> <li>● Students complete a worksheet related to Present simple, key words and key expression.</li> <li>● Teacher encourages students to practice the grammar, the key words, and key expressions by using Quizlet</li> </ul> <p><b>AFFIRMING:</b></p> <ul style="list-style-type: none"> <li>● Students complete an assessment sheet about the structure of the grammar, key words, and key expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Quizlet Website</li>   <li>● Assessment Sheet</li> </ul>
<p><b>MONITORING PLAN:</b> Data Source 1: Pre-test/Pre-questionnaire Data Source 2: Observation sheet, Field notes Data Source 3: Work Sheet Data Source 4: Assessment Sheet</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 18<sup>th</sup> to January 22<sup>nd</sup>, 2020</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



## **h. BUDGET AND FINANCING**

### **Budget**

<b>Expenses</b>	<b>Cost</b>
Internet connection	\$165.00
Print of reports	\$140.00
Print of the project	\$230.00
Print of the final report and thesis	\$125.00
Copies	\$100.00
Unforeseen	\$100.00
<b>TOTAL</b>	<b>\$860.00</b>

### **Financing**

The financing of the whole expenses derived from to the development of the present research work, as the ones related to it, will be entirely assumed by the researcher-author who conducted the investigation.

### **Resources**

#### **Human**

- The researcher candidate as a researcher
- The thesis advisor
- The teacher
- The Teacher trainer (Responsible of the budget)
- Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

#### **Material**

- Books

- Print materials
- Paper
- Notebooks

### **Technical**

- Computer/cellphone
- Printer
- Internet
- Web sites

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**Annex 1: Observation sheet**



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<b>OBSERVATION SHEET</b>					
<b>Observation N°:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Ketpreparation students			<b>Role of the researcher:</b> Nonparticipant observer  <b>Duration of the observation:</b>	
<b>Thing to be observed</b>  <b>(Indicators)</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	<b>Perfectly acceptable</b>	<b>Acceptable</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>	
Meaning					
Spelling					

Antonyms					
Idioms					

**OBSERVATION SHEET: ENGLISH LANGUAGE  
VOCABULARY**

**Annex 2: Field notes**



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**DATA COLLECTION SOURCE: FIELD NOTES**

**Researcher:** David Andrés Torres

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date /Time:</b>  <b>Class size:</b>  <b>Participants:</b> Ketpreparation students	<b>Role of the researcher:</b> Participant observer <b>Duration of the observation start/end time:</b>
<b>Description of the event</b>		<b>Reflective notes</b>

**Annex 3: Pre and Post-test & Scoring guide**



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DATA COLLECTION SOURCE: PRE-TEST / POST TEST**

**Student's code:** .....

**Date:** .....

**Objective:** To collect information to carry out the research of “Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.

**1. Write the letters in the right order to form the words. One item has been done for you as examples. (2,5 points)**

Aersb = bears	a. uckd =	b. joyen =
c. dermon =	d. velea =	e. ostc =

**2. Choose from the box the appropriate antonymies to place them in their right place. One example has been done for you. (2.5points)**

chubby   young   straight   ugly   big
--

Short	Tall
a) Thin	
b) Curly	
c) Old	
d) Small	
e) Beautiful	

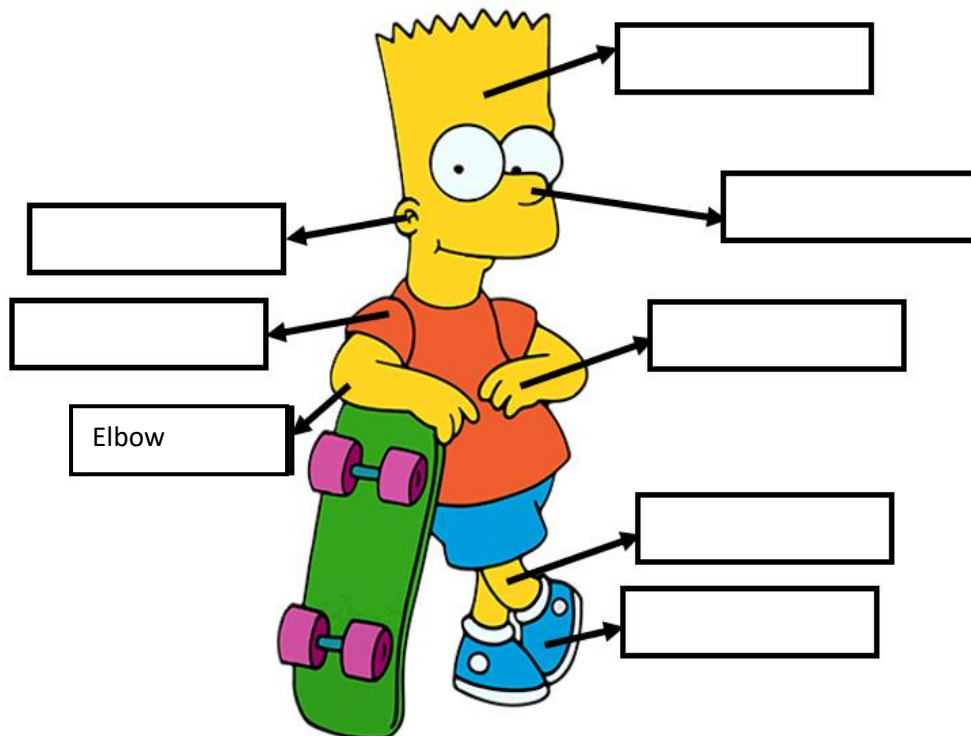
**3. Match with lines the translation of the following idioms. (2.5points)**

- a. Eat some chocolate
- b. Do some homework
- c. Go to an art gallery
- d. Listen to music
- e. Email a friend
- d. Buy some clothes

- 1. Comprar ropa
- 2. Escuchar música
- 3. Escribirle un correo a un amigo
- 4. Hacer tareas
- 5. Comer chocolate
- 6. Irse a una galería de arte

**4. Name the parts of the body from in the picture of Bart Simpson. Choose the words from the box. One example has been done for you. (2.5 points)**

Head hand shoulder nose foot knee  
ear







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PRE AND POST TEST SCORING GUIDE

**INDICATOR FROM QUESTION 1: Spelling**

<b>Write the letters in the right order to form the name of the family members.</b>	
<b>ANSWERS</b>	<b>SCORE / 2.5</b>
a) Duck	(0.50)
b) Enjoy	(0.50)
c) Modern	(0.50)
d) Leave	(0.50)
e) Cost	(0.50)

**INDICATOR FROM QUESTION 2: Antonymies**

<b>Choose from the box the appropriate antonymies to place them in their right place.</b>	
<b>ANSWERS</b>	<b>SCORE / 2.5</b>
a) chubby	(0.50)
b) straight	(0.50)
c) young	(0.50)
d) big	(0.50)
e) ugly	(0.50)

**INDICATOR FROM QUESTION 3: Idioms**

<b>Match with lines the translation of the following idioms.</b>	
<b>ANSWERS</b>	<b>SCORE / 2.5</b>
a) 5	(0.46)
b) 4	(0.46)
c) 6	(0.46)
d) 2	(0.46)
e) 3	(0.46)
f) 1	(0.46)

**INDICATOR FROM QUESTION 4: Meaning**

<b>Name the parts of the body from in the picture of Bart Simpson. Choose the words from the box.</b>	
<b>ANSWERS</b>	<b>SCORE / 2.5</b>
a) ear	(0.36)
b) shoulder	(0.36)
c) head	(0.36)
d) nose	(0.36)
e) hand	(0.36)
f) knee	(0.36)
g) foot	(0.36)

#### Annex 4: Pre and Post Questionnaire



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#### DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

**Dear student:** The objective of this questionnaire is to know the students' opinions about the use of Kahoot! and Quizlet to enhance English language vocabulary. Please, give truthful answer to the questionnaire with sincerity about English vocabulary. Do not forget that your answers will be anonymous and confidential.

**Student's Code:** .....

**Date:** .....

1. **It is very important to apply the use of different digital tools as Kahoot! and Quizlet to enhance students' English language vocabulary.**

- Agree ( )
- Undecided ( )
- Disagree ( )

2. **The English language vocabulary is easier to learn and understand when digital tools as Kahoot! and Quizlet are used by the teacher.**

- Agree ( )
- Undecided ( )
- Disagree ( )

3. **There is more motivation to learn English language vocabulary when there are digital websites such as Kahoot! and Quizlet.**

- Agree ( )

- Undecided ( )

- Disagree ( )

**4. How often does your teacher use Kahoot! and Quizlet to teach vocabulary?**

- Always ( )

- Often ( )

- Sometimes ( )

- Never ( )

**5. How regularly does the use of Kahoot! and Quizlet as a scaffolding strategy implemented in the classroom contribute to the enhance English language vocabulary?**

- Always ( )

- Often ( )

- Sometimes ( )

- Never ( )

**THANK YOU SO MUCH FOR YOUR COLLABORATION**

## Annex 5: Research Matrix

**Theme:** Kahoot and Quizlet as a scaffolding strategy to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p><b>General</b></p> <p>How do Kahoot and Quizlet as a scaffolding strategy to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?</p> <p><b>Sub-Problems</b></p>	<p><b>General</b></p> <p>To enhance English language vocabulary through Kahoot and Quizlet as a Scaffolding strategy among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.</p> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>To search about the theoretical and methodological references about Kahoot and Quizlet as a Scaffolding strategy of the</li> </ul>	<p><b>Kahoot! and Quizlet as a scaffolding strategy</b></p> <ul style="list-style-type: none"> <li>Definition Kahoot! and Quizlet</li> <li>Scaffolding</li> <li>Types of Scaffolding</li> <li>Scaffolding Strategies</li> <li>Teachers' Role on Scaffolding</li> <li>Creating Digital Citizens</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>Observing the English classes</li> <li>Stating the background of problem.</li> <li>Describing current situation</li> <li>Locating and reviewing the literature</li> <li>Creating a methodological framework for research</li> </ul>	<ul style="list-style-type: none"> <li>Observation Sheets (participant and non-participant observation)</li> <li>Field notes</li> <li>Pre and post test</li> <li>Pre and post questionnaire</li> </ul>

<ul style="list-style-type: none"> <li>• What Kahoot and Quizlet as a scaffolding strategy are adequate to enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?</li> <li>• What are the issues that limit the improvement to enhance English Language Vocabulary among Ket-preparation students at English Speak Up Center, afternoon session in</li> </ul>	<p>application on vocabulary learning among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.</p> <ul style="list-style-type: none"> <li>• To diagnose the issues that limit the English vocabulary learning among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.</li> <li>• To elaborate an intervention plan based on Kahoot and Quizlet as a Scaffolding strategy in order to improve English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the</li> </ul>	<p><b>English language Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Definition of Vocabulary</li> <li>• Importance of English Language Vocabulary</li> <li>• Kinds of vocabulary</li> <li>• Aspects of Vocabulary Learning Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing an intervention plan</li> </ul> <p><b>Intervention and observation</b></p> <ul style="list-style-type: none"> <li>• Administering test and questionnaires.</li> <li>• Applying, observing and monitoring students' performance according to the intervention plan.</li> </ul> <p><b>Presentation of research findings.</b></p> <ul style="list-style-type: none"> <li>• Reflecting, analyzing and answering the proposed inquiries.</li> <li>• Organizing the final report.</li> </ul>	
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<p>the Loja city during the 2020-2021 school year?</p> <ul style="list-style-type: none"> <li>• What are the faces of the intervention plan that enhance English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?</li> <li>• Which learning strategies related to the use of Kahoot and Quizlet as a scaffolding strategy are used to enhance English Language Vocabulary among Ketpreparation</li> </ul>	<p>Loja city during the 2020-2021 school year.</p> <ul style="list-style-type: none"> <li>• To apply the most suitable strategies of Kahoot and Quizlet as a Scaffolding strategy in order to improve English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.</li> <li>• To validate the results obtained after the application of Kahoot and Quizlet as a Scaffolding strategy to enhance English language vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year.</li> </ul>			
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<p>students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?</p> <ul style="list-style-type: none"> <li>• How effective was the application of Kahoot and Quizlet as a Scaffolding strategy in enhancing English Language Vocabulary among Ketpreparation students at English Speak Up Center, afternoon session in the Loja city during the 2020-2021 school year?</li> </ul>				
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## Annex 6: Grading Scale

### English language vocabulary

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

### Kahoot! and Quizlet

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.
61-80	Expected level of effectiveness of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.
41-60	Moderate level of effectiveness of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.
21-40	Unexpected level of effectiveness of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.
01-20	Low level of effectiveness of Kahoot! and Quizlet as a scaffolding strategy to enhance English language vocabulary.

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