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*Effectiveness of Kahoot App as a Tool to Improve the Reading Skill on Ninth Graders at Colegio
Cedes Don Bosco During the Second Quarter of 2023*

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Dedication

This thesis is a dedication to those who may doubt their ability to achieve their hopes and aspirations, as well as to those individuals who contribute to turning these dreams into reality.

Firstly, I extend my heartfelt gratitude to my father, an unwavering role model throughout my entire life. He has stood by me during my darkest moments, extending his unconditional hand of support. His constant encouragement has fueled my pursuit of life's aspirations and has guided me to become the person I am today.

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Abstract

This investigation research the effectiveness of using an external and technological app such as Kahoot! in order to develop and improve the reading skill on ninth graders.

First, the research question was What is the effectiveness of Kahoot app as a tool to improve the reading skill on ninth graders at Cedes Don Bosco during the second quarter of 2023? In addition, as the question mentioned above the high school in which this investigation was conducted it is Cedes Don Bosco, located in Alajuelita. The research approach was a qualitative methodology, this means that all the information gathered through the investigation process was non numerical. Furthermore, the students were enthusiastic about the investigation making more easier the data collection process. Finally, the investigation concluded that the effectiveness of using Kahoot as a tool to improve the reading comprehension skill was positive if it is used frequently.

Resumen

Esta investigación estudia la eficacia de utilizar una aplicación externa y tecnológica como Kahoot! con el fin de desarrollar y mejorar la habilidad de lectura en estudiantes de noveno grado.

En primer lugar, la pregunta de investigación fue: ¿Cuál es la eficacia de la aplicación Kahoot como herramienta para mejorar la habilidad de lectura en estudiantes de noveno grado en el Cedes Don Bosco durante el segundo trimestre de 2023? Además, como se mencionó anteriormente, la escuela secundaria en la que se llevó a cabo esta investigación es el Cedes Don Bosco, ubicado en Alajuelita. El enfoque de la investigación fue una metodología cualitativa, lo que significa que toda la información recopilada a lo largo del proceso de investigación no fue numérica. Además, los estudiantes estaban entusiasmados con la investigación, lo que facilitó el proceso de recopilación de datos. Finalmente, la investigación concluyó que la eficacia de utilizar Kahoot como herramienta para mejorar la habilidad de comprensión de lectura fue positiva si se utiliza con frecuencia.

Chapter I

Introductory Framework

The English language is a process of learning that has different types of methodologies to help the students to learn the language in a more efficient way. In the English learning process, there are four major areas of study; however, during this investigation, the area that is going to be researched is reading. This in order to measure in a more accurate way, the effectiveness of using an external aid to improve the reading skill. During the investigation, the researcher will go through various objectives in which there will be considered areas like reading comprehension, frequency of use, effects, and application of the reading skill. Moreover, previous investigations can also be found during the process of this investigation, as well as how the problem will be solved and the results of the investigation obtained.

1.1 Problem Statement

English learning has been a process that for most of the students is difficult at the time of learning the four basic skills; for that reason, many of them have troubles at the moment of learning one or more of them. One of the most important skills is reading, as with this skill students can understand and learn the grammar that forms the English language. Consequently, the importance of learning and understanding this particular English skill. Nevertheless, some of the problems that English learners can have regarding the reading skills are the comprehension of a text, the speed of reading, and the retentive of a text.

There are several ways to improve the reading skills of English learners. Some of them are more conventional, like reading short texts, watching some grammatical explanations, or even with practices that the teacher has for them. However, technological advances are new and interactive ways to improve the reading skills of the learners. Some of them are apps, which are

more interactive and interesting for the students. This is the reason why, there are many applications to learn the reading skills, and thus, there are many approaches that teachers can use to involve the class in the reading skills. With the recent pandemic, some of these apps were more used from part of the teachers, as for example Kahoot, in which students and teachers have a more interactive lesson and the reading skills can be improved. In other words, this is the approach that this investigation is looking to demonstrate whether if it is effective or not.

In Costa Rica, the lack of technology in the centers of education is very high. This country only had 1 200 000 students during 2022, and in the central region, 3% of the students did not have a connection to Internet. In fact, in the regions of North Huetar and Brunca, 10% of the students are in the same condition, and even in these regions, a fifth part of the educators and students in the centers of education has access only through a cellphone. In the regions of Huetar and Central Pacific, only 20% of the students and educators have access to technology outside their homes. This shows that in Costa Rica, in the areas of low development, there exists a lack of access to Internet and technologies for the students and even the educators.

It is important to show that this investigation it is not going to cover the areas which lack access to Internet; however, it is important to know that access to technologies can be difficult in these areas and apps such as Kahoot cannot be used during the lessons or as a medium to reinforce topics at home. The problem of connection is something that with percentages is not that big for some people; on the other hand, if people sees 13% in general numbers, the impact that it has is huge (UCR, 2022).

As it was mentioned before, this investigation looks to demonstrate if the use of Kahoot is effective to improve reading skills; that is the reason why, the investigation has a focus on the methodologies of teaching reading, leading to look at the different areas that conform the

learning of reading. In other words, the investigation is looking to answer the question: what is the effectiveness of Kahoot app as a tool to improve the reading skill on ninth graders at Cedes Don Bosco during the second quarter of 2023?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the effectiveness of Kahoot app as a tool to improve the reading skill at Cedes Don Bosco during the second quarter of 2023.

1.2.2 Specific Objectives

- To identify the reading comprehension level of the students by using the ARCA evaluation.
- To apply the reading skill in a lesson by using the Kahoot app.
- To demonstrate the frequency of use of Kahoot app as a tool to improve the reading skill.
- To examine the results and effects on students by using apps during the lessons.

1.3 Justification of the Study

The present investigation will be focused on four different points that will show the effectiveness of Kahoot app as a tool not only for the students, but also for the teachers during their daily or weekly lessons. With this work, it will be demonstrated the effectiveness of Kahoot as a tool for the improvement of the reading skill on ninth graders during the second quarter of 2023. Moreover, the investigation is convenient not only because of the use of the new technologies in the teaching process, but also it is convenient thanks to the effect that a more modern and adapted teaching technique will have, as it will encourage the students into the process of learning the English language. In addition, this investigation looks to demonstrate the

approval, effectiveness, and the pros and cons, that the use of Kahoot app would have in the learning and teaching process.

The population that will take more benefit are the ninth grader students at Cedes Don Bosco. In addition, the teachers, will benefit from the use of this tool in their daily or weekly lessons. All this will be of value for them, not only as it was mentioned before due to for the inclusion of technologies, but also because of the impact and the class engagement on the learning process and the improvement of the reading skill, as the app allows to modify the time that it takes to read the questions asked.

The application of the strategy to find the results of the investigation will be carried out through multiple surveys that the students will answer and from the experience that teachers have regarding the effectiveness that they could notice using the Kahoot app during their lessons. Moreover, all this will give to the teaching community the approval or disapproval of using the Kahoot app during their lessons, and for the students the proper tools to improve their reading skill and English language level. Furthermore, the use of the apps, in the modern days, will provide a more efficient learning, since it can be used not only the app under study Kahoot, but also there are multiple apps that can help during the learning process. However, the purpose of this research is to measure the effectiveness of Kahoot app, as mentioned before, as a tool to improve the reading skills, as these often are not taken into account at the time of measuring the reading in the students. For that reason, some of the points to take into account are the speed of reading, the comprehension, and the retentive of the text; therefore, the study is going to measure all these points in a population that, as it was mentioned before, it is mostly of ninth graders between the ages of 14 and 15 years old.

The investigation will go through several stages, in which the researcher will explain and detail each one of them. During these stages, there will be points such as the reading comprehension level of the students, the frequency of use of learning apps such as Kahoot in this case, the effects that these types of apps have on the learning process of the students, the application of the app during the lessons, and the results that they will have on the students. Moreover, the teachers will have a great impact on the investigation, as their experience on the usage of apps during their presential lessons will add a significant validation to the area under study.

With the results, the expectations are different, as they will be positive and negative. However, during the process of investigation, it cannot be measured the effectiveness that it will have. Therefore, this investigation will give the teaching community a new perspective on the apps and if they can be or cannot be used in a lesson in order to the students to learn and improve their reading skills during the English learning process and if they could be tools that help them during the initial phase of this process.

1.4 Antecedents

During the following investigation, there are five investigations that were taken as antecedents. The first one is a historical one written by Sezen Korkmaz from the Middle East Technical University of Ankara in the year 2020. The purpose of this investigation was using Kahoot to improve reading comprehension of English as a foreign language. From the research, Korkmaz conducted the investigation by using 4 questions, which are: 1) Is there a statistically significant difference between EFL learners' first-span reading scores and third-span reading scores? 2) Is there a correlation between EFL learners' attitudes toward the Kahoot game and their reading scores? 3) Do EFL learners' attitudes towards the Kahoot game differ with respect

to gender? 4) What are the students' beliefs concerning the use of the Kahoot game in enhancing their reading skills? By using the previous questions, the researcher used a quasi-experimental research methodology.

In the results, it can be found some of the major answers for each question that the researcher had. According to Korkmaz (2020), "Therefore, the game might not yield positive results unless the teachers offer detailed explanations and provide comprehensive feedback." As a result, Korkmaz found positive aspects of using the app; however, the feedback from the teacher is the most important thing for the students to have a positive learning. According to Korkmaz (2020), as a conclusion "Language teachers need to understand the advantages and drawbacks of different technologies and apply successful pedagogical practices in order to reinforce the learners' language skills." It can be demonstrated that even if there were positive results, Korkmaz found that this is not a replacement for the teaching methods, but it a complement for teachers and students.

The second paper is an international investigation, written by M. Fajar Setiawan from the State University of Surabaya in the year 2020. The purpose of this investigation was the effectiveness of using Kahoot as a medium to improve students' reading comprehension in narrative text. Based on the investigation, Setiawan looked to answer the following question, what is the effectiveness of using Kahoot as a medium to improve students' reading comprehension in the narrative text? During this investigation, Setiawan used the method of study quasi-experimental pretest-posttest research to answer it.

According to Setiawan (2020), "After doing several phases of analyzing data, it is shown that Kahoot! as a media is able to improve students' reading comprehension in narrative text." The results that Setiawan had were positive and demonstrated that the use of Kahoot is viable to

improve the reading skills of students. Moreover, it is important to have into consideration that the population of the study was tenth graders. As a conclusion, Setiawan (2020) stated that “it can be concluded that Kahoot! application as a media is able to improve comprehension of students reading in narrative text.” This means that again, the use of Kahoot as a medium to improve the English reading skills is very viable and has a positive result on the students.

The third investigation is national. It was written by Cindy Elena Angulo Abarca and Eros Yadid Chaves Gutierrez from the Universidad Latina de Costa Rica in the year 2022. The purpose of this investigation was to implement the Quizlet tool to improve reading skills of tenth grader students. Even though, this is not Kahoot, Quizlet is an app that has various similarities to Kahoot; for that reason, this investigation has a significant value as an antecedent in this investigation. Moreover, this investigation looked to answer the following questions, what are the advantages of implementing Quizlet to improve reading skills? To what extent does implementing Quizlet enhances students' reading skill? How do technological apps, such as Quizlet, support students to acquire vocabulary? Why is a vocabulary learning important in the process of reading skills? To answer the previous questions, the authors decided to use the action research method.

According to Angulo and Chaves (2022), “The use of applications such as Quizlet in classes has been a great opportunity to show how amazing is to work with technology. In addition to this, due to Covid-19, professors and teachers had to learn and apply technology in classes.” This shows that some of the findings that the authors had were positive regarding the investigation on Quizlet since the use of the apps that have this impact on the teaching and learning process is something to have in consideration for future lesson planning.

In a conclusion, Angulo and Chaves (2022) said that “There are many advantages of implementing Quizlet in classes. The use of this application presents a new way of learning vocabulary in a more interactive manner. Indeed, students can study new vocabulary or definitions.” Regarding this investigation, there were several points that the authors found, as a positive aspect there is the interaction and class engagement; however, the class control during these activities can be affected due to the excitement from the students depending on their age.

In the fourth investigation is an international research written by Ima Chusnul Chotimah and Muhammad Farhan Rafi from STKIP PGRI in Jombang in the year 2018. The purpose of the investigation was to analyze the effectiveness of using Kahoot as a medium in teaching reading. The value of the investigation is that it was made during the pre-pandemic, and for that reason, the facts are made with a focus on implementation. The type of method that the authors used, was an experimental research to measure the use of Kahoot. Since the instrument used was a test, the authors used two kinds, the multiple choice and the practice in class using the app, in order to gather the information in a more practical way. However, one point to have into consideration is that the authors used as a population university students. In comparison with the current investigation, there is a big difference in the ages and the students’ engagement.

According to Chusnul and Farhan (2018), “the researcher concluded that the independent variable named the use of Kahoot as a media in teaching reading influenced the dependent variable that was students’ reading achievement.” This demonstrated that the findings during the investigation were positive for the authors. This also showed that Kahoot can be used in a different range of ages from, which is a positive aspect for the current investigation, in comparison, to others which do not have a big impact. Therefore, the results are still positive for the investigation.

The final investigation is international. It was written by Dismas Wibisono from the Graduate School of Widya Mandalia Catholic University Surabaya in the year 2019. The purpose of the investigation was the effects of Kahoot in teaching reading, with a focus on tenth graders. It can be found that this investigation is pre-pandemic; therefore, the data is focused on an environment in which teachers did not use a lot this type of tools.

The method used to gather the information was a quantitative research. In addition, Wibisono used a correlational research to determine the different values. As it was mentioned before, the population used for this research was mainly tenth graders; however, the author also used eleventh and twelfth graders when gathering the information. According to Wibisono (2019), “The discussion on this previous studies’ correlation has been closed with the similar results that support Kahoot! as one effective online media to teach and learn something with a simple understandable template for even a newbie on this sophisticated era.” The findings that Wibisono obtained were valuable for the investigation, leading to the conclusion that online media and applications such as Kahoot, are effective for the learning of reading skills, in the words of the author, “The online learning media called “Kahoot!” is effective to improve the reading comprehension scores compared to Jigsaw teaching technique.” Demonstrating that the author has better results regarding the Jigsaw technique.

1.5 Scope

The investigation will have several expected goals, which will be obtained from the investigation process, and are merely speculation from the expectations of this investigation. These goals are the following.

- The researcher will apply the Kahoot app to improve the students’ reading comprehension.

- Through a questionnaire, the effects of using the app whether they are positive or negative, will be shown.
- The teachers will understand the factors of using the Kahoot app frequently as a tool to improve the skills of the students.
- The investigation will show the effectiveness of using Kahoot during a daily or weekly lesson.
- Students will improve their reading speed during a short text or question.
- Students will analyze and hold back a short text for a certain amount of time.

Chapter II

Theoretical Framework

During this chapter, the reader will find two main topics related to the purpose of the investigation. The literature review contains the two main topics which are reading skill and learning apps, each one of them will be divided into several sub topics, as this will allow the researcher to explain to the reader in a better and extensive way the different aspects of the investigation. For that reason, the literature review will be supported through several books of different authors that will explain and demonstrate the different subtopics in the chapter.

2.1 Literature Review

As it was stated before, the literature review will include two main topics that will be divided into subtopics. This with the purpose of clarifying and demonstrating some of the doubts and ideas that arose during the investigation in order to have a clearer investigation with the proper supporting points and books that show the importance of each one. In addition, the literature review looks to have a breakdown of the general and specific objectives.

2.1.1 Reading skill

2.1.1.1 Definition of reading

There are several definitions that can be given to reading; however, the most general one is the action or skill of reading written or printed material, in order to learn how to identify the different roles that reading can have in the learning process. According to Williams (2021), reading is one of the essential skills for learners to gain access to different information and knowledge that they can acquire in different subjects, as reading creates a door to empathy, the human understanding, and the intellectual growth. Moreover, there are different skills that

reading has. These skills are important to improve and have a better English learning process and a better understanding of what it is been read. For that reason, it can be said that the reading skill has a development of other subskills that are closely related to the main skill.

According to Fisher et al. (2022), There are some constrained skills that are necessary for the learning process, these constrained skills such as reading comprehension, need a constant development and it is necessary to automate these constrained skills to have the strength to bundle the whole reading skill with the constrained skills. It can be stated that reading is one of the primordial skills that a learner must develop in the correct way. Therefore, there should be a focus not only on developing the main skill, but also on developing the secondary skills for a more complete formation and an improvement in the reading skill. Consequently and due to the purpose of this investigation, reading is the ability that it is looked to develop and improve in ninth graders.

2.1.1.2 Reading comprehension

It is important to state the definition of reading comprehension, in order to have a clearer point of view and be familiarized with some terms. According to OxfordOwl (2023), Reading comprehension is the skill of understanding a written text. It involves two interconnected abilities: word reading, which involves decoding the written symbols, and language comprehension, which involves understanding the meaning of words and sentences. When we comprehend a text, we go beyond simply memorizing individual words or phrases. Instead, we create a mental representation of the text's overall message by piecing together the meanings of words and sentences into a cohesive whole, almost like watching a movie in our mind.

As it was shown before, reading comprehension is one of the constrained skills necessary for the development of the reading skill. The comprehension that every learner can have, it is different from each other; therefore, it is important to demonstrate how the reading comprehension can have an important contribution to this investigation. According to Castillo et al. (2022), there are three different categories for different methods that can help to improve the reading comprehension on learners, analytic methods that focus on the words or sentences, and the synthetic methods, which relate the part of the word or sentence with a letter or sound, and the eclectic that takes the best part of the previous methods to build a new method. The different methods can be useful at the time of improving the reading comprehension skill on the learners.

The reading comprehension teaching follows a path that for the most part of new learners is difficult to achieve. According to Cairney (2018), traditionally it has been taught that reading comprehension it is to read long texts or books and try to summarize the whole content; however, it is better to ask close questions to the learners with a few options to understand and analyze the learner's achievement while reading. It is important to have in consideration that reading comprehension is difficult at the time of making an improvement. However, reading comprehension is something that teachers have to make a strategy for each of their students.

In a deeper view, the importance of developing this skill goes up. For instance, without reading comprehension, the reading skill would be useless, since as a constrained skill reading comprehension encompasses the whole fundamental skill of learning a language and understand it. According to Israel (2017), reading comprehension plays a critical role in the processing of information; however, many people tried to understand and formulate questions that involve comprehension, while someone is reading a text and many of the questions have remained

without an answer. This is the reason of why, it is so difficult to a learner to improve their comprehension skill.

In the area of education, reading is one of the basic skills that learners start developing at a young age. According to León et al. (2017), the reading skill along with comprehension is one of the primordial goals that the educative system has, as learning process is dependent on reading and the comprehension skill. The cognitive process is closely related to the comprehension skill; this means that the cognitive process is very important at the time of developing a skill such as reading comprehension. Therefore, it can be stated that reading comprehension is one of the bases to develop correctly the reading skill. Thus, it is important to have in consideration that this is not a process that can be acquired in one night, as it is a long process that determines and improves the reading skill. Moreover, on the capability of a person with low cognitive process can affect the improvement of the reading comprehension skill during the learning process.

2.1.1.3 Reading Speed

Before explaining and developing the following topic, it is important to state the definition of reading speed. According to Nordquist, it can be defined as the amount of printed or electronic text that a person can read in a given amount of time. Words read per minute is a common way to measure reading speed. The objective and level of experience of the reader, as well as the relative complexity of the material, all influence reading speed. According to Stanley D. Frank, most people read at a pace of about 250 words per minute on average, including junior high and high school pupils.

Reading speed can have a significant impact on how quickly readers learn new material when they start the process of learning and developing their reading skills. This introduces the idea of speed reading, which refers to the brain's capacity to process data quickly without sacrificing comprehension or recall. Speed reading may be acquired and improved, just like any other skill, to help students comprehend and analyze varied texts.

As Brian (2018) points out, children under the age of ten are still learning to read and write, thus it's important to note that rapid reading is not advised for them. However, there are methods that can aid learners in enhancing their reading speed. These methods include reducing sub-vocalization (the tendency to pronounce words internally while reading), expanding one's vocabulary, refraining from re-reading paragraphs, minimizing distractions, and highlighting important facts or words within a text.

The speed at which an individual reads serves as an indicator of their reading retention ability, which is one of the key aspects under investigation. By working on improving their reading speed, learners can enhance their overall comprehension and retention, enabling them to absorb information more efficiently.

2.1.1.4 Reading Retention

Before explaining the following point, it is important to state the definition of reading retention. According to Basmo online, it can be defined as the amount of knowledge that is retained from reading material is referred to as reading retention. It is directly related to reading comprehension because it can be difficult to achieve retention without comprehension. Each person retains information differently, therefore learning the principles is essential. Despite

having some natural qualities, reading retention abilities can be improved using a variety of techniques, approaches, and tools.

The ability to retain information while reading is a crucial skill that needs to be cultivated. It's important for learners to recognize that reading without proper retention renders the process ineffective. Therefore, it becomes necessary to delve deeper into understanding and mastering the art of retaining information in students. Developing a sense of responsibility to practice and study diligently at home becomes essential for students in order to excel in this skill.

In line with this, Roe et al. (2018) emphasize that teachers have a responsibility to provide students with effective study strategies, enabling them to learn more efficiently. Engaging in practice sessions with the teacher becomes imperative. These sessions facilitate discussions about the content that students have just read. Creating an environment that encourages active participation and production among learners is also crucial. It's important for students to realize that they can retain what they read if they actively engage with the material and think critically about it.

The reading retention is a way to understand how much information a learner can retain from what they just read. According to Beech et al. (2021), the reading retentive is closely related to the short-term memory. Learners can make exercises to improve it. However, there is a possibility that if this is a matter of genetics, the short-term memory could not be enough. To put it into more simple words, the retention of a text will interact with the active mind of a learner, meaning that learners retentive in early stages would be inferior to the other ages. According to Harvey (2017), as the learners read and interact with the text that they are reading, they pay

attention to their inner voice as they are reading. Therefore, this develops a more efficient and creative way to learn and associate the text with some moments and creating the retentive.

2.1.1.5 Reading Evaluation

The reading evaluation is one of the most important parts when teachers are evaluating a student based on the knowledge in a language. There are multiple areas that can be evaluated using the proper evaluation methodology; for that reason, it is important to know and research about the methodology for a specific range of ages and the parts of the reading skill that need to be evaluated. One of the main parts of the reading skills that is going to be evaluated during the investigation is the reading comprehension. According to Education Victoria (2023), The ultimate goal of reading is comprehension. According to recent longitudinal research conducted by Babayigit et al. (2021), the ability of a child to engage in oral narrative re-telling at the age of 5 has significant implications for their long-term reading development, extending beyond their primary school years.

A student's ability to understand what they read and their overall language development are both influenced by their comprehension level. One way to measure comprehension is by observing how well they engage in discussions about texts that are read aloud to them. When students participate in these discussions, they show that they understand the content, can analyze and interpret the text, and can express their thoughts and ideas clearly.

Through active participation in discussions, students reveal their comprehension of different aspects of a story. This includes understanding the structure of the story, the order of events, important vocabulary words, making inferences about characters and the plot, and

recognizing underlying themes or messages. These skills demonstrate that students have a solid foundation in understanding the meaning and grammar of language, which allows them to effectively comprehend and engage with complex texts.

Another way to assess a student's comprehension is by evaluating their ability to retell a story based on visual aids. Visual cues like illustrations or storyboards help students understand and remember the story better. When students can accurately retell a story using these visual prompts, it shows that they comprehend the narrative, remember important details, and can organize and present information in a clear way.

Both participating in discussions and retelling stories based on visuals are important steps towards independent reading. These activities help students develop the necessary skills to navigate written texts effectively and understand them. The ability to analyze, interpret, and express ideas gained through discussions and visual aids leads to better reading comprehension when students read independently.

It's also important to consider different methods for evaluating students' reading comprehension. Assessments should be designed to capture the depth and breadth of their understanding. Some common evaluation techniques include comprehension questions, reading response activities, written summaries, and oral presentations. These methods help teachers gain insights into students' comprehension abilities, identify areas for improvement, and adapt their instruction accordingly.

According to Kris Bales (2018), Vocabulary knowledge and text comprehension are essential for reading comprehension. If a reader lacks understanding of the words they encounter,

they will struggle to comprehend the text as a whole. Vocabulary knowledge allows readers to combine individual word meanings and understand the overall text. Making connections with the text is crucial for text comprehension. Some evaluations are focused on the evaluation of kids in a certain range of age. One methodology is the IRI. It that was made by the researcher Dr. Marie M. Clay. However, this methodology involves the early stages of learning and evaluates accuracy, fluency, and comprehension. Nevertheless, due to the purposes of this investigation, this is not a viable methodology. On the other hand, the methodology known as ARCA or Adolescent Reading Comprehension Assessment developed by Dr. Susan E. Israel and Dr. Gerald G. Duffy, is a methodology that it is focused on the evaluation of the reading comprehension. For that reason, it is important the multiple information that can be gathered by using this evaluation to have the proper knowledge about the reading skill of the students.

2.1.2 Learning Apps

2.1.2.1 Definition of Apps

Apps play a crucial role in our technology-driven society, contributing to the enrichment of individuals' lives, entertainment, and efficiency. Moreover, businesses of all sizes frequently rely on apps to optimize operations and facilitate productivity. For instance, a food delivery app exclusively enables users to order food from nearby restaurants for delivery and can be utilized for tasks like grocery shopping or making restaurant reservations. Presently, there is an extensive array of apps available across numerous categories such as business, productivity, shopping, and scheduling. They offer users a wide range of options and functionalities.

According to Indeed Editorial (2023), there are three types of apps that can be described as web-based app, native app, and hybrid app. For the purpose of this investigation, the type of

app that it is going to be used is the web-based app, which is an app that requires internet access for a complete use. Moreover, they are coded in different types of programming languages such as JavaScript, HTML5, or CSS. These apps do not require a lot of memory, since the type of memory that they usually require is called “cache,” which allows the user to skip the download of a bigger portion of their app.

2.1.2.2 Definition of Learning Apps

Learning apps have a whole different definition from what it has been defined during this chapter. Learning apps, as its name indicates, are mostly online applications that help the learner in a better understanding of some skills or subjects. Most of them are interactive, and they help to consolidate or check the knowledge of the learner. For purposes of this investigation, the focus will be on improving the reading skills. According to Carter (2020), a lot of educational websites and apps are available for everyone. These apps can help the learners and interaction through didactic games is something that engages the student. As it was mentioned before, there are several apps that help students during this process, and one of them is Kahoot, which is going to be explained during the following subtopic.

According to Teachmint, learning apps can be defined as applications designed for academic purposes. They are accessed online and are commonly referred to as online learning apps. These apps rely on an internet connection and can be accessed through smartphones. They serve as technology-based study tools, facilitating the sharing of information and knowledge. Mobile apps for learning, is another commonly used term to describe these types of applications.

The big question for learning apps is why are they useful? Learning apps can help to develop a less monotone lesson, as learners will be engaged through several activities and competition will help them to have a sense of learning through rewards. According to Uther (2019), students found as a positive reinforcement the use of learning apps, the advantages of using it and compete with other classmates can generate the mentioned competitive learning. Most of the learners could not see the implications of using a learning app, for most it is only a game, but the truth is that learning apps can improve reading and other skills, while the learner has a different experience.

2.1.2.3 Kahoot! App

As an introduction to the topic, it is going to be shown the description and mission of Kahoot app according to their website, a global learning platform startup called Kahoot! aims to enable everyone—children, students, and workers—to realize their full learning potential. The learning platform makes it simple for any person or organization to design, distribute, and host learning experiences that inspire interest. Kahoot! sessions can be held online or in person on any device with an internet connection and anyplace.

The mission of Kahoot! is dedicated to fostering lifelong learning and making it an exceptional experience. They recognize that curiosity and play are fundamental to acquiring new skills throughout life. By combining these elements in a fun and social manner, they aim to unlock the learning potential of individuals across all subjects, ages, and abilities. Their driving force is to unleash this potential in every learner, and thus they are on a mission to make learning truly awesome.

To achieve the goal, it was created as engaging and impactful experiences for users. Their vision is to become the foremost learning platform in the world, providing innovative educational opportunities. By making learning an extraordinary journey, Kahoot! strives to empower individuals to tap into their full potential and embrace continuous growth and development. Moreover, the creators of Kahoot! have a story that can be explained in simple words. It can be described as Kahoot! It was established in 2012 by Morten Versvik, Johan Brand, and Jamie Brooker, who collaborated on a project with the Norwegian University of Science and Technology (NTNU). They joined forces with Professor Alf Inge Wang and later welcomed entrepreneur Åsmund Furuseth to the team. The foundation of Kahoot! is rooted in research conducted by Morten Versvik, who was pursuing his master's degree under Professor Wang's guidance at NTNU.

The initial launch of Kahoot! occurred on March 2013 as a private beta at SXSWedu. In September of the same year, the beta version was made available to the public, and from that point onwards, Kahoot! embarked on an extraordinary journey. While the company's primary focus has always been learning, they initially targeted classrooms. However, the concept of game-based learning has since evolved into a cultural phenomenon, extending beyond educational settings. Throughout its trajectory, Kahoot! has remained committed to building a company centered around learning, with the classroom serving as its initial focal point. The widespread adoption and popularity of game-based learning have propelled Kahoot! into the realm of pop culture.

Kahoot! is an online application. Its focus is on learning through didactic games, surveys, and close questions. It is very flexible and has multiple learning options and strategies that can

be applied to daily lessons. According to Emaliana et al. (2020), the learner has the opportunity to apply learning with comprehension skills by identifying words similar to previous ones that learner has read. Kahoot can be used to practice a material by playing didactic games. The competition it is always present by a leaderboard and accumulating points for being fast and answer correctly.

The learning process has been extensive, and by using these apps such as Kahoot, this process can be easier to take with interactive didactic games that support the knowledge and reinforce the knowledge acquired during regular learning. Besides, this investigation looks to demonstrate the effectiveness of using it as a medium to improve the reading skills in ninth graders. According to Andujar (2019), by using Kahoot, students can compete and reinforce a particular learning aspect and the professor can identify they are missing the reinforcement. The app counts with a repository where professors can look for and get materials created by others. All this information leads to how to apply this Kahoot app in terms of education, some of them has been already mentioned before; however, it is important to show that in the following topic it is going to be developed in a more extensive and focused way.

2.1.2.4 Applying Kahoot in Learning Education

When it comes to the process of teaching, there are various methodologies that educators employ to engage their students. However, one particular approach that has gained significant attention is the use of external aids such as the educational platform Kahoot!. Many educators wonder how this application manages to effectively captivate and involve students in the learning process.

According to a study published on ResearchGate, capturing students' attention is a vital aspect of their educational journey. Kahoot! has proven to be a powerful tool in achieving this objective. With its lively music, vibrant colors, and captivating format, the platform instantly grabs students' attention and generates enthusiasm within the classroom. In fact, by May 2016, Kahoot! had already attracted an impressive user base of around 20 million people, as highlighted by Singer (2016).

One of the key factors contributing to the widespread appeal of Kahoot! lies in its game-like qualities. The platform incorporates elements of gamification, making the learning experience more interactive and enjoyable for students. Jamie Brooker and Johan Brand, the minds behind Kahoot!, invested significant time and effort into conducting extensive research on user-centered and behavioral design principles. As a result, the features of Kahoot! were carefully crafted to enhance student engagement and promote effective learning.

The utilization of Kahoot! in the classroom has proven to be an effective strategy for engaging students. Its attention-grabbing attributes, game-like qualities, and the thoughtful design based on research principles have contributed to its popularity among educators and learners alike. By leveraging Kahoot!'s interactive and enthusiastic environment, educators can create a more dynamic and engaging learning atmosphere, fostering students' active participation and enhancing their educational outcomes.

In addition, there are many other apps similar to Kahoot! However, for the purpose of this investigation it is only going to be used Kahoot! According to Zaphiris et al. (2019), Kahoot! was adopted in the English classroom. Due to the several assessments that Kahoot! has encouraged, several professors around the world have begun to use it not only for teaching a

language, since in the repository there are many other subjects. Moreover, the application of Kahoot with a focus on game-based learning has gained more and more attention from different institutions. Meaning that Kahoot is a didactic game, which is applied in a way of reinforcement, since it can help to develop the reading skills from different students and learning approaches.

According to Kahoot, the experiences from a teacher using the app in their lessons can be put into words as the deeply value that the teacher has for the partnership with Kahoot! The educational journey that the ESL teacher has, helps to involve the multifaceted role that extends beyond the language instruction. Some of the words used can be nurturing curiosity, fostering confidence, and cultivating future leaders. The teacher also mentioned that the use of Kahoot! app, has helped in the process of accelerating the learning and bridge the academic gaps from their students. This leading to him be grateful for the global and authentic learning opportunities that the app has provided to the learning process of the students. All this showing a different perspective from someone that has already used Kahoot in several lessons and applying it in the best possible way.

Chapter III

Methodological Framework

During this chapter, it is going to be developed several aspects of the investigation, such as the research approach of the investigation, the design that this research is going to have, the information sources, and analysis categories. This process belongs to the methodological framework and looks to go deep the investigation. Therefore, it is important to notice that several aspects will conform the investigation; for that reason, different data and sources will be used in the chapter.

3.1 Research Approach

For the purpose of this investigation, it is going to be used the qualitative research approach; however, there is another type of approach, which is the quantitative one. For that reason, both approaches are going to be described. Nevertheless, it has to be taken into account that the approach in which this investigation is focused on, is the qualitative one. The quantitative research can be defined as the process of collecting numerical data. According to Bhandari (2022), the quantitative research entails the systematic gathering and examination of numerical data. Its purpose is to identify patterns, determine averages, make predictions, test causal connections, and draw general conclusions applicable to larger populations.

In the case of the qualitative research, it can be defined as the process of collecting non-numerical data. According to Bhandari (2023), the qualitative research entails the collection and analysis of non-numeric data, such as text, video, or audio, with the aim of comprehending concepts, opinions, or experiences. It serves to delve deeply into a problem or generate novel research ideas. This type of research follows five different approaches, which are described by

Bhandari (2023) as Grounded theory: Researchers collect rich data on a topic of interest and develop theories inductively. Ethnography: Researchers immerse themselves in groups or organizations to understand their cultures. Action research: Researchers and participants collaboratively link theory to practice to drive social change. Phenomenological research: Researchers investigate a phenomenon or event by describing and interpreting participants' lived experiences. Narrative research: Researchers examine how stories are told to understand how participants perceive and make sense of their experiences. In addition to this, the qualitative research follows five types of methods which are: Observations, Interviews, Focus groups, Surveys, and secondary research.

3.2 Research Design

During this point, it is going to be described two terms, action research and descriptive research, as both of them have significant importance for the investigation. Action research is a method that investigates and solves an issue. The action research is a research approach that involves investigating and resolving a problem concurrently. As the name implies, it combines research and action in a simultaneous manner. The term was initially introduced by Kurt Lewin, a professor at MIT, in 1944. Action research is a highly interactive method commonly employed in the social sciences, notably in educational environments. Educators, in particular, favor this form of systematic inquiry as it emphasizes reflection and bridges the gap between theory and practice. Given its nature, it is also referred to as a cycle of action or a cycle of inquiry.

In the case of descriptive research, it that can be defined as a type that looks to describe a population or situation. The descriptive research endeavors to provide a precise and systematic depiction of a population, situation, or phenomenon. The purpose is to answer the questions related to what, where, when, and how, instead of why. When employing a descriptive research

design, a range of research methods can be utilized to investigate one or more variables. Unlike experimental research, where the researcher has control over and manipulates variables, in a descriptive research the focus is on observation and measurement without direct manipulation.

3.3 Information Sources

Primary sources can be defined as unadulterated accounts or physical evidence of events, which present them in their initial description or actual occurrence without any added analysis or commentary. They offer firsthand information or original materials that serve as the foundation for further research. Such sources showcase authentic thoughts, document novel findings, or disseminate recent information.

Secondary sources provide an examination or rephrasing of primary sources. Their main purpose is to describe or elucidate primary sources, often by summarizing, interpreting, rearranging, or enhancing their content. These sources typically offer additional insights or value to the original materials.

And for the last ones, the tertiary sources can be defined as sources that index, summarize, organize, compile, or condense information from other sources. They often include reference materials and textbooks that primarily serve the purpose of listing, summarizing, or repackaging ideas or information. Tertiary sources typically do not credit a specific author and are designed to provide a convenient and accessible overview of various topics.

3.4 Analysis Categories

During this point, it is going to be defined the main points of the investigation, such as their meaning. In the present investigation, it can be found two main points which are:

Kahoot: “Kahoot! is a game-based learning platform that makes it easy to create, share, and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices, and living rooms!” (Kahoot, 2019).

Reading skill: Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through it we receive information. However, the complex process of reading also requires the skill of speaking, when we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves) (Essberger, n.d.)

3.5 Data Collection Instruments

In the following part, it will be developed the instruments that are going to be used during the investigation. These instruments are the following. As the first instrument there is a diagnostic test that it is going to be applied to the students in order to evaluate the reading comprehension level of the students by using the ARCA methodology. This was selected in order to provide more information to support the first specific objective. The second instrument to be considered are the lessons plans. These are the ones that will support the activities that will be done during the investigation, such as the Kahoot activities and the different activities to assess the reading comprehension level of the students. Moreover, the third instrument are the different questionnaires provided to evaluate the acceptance of the students, which will also allow to find out the different opinions of the students about Kahoot.

The purpose of the instruments selected is to demonstrate and support the different points during the realization of the investigation. Therefore, it is important to point out that they will analyze the effectiveness of Kahoot app. The information gathered through them will be completely anonymous in order to protect the privacy of the students that are underage. Moreover, this information will provide to the researcher the criteria to determine rather if it is effective to use Kahoot as tool to improve the reading skills or if it is not that effective.

3.6 Collection Data Process and Data Analysis

The process of collection of the data it is going to be carried out in the following way. For the diagnostic test, students will have to reach a minimum grade of 70 out of 100; after that, the researcher will create a graphic in which it is going to be determined the percentage of students that approved the test and the ones that did not, in order to show the results of the analysis. In addition, in the case of the lessons plannings, the data it is going to be analyzed and collected in order to show the frequency in which the app is used. This has as a purpose to clarify how often it was used, what it was used as a complement, and the important data that could be collected during the lessons assigned to the researcher. During the process of collecting the data, also a third instrument is going to be applied, the questionnaires. The data is going to be gathered by analyzing the close answers that the students will provide to clarify their opinions about the use of Kahoot in the process of development of their reading skills. Their opinions will allow the researcher to create graphics with the most common answers. Moreover, the answers will be analyzed in order to reach the results.

Chapter IV

Data Analysis

In the following chapter, the information gathered through the instruments mentioned in the previous chapter, will be developed and presented in figures. It is important to clarify that the information will be solely presented and not analyzed in order to show the results. Chapter five will then adapt and showcase the results obtained in this chapter. There are different opinions on how the analysis chapter can be developed. However, according to 15writers (2022), the analysis section provides the output of calculations, interpretations, and the evidence presented using qualitative or quantitative research. Therefore, this investigation follows a qualitative research, which explains how the information will be used to provide conclusions in chapter five.

4.1 Analysis and Interpretation of the Results

The following part will develop and explain the process of how the information was gathered. It will show the different figures for each of the instruments that were used to gather the information. It is important to clarify that the information gathered at Cedes Don Bosco High School will be completely anonymous. This is done in order to protect the privacy of the underage students.

4.1.1 Observation

During the initial stage of the observation and the researcher's first contact with the class, there were several noteworthy points to highlight. The assigned group for the study was 9-C, which consisted of a diverse mix of students. In terms of the classroom setup, there were several objects that served to promote the English language and create an immersive learning environment. The class was equipped with essential tools such as a computer, a projector, and an

extensive whiteboard, which would prove valuable in facilitating interactive and dynamic lessons.

The physical layout of the classroom consisted of multiple school desks arranged to accommodate the students in the class. To provide a visual representation of the class composition and distribution, it would be helpful to refer to the accompanying figure, which illustrates the student's count and arrangement. Moreover, the presence of various objects that showcased English language-related decorations in the classroom indicated a deliberate effort by the institution to create an engaging and stimulating learning environment. These visual aids, coupled with the technological resources available, demonstrated a commitment to fostering an immersive English language learning experience for the 9-C students.

The researcher took note of these aspects as they set the stage for the subsequent phases of the study. The classroom's physical setup and the availability of resources would have a direct impact on the implementation and effectiveness of the Kahoot app intervention. Recognizing the importance of the learning environment in supporting student engagement and facilitating learning outcomes, the researcher was keen on understanding how these factors would influence the students' experiences and progress throughout the study. The number of students can be seen in the figures.

4.1.2 First Evaluation Test

After introducing the topic of investigation to the students and observing their engagement, the researcher proceeded to administer the first evaluation test. The purpose of this test was to gauge the students' reading skills prior to the implementation of the Kahoot app as a learning tool. The researcher explained the nature of the test, emphasizing how the information

gathered would be utilized in the study. Additionally, the researcher took the time to address any doubts or questions the students had before commencing the evaluation.

Once the instructions and each item of the test were read aloud, the students began working on their individual assessments. Throughout this process, the researcher remained attentive and closely observed each student's progress. Any questions or uncertainties that arose during the test were promptly addressed, ensuring that the students had a clear understanding of the tasks at hand. The researcher actively monitored the students' performance, noting their approaches to the test and attentively assessing their comprehension and reading abilities. Attention to detail was paramount, as the researcher aimed to gather accurate data that would serve as a benchmark for future comparisons and analysis.

While the students were focused on completing their tests, the researcher provided support, guidance, and clarification as necessary. Their attention was divided between ensuring the smooth administration of the evaluation and identifying any challenges or areas where students might require additional assistance. In addition, the students eagerly engaged in discussions with the researcher, expressing their hopes and aspirations regarding the impact of Kahoot on their learning journey. They shared their enthusiasm about the potential benefits of incorporating technology in their reading education and were curious to see how this innovative approach would enhance their abilities in future evaluations.

The researcher actively listened to the students' feedback, attentively noting their perspectives and expectations. These insights would prove valuable in understanding the students' motivations, concerns, and readiness to embrace the integration of Kahoot into their learning experience. By encouraging open communication and valuing the students' input, the researcher fostered a sense of collaboration and partnership in the research process. Furthermore,

the students' reflections and expectations regarding the utilization of Kahoot as a tool for developing and advancing their reading skills, contributed to the comprehensive understanding of their attitudes towards the intervention. Their genuine interest and willingness to explore new educational methods showcased their dedication to self-improvement and their eagerness to actively participate in the study.

The researcher recognized the significance of the students' thoughts and expectations, as their perspectives would inform the subsequent chapters of the study, including the analysis of the intervention's impact on their reading skills. The valuable feedback from the students further emphasized the importance of their involvement in shaping the research outcomes and underscored the student-centered approach of the investigation. The minimum grade to pass the test was 70, and the students who achieved it or not can be seen in the following figure.

4.1.3 Kahoot Evaluation

During this phase of the research, the researcher gathered the information from Kahoot activities, specifically on the number of students and their performance based on the questions that they had correctly. Nevertheless, it is important to note that some of the students could not participate in the activities due to a circumstance. During the Kahoot activities, a problem surged. It was that some students did not have access to devices in order to participate from the activities. This affected their ability to participate when using the platform. It is important to emphasize that such situation was no longer under the control of the researcher. Despite the efforts to ensure an equal access to the resources, several limitations like this one can interfere with the data collection. The researcher continued carrying out the activities, but the number of students was reduced. It is important to recognize and acknowledge these challenges, since the study aimed to demonstrate the impacts of Kahoot as a learning tool, while also acknowledging

the importance of equal access to technology for the students. The figures will show the number of students who did not have access to a cellphone or electronic device.

4.1.4 Second Evaluation Test

The second evaluation served the purpose of assessing the variances between the grades obtained in the initial evaluation and those achieved in the subsequent one. Its primary objective was to measure the progress or regression of students' performance over time. As such, the information collected during the administration of the second evaluation proved to be highly valuable for the researcher. However, it is crucial to reiterate that two students were unable to actively participate in the Kahoot activities, so this could have compromised the accuracy and reliability of the results obtained in this particular aspect of the evaluation. While the data collected from the majority of students can still provide meaningful insights into their progress, it is essential to acknowledge the potential limitations caused by the absence of those two participants.

Despite the potential compromise in the results, the researcher could still analyze the overall trends and patterns observed among the participating students. By comparing the grades from the first evaluation with those from the second, the researcher could gain a better understanding of the effectiveness of the teaching methods, curriculum, or interventions implemented during the intervening period. Additionally, the researcher may want to explore alternative ways to mitigate such situations in future evaluations, and thus, ensuring that all students have equal opportunities to participate in activities and minimizing any external factors that could compromise the integrity of the assessment and fairness of the evaluation process.

As the test commenced, the students immediately noticed a subtle difference compared to the previous test. This time, they seemed more at ease and relaxed. The atmosphere in the room

was calm, and the students approached the test with a newfound confidence. The researcher attributed this positive change to two key factors. Firstly, the rapport established between the researcher and the students played a significant role in building their confidence. Over time, the researcher had fostered a sense of trust and understanding with the students. They felt more comfortable in the testing environment, knowing that their efforts were appreciated, and that the researcher genuinely wanted to see them succeed. Secondly, the implementation of Kahoot, an interactive learning platform, might have contributed to the students' enhanced performance. Throughout the learning process, the students had engaged with Kahoot, which likely facilitated their comprehension of the subject matter. By using Kahoot, the students experienced a more dynamic and engaging learning experience, which potentially boosted their confidence and subsequently, influenced their performance on the test.

The combination of the researcher's supportive presence and the effective use of Kahoot likely fostered a positive learning environment. As a result, the students felt more relaxed, self-assured, and prepared during the test. These factors might have influenced their performance, leading to the divergent results observed in the figure. Chapter five of the study will delve further into the implications of these findings, thoroughly analyzing the variations in results and considering the potential effects of the researcher-student relationship and the utilization of Kahoot. By delving into these factors, the study aims to provide a comprehensive understanding of the observed differences and their significance in the overall context of the research.

4.1.5 Questionnaire

Throughout the investigation, the researcher acknowledged the significance of acquiring the viewpoints of the students in order to obtain valuable insights into their encounters. To accomplish this objective, a survey was created. It comprised 13 questions with predetermined

response options. The choice of closed-ended questions aimed to offer a more organized and quantifiable analysis of the outcomes. Moreover, the main purpose of conducting the survey was to capture an extensive array of factors that encompassed the students' experiences and viewpoints regarding the course. The underlying intention was to gather rich and diverse data that would enable a holistic understanding of the students' perspectives. In order to achieve this, great care was taken in the construction of the questions. Each question was meticulously crafted to address different facets of the investigation, aiming to uncover a comprehensive range of insights. By ensuring the questions were well-designed, the survey aimed to guarantee that the gathered data would provide a deep and nuanced understanding of the students' perspectives on the course.

A collection of figures was created to depict the students' responses graphically. These visuals act as a potent tool for visually compellingly displaying the responses offered by the students. The data was made more accessible and understandable by being presented in a graphical way. The figures make it simple and quick to understand the major patterns and trends in the students' responses, enabling a thorough examination of the surveyed data. In the end, the combination of carefully crafted questions and the supplementary images offered a solid platform for gathering insightful information on the students' experiences and perspectives on the course.

Once the survey had been filled out, the researcher adopted a methodical approach to wrap up the study. Firstly, the researcher expressed genuine appreciation to the institution for granting the opportunity to carry out the investigation. Additionally, the researcher acknowledged the invaluable assistance and guidance provided by the teacher throughout the entire process. Nevertheless, the researcher held the highest gratitude for the students who

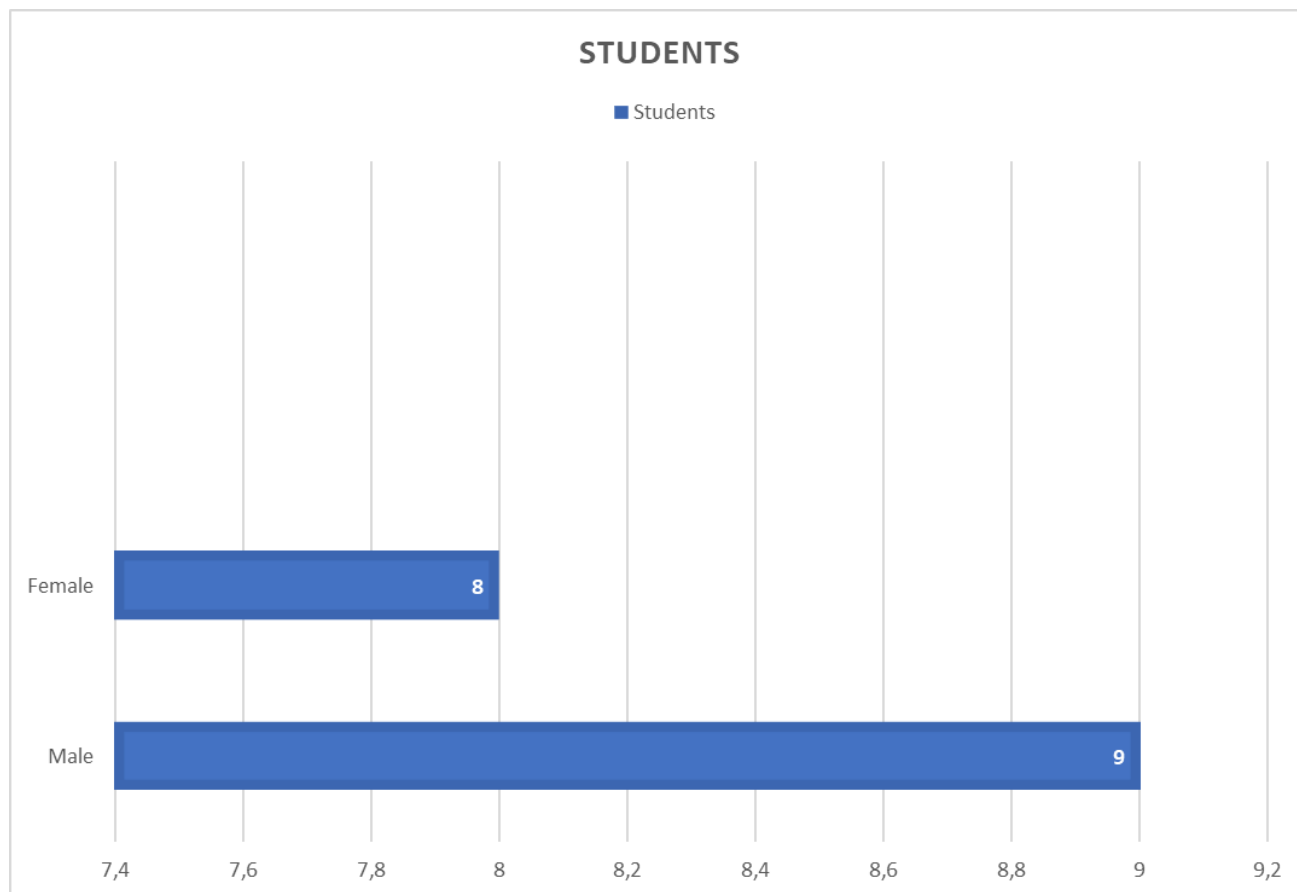
willingly participated in the study. Recognizing the pivotal role they played in the research, the researcher wholeheartedly thanked each and every student for their time, dedication, and willingness to share their experiences and viewpoints.

As a final gesture, the researcher formally concluded the data collection phase, signifying the end of their active involvement in gathering information and insights. Simultaneously, the students themselves expressed their satisfaction and delight and shared their reflections on their involvement. They conveyed their feelings of happiness and contentment at being part of the research process, potentially contributing to a deeper comprehension of the subject matter. Their comments and feedback served as evidence of their engagement and enthusiasm throughout the study, reaffirming the significance of their contributions.

4.2 Didactics Guide

4.2.1 Figure 1

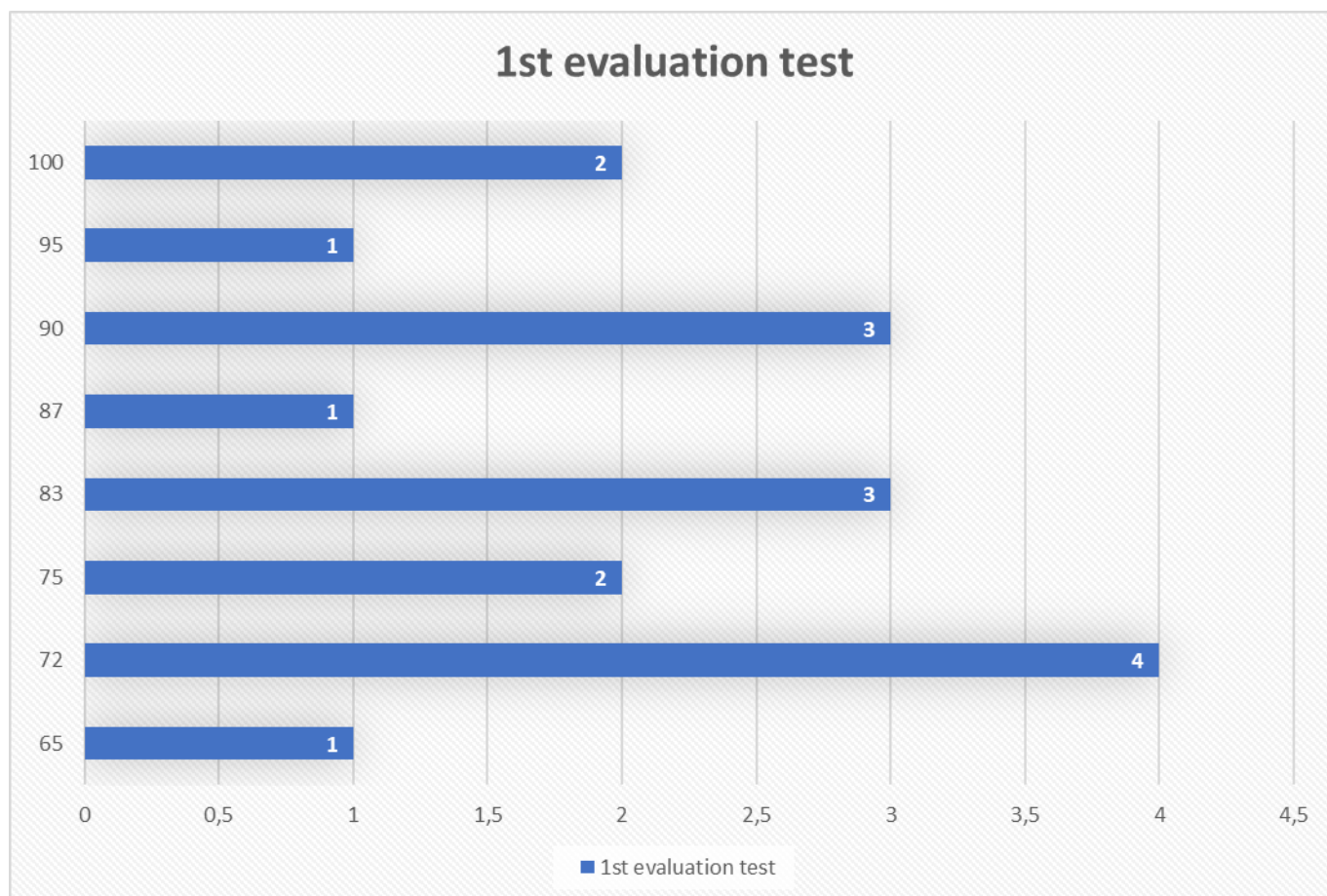
Students' population and genre



Source: Observation of the ninth-grade class at Cedes Don Bosco

As observed, there were eight female students and nine male students in the classroom, After the researcher completed the classroom check, he was introduced to the students. Subsequently, the teacher explained the purpose of the visit and informed the students that the researcher would be conducting various assessments to gather information for an investigation.

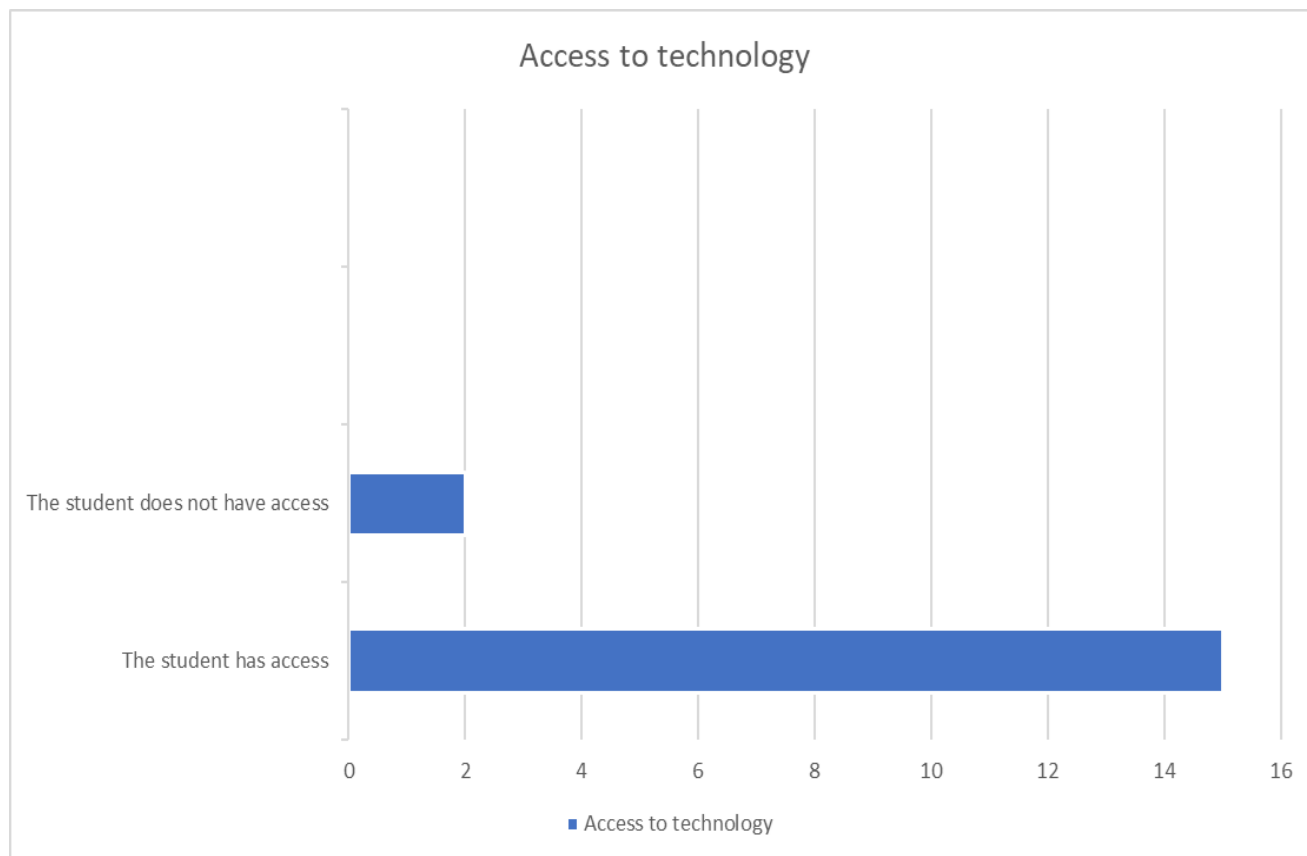
4.2.2 Figure 2
1st evaluation grades



Source: 1st evaluation test applied to the 9th grade students of Cedes Don Bosco

The results obtained from the evaluation are evident, as it can be observed in the above figure. It is important to notice that these findings will be analyzed in detail in chapter five of the study. After the completion of the evaluation, the students were given a break. During this time, they had the opportunity to interact and share their thoughts and impressions regarding the evaluation process with the researcher. The students expressed their expectations and curiosity about how the implementation of the Kahoot app would potentially aid in the development and improvement of their reading skills, particularly in similar evaluation scenarios.

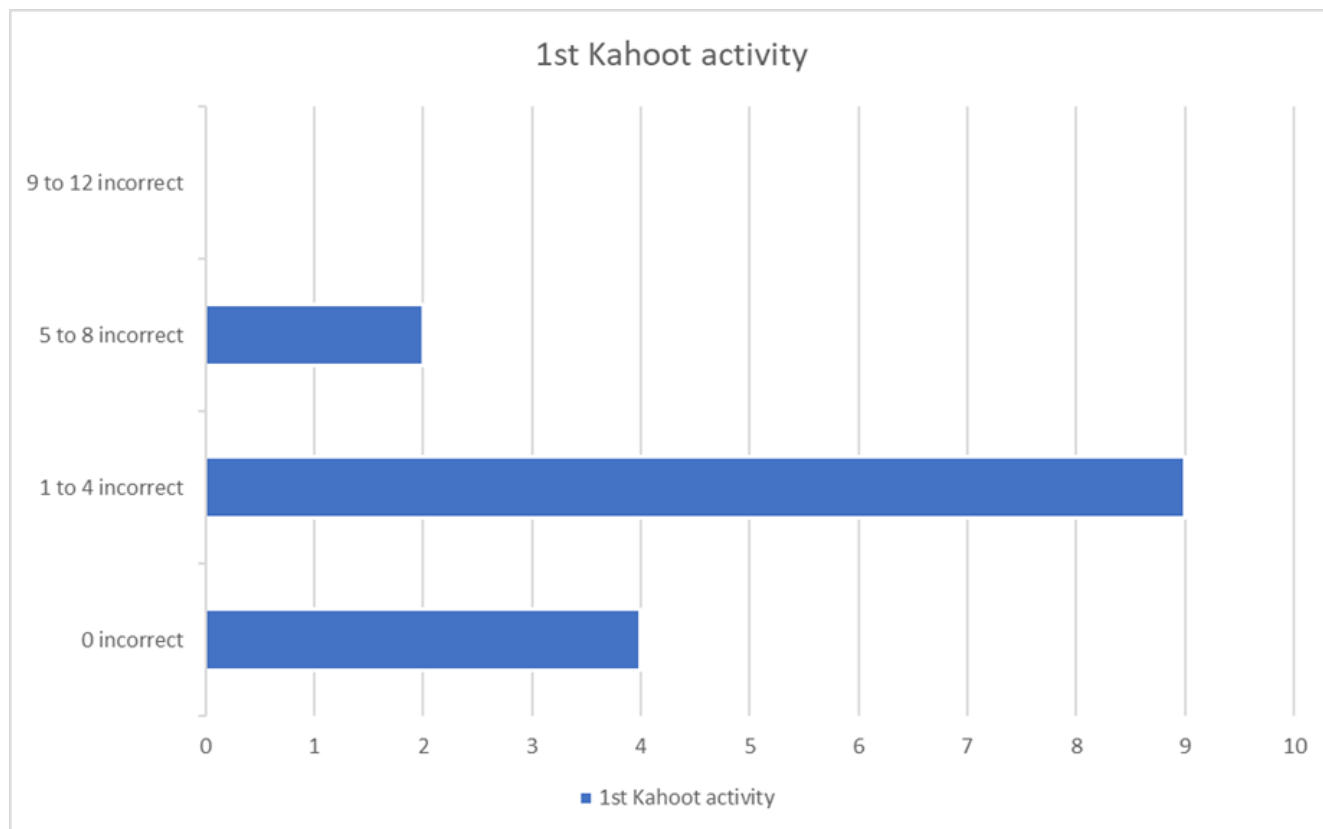
4.2.3 Figure 3
Students' who have access to technology or not.



Source: Observation made during the 9th grade class at Cedes Don Bosco

The above figure shows the students who counted with Kahoot and the technology to use it during the application process for the activities. It is important to mention that the process of data collection during the activities was incomplete due to the fact that some of them could not participate.

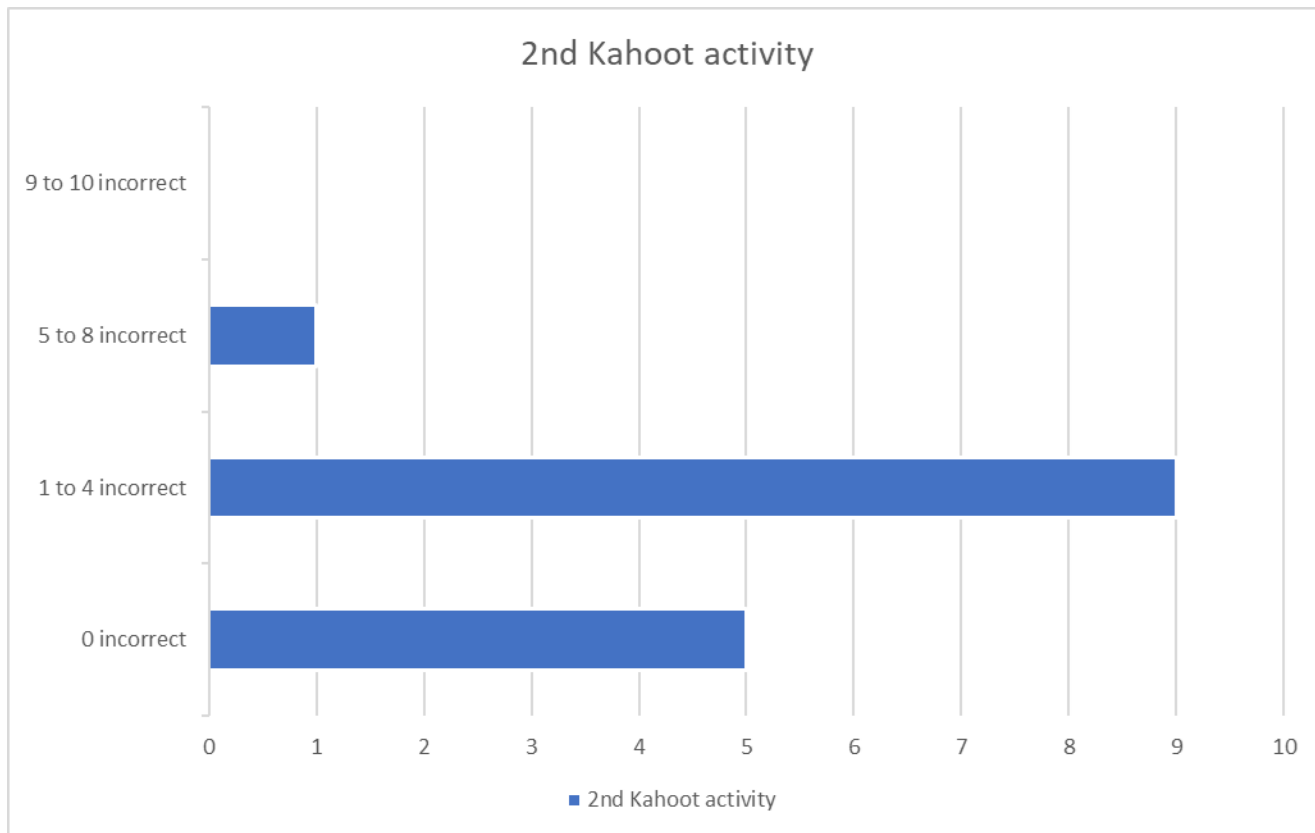
4.2.4 Figure 4
1st Kahoot activity results



Source: Information gathered by the use of the 1st Kahoot activity

In order to visually depict the students' performance, a figure has been included to illustrate the number of students who provided incorrect answers to the questions. This data will be valuable for the overall analysis of the exercise, offering insights into areas where students may require additional support or instruction. The above figure shows the number of students who got incorrect answers. This part only has the first activity. The total number of activities that were carried out with the students were three. In the following part, it is going to be developed the second and third activities, which will have a similar figure in order to keep the order.

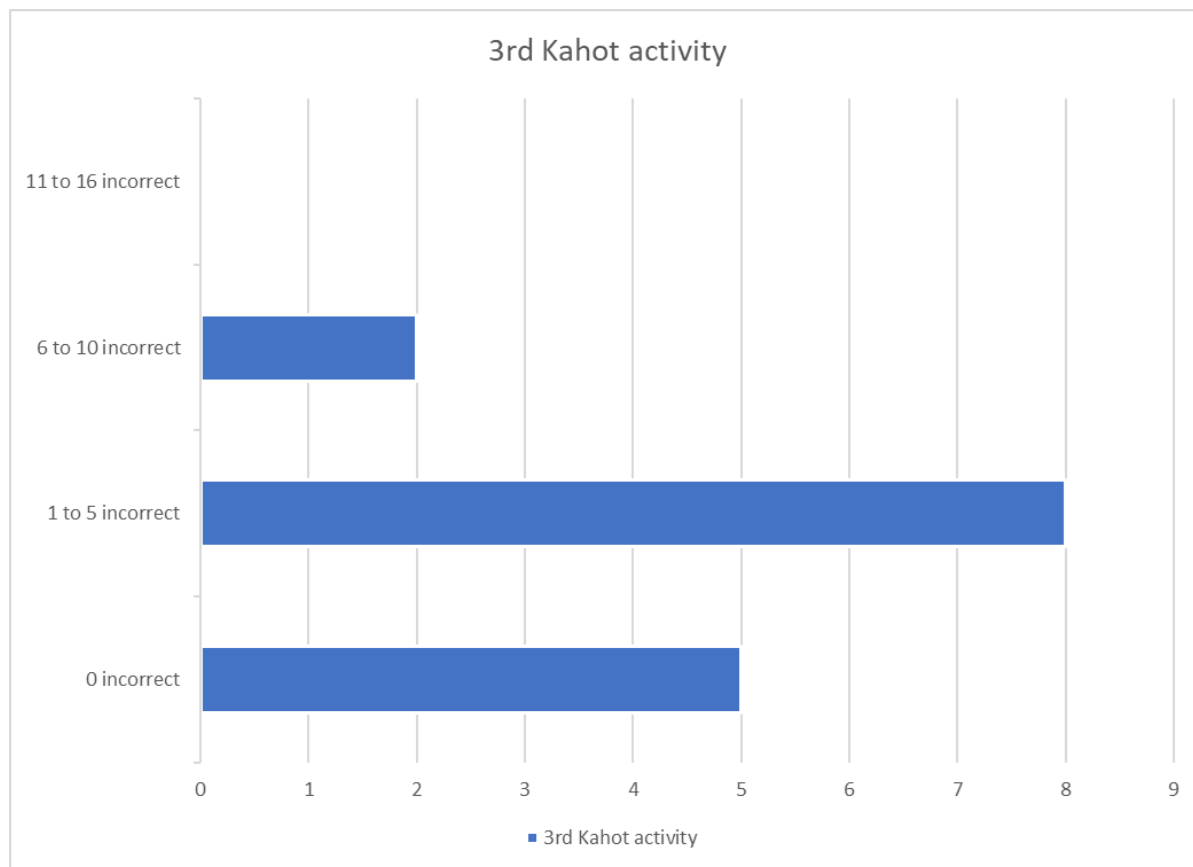
4.2.5 Figure 5
2nd Kahoot activity results



Source: Information gathered by the use of the 2nd Kahoot activity

The second Kahoot session that the students participated in, had a specific focus on enhancing their reading speed. The main objective of this activity was to create a well-rounded learning environment where students could practice and advance their reading skills in different aspects. Through targeted exercises, students were able to improve their overall reading ability and become more skilled readers. The activity was designed to push students' reading speed by providing them with a series of passages or questions that required quick and accurate responses. The goal was to motivate students to read efficiently within a limited timeframe.

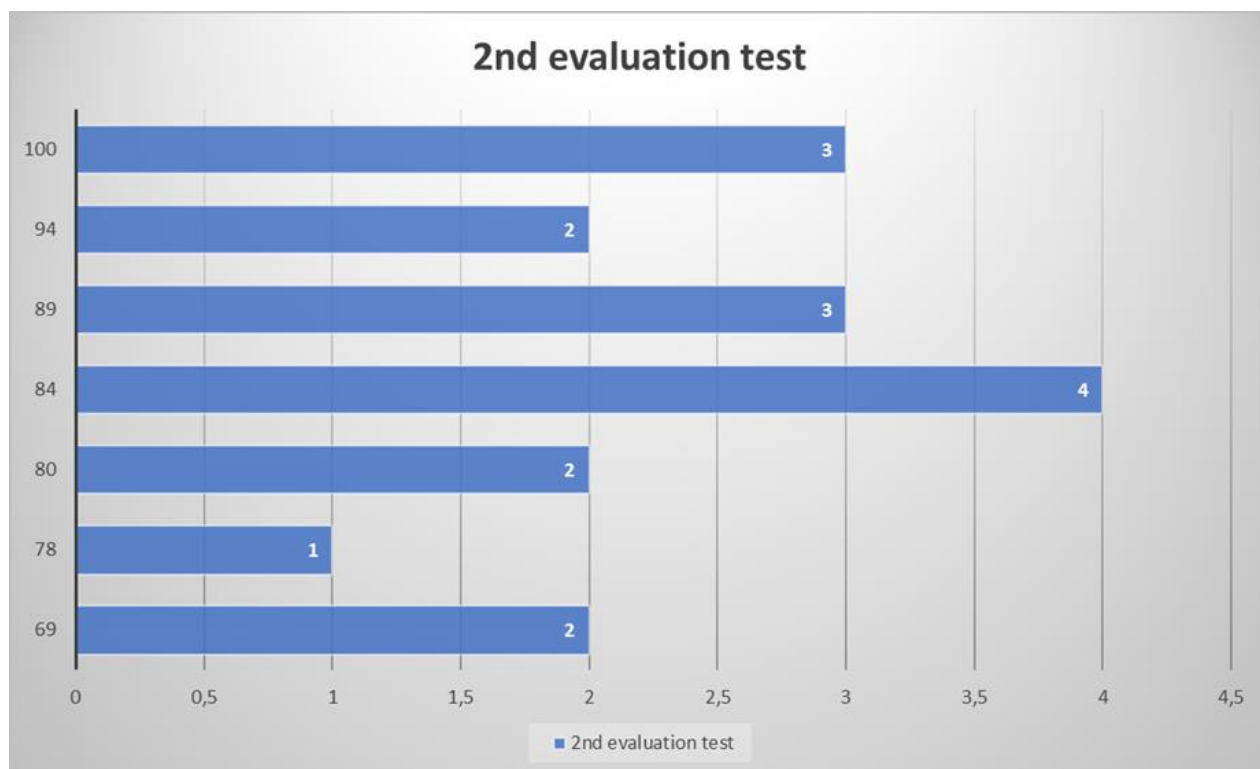
4.2.6 Figure 6
3rd Kahoot activity results



Source: Information gathered by the use of the 3rd Kahoot activity

The last Kahoot activity served as a valuable tool for measuring and evaluating students' reading comprehension and reading speed. It played a significant role in fostering the development of a more complex reading skill set. By engaging in this activity, students had the opportunity to practice and refine their abilities in comprehending texts while maintaining a swift reading pace. The incorporation of both comprehension and speed in this activity, ensured that students were honing their overall reading proficiency. This final activity played a crucial role in solidifying the foundations of a better reading skill. By combining comprehension and speed, students were challenged to apply their understanding of the text quickly and accurately.

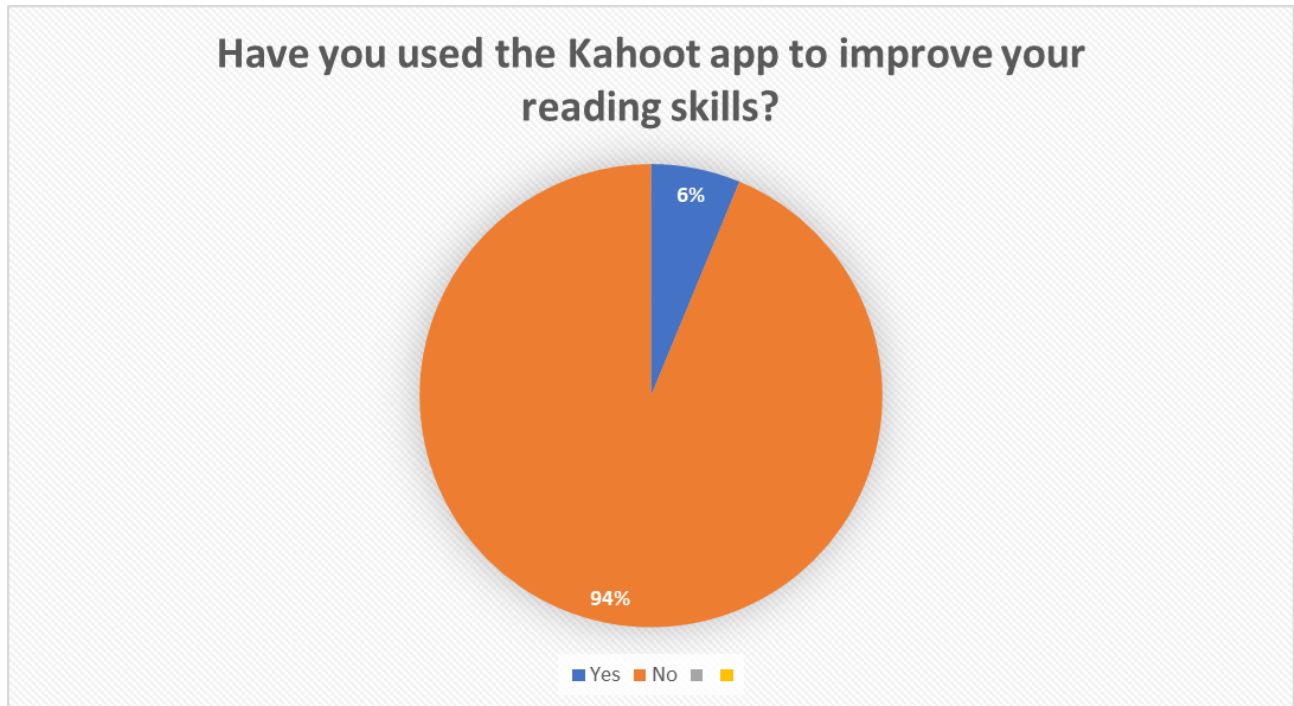
4.2.7 Figure 7
2nd evaluation grades



Source: 2nd evaluation test applied to the 9th grade students of Cedes Don Bosco

In the above figure, the results are depicted. They are significantly different from the previous ones. However, the specific conclusions and variations will be further elucidated and explored in chapter five. This part focuses on the application of the test, where the researcher took the opportunity to explain the instructions to the students before reading of each item. The data collected using the test is important for the conclusions in order to determine the effectiveness of Kahoot in the development of the reading skill. However, as it was previously mentioned, the data collected was probably affected due to the students who lacked technology.

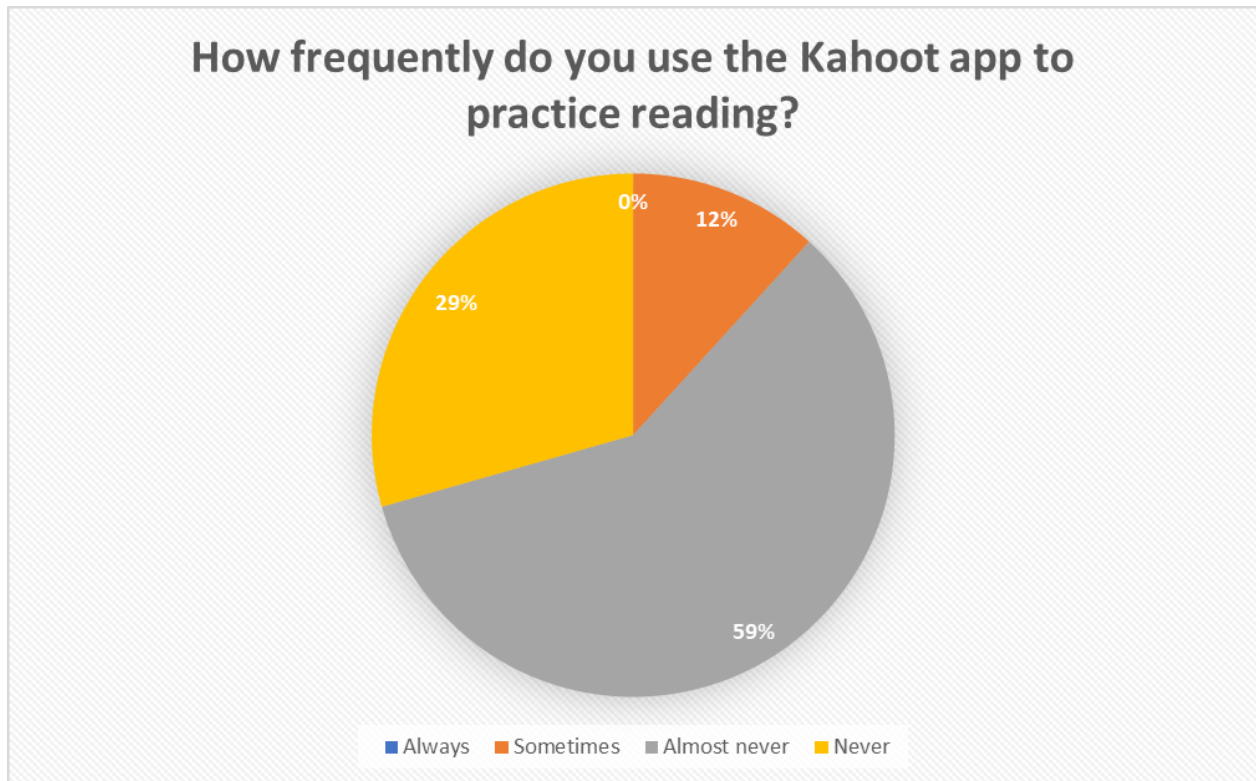
4.2.8 Figure 8
1st question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The purpose of the questionnaire's first question was to gauge how often students used Kahoot. This question's inclusion was made to learn more about how well-versed and experienced the students were regarding Kahoot as a teaching tool. The survey could determine whether students have used Kahoot before participating in comparable activities by tracking Kahoot usage. Researchers and educators can use this data to determine how much exposure students have had to Kahoot and how well-versed they are in its features and functions.

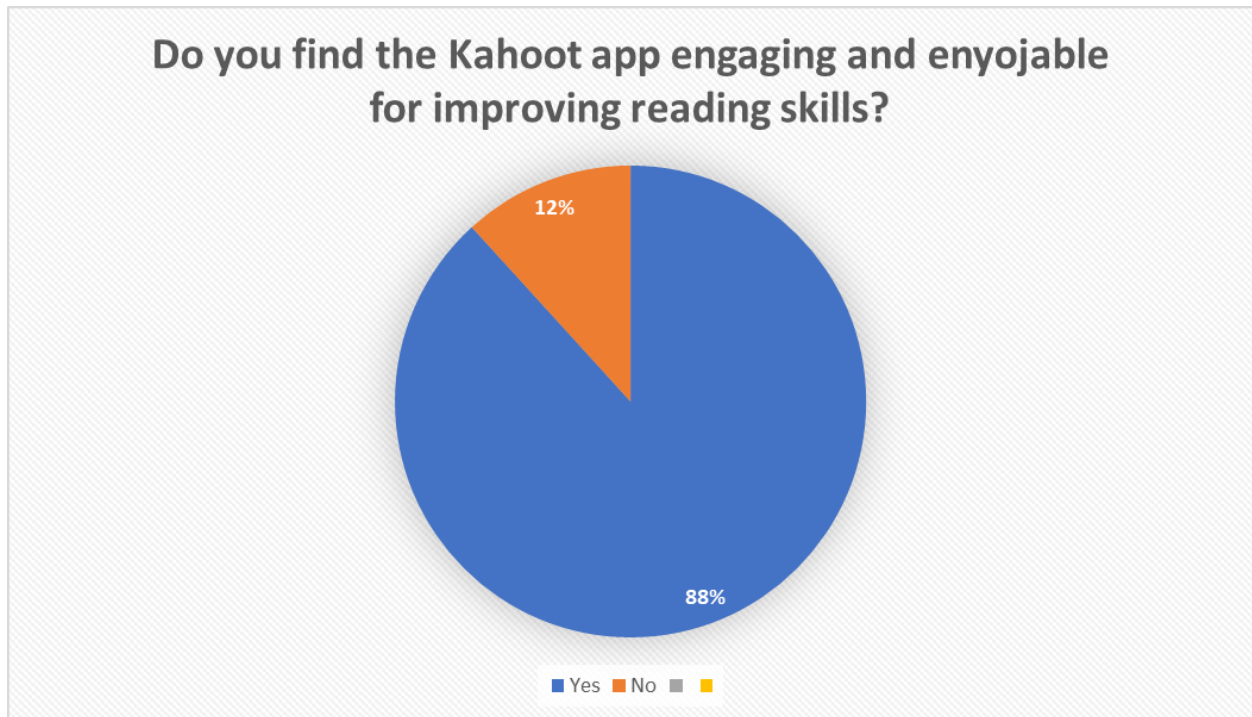
4.2.9 Figure 9
2nd question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The purpose of the second survey question was to ascertain how frequently students have used Kahoot expressly for reading practice. This inquiry aided in determining how involved students were with Kahoot as a technique for improving their reading skills.

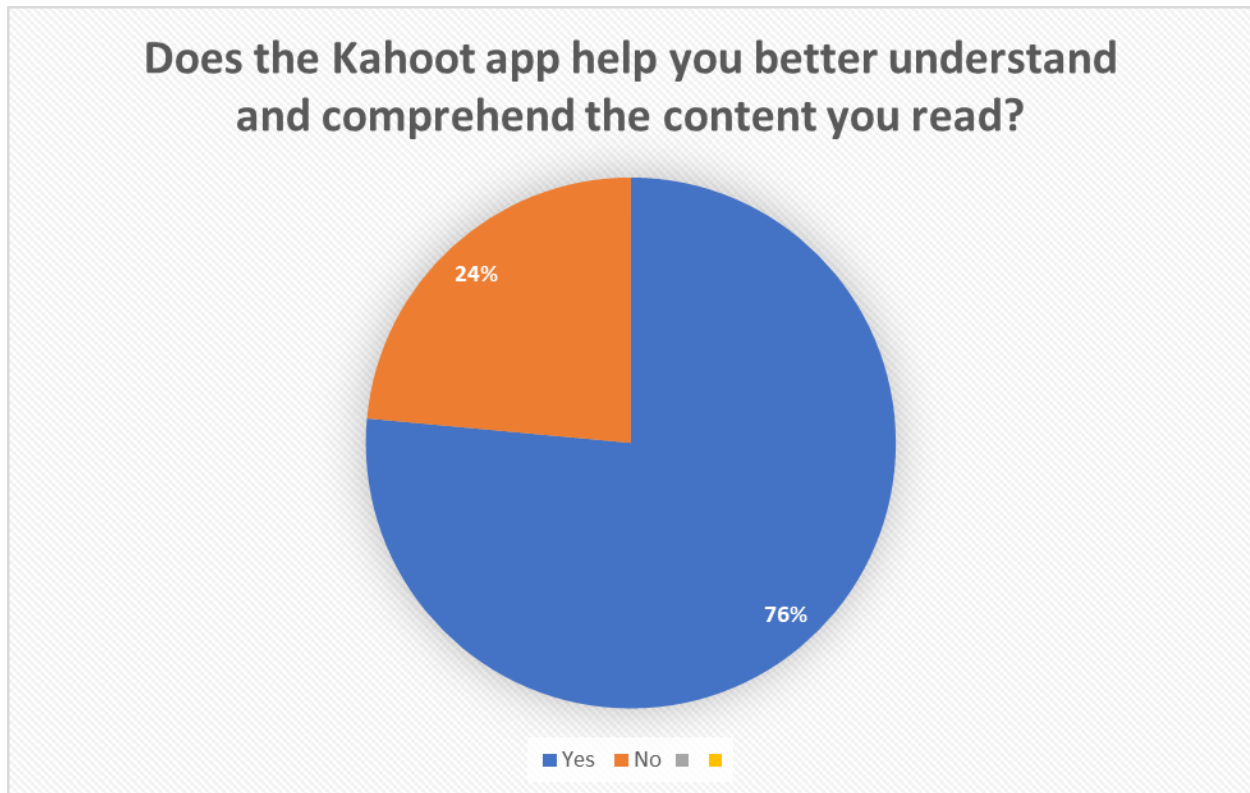
4.2.10 Figure 10
3rd question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The third question's objective was to gauge students' acceptability. The purpose of the inquiry was to gauge how the students felt when using Kahoot into their classwork. The evaluation of acceptance can reveal information about the students' openness to using Kahoot as a teaching tool.

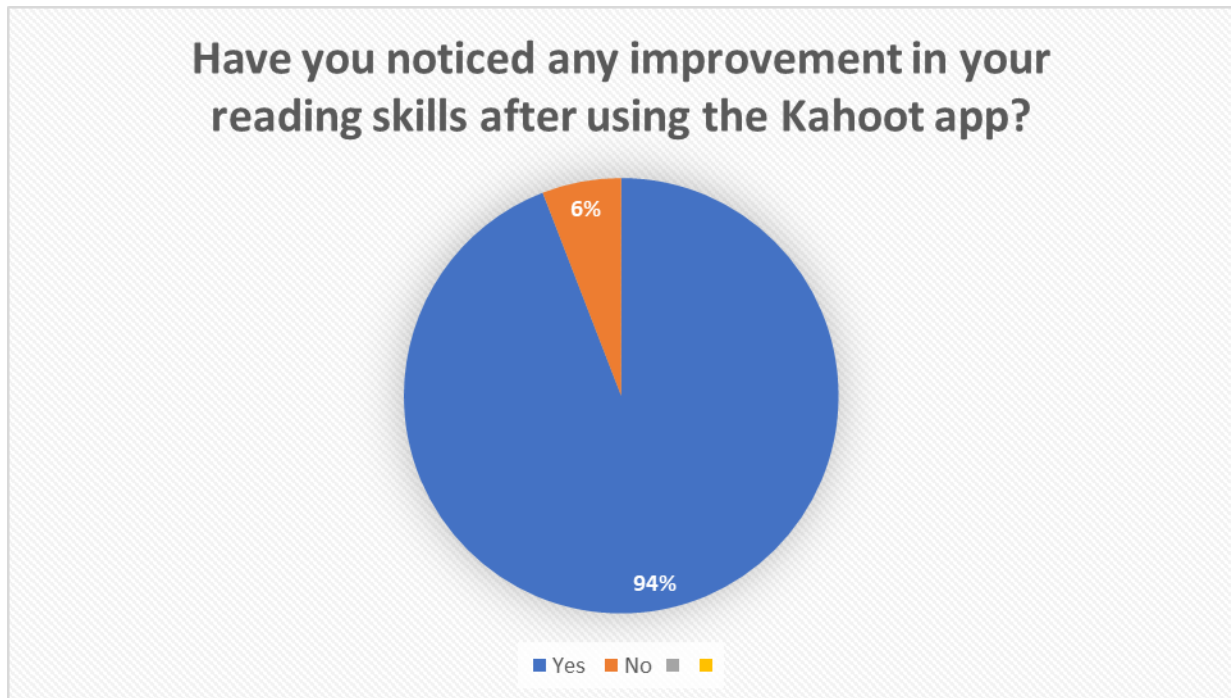
4.2.11 Figure 11
4th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The fourth questionnaire item examined the students' proficiency regarding the Kahoot app. This question was included to evaluate the students' competency and degree of expertise when using Kahoot's features and functions. The questionnaire aimed to learn more about how capable and at ease students were using the Kahoot app by looking at their skills.

4.2.12 Figure 12
5th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The questionnaire's fifth question tried to gauge how students felt when using the Kahoot app. This question was included to learn more about the students' own perceptions and opinions on how they used the app.

4.2.13 Figure 13

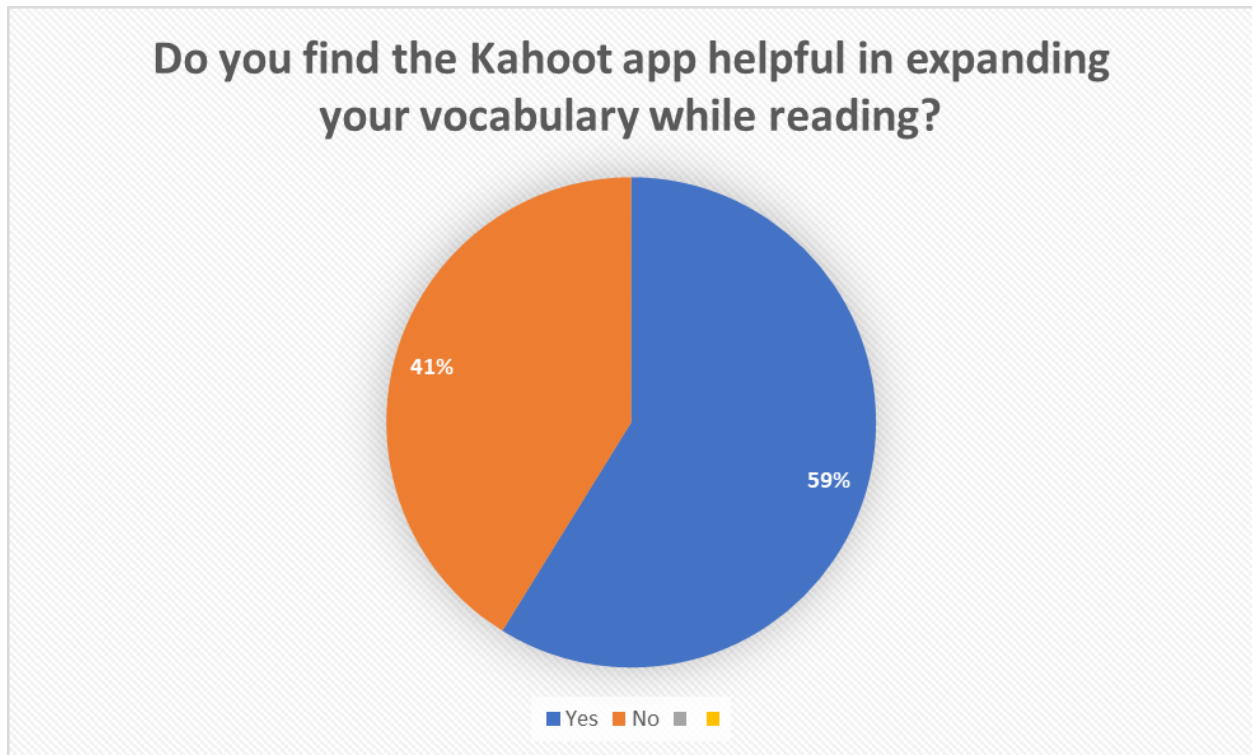
6th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The survey's sixth question tried to gauge the students' desire to use the Kahoot app. This question was included to gauge the students' level of enthusiasm, interest, and motivation when using the app for instructional tasks.

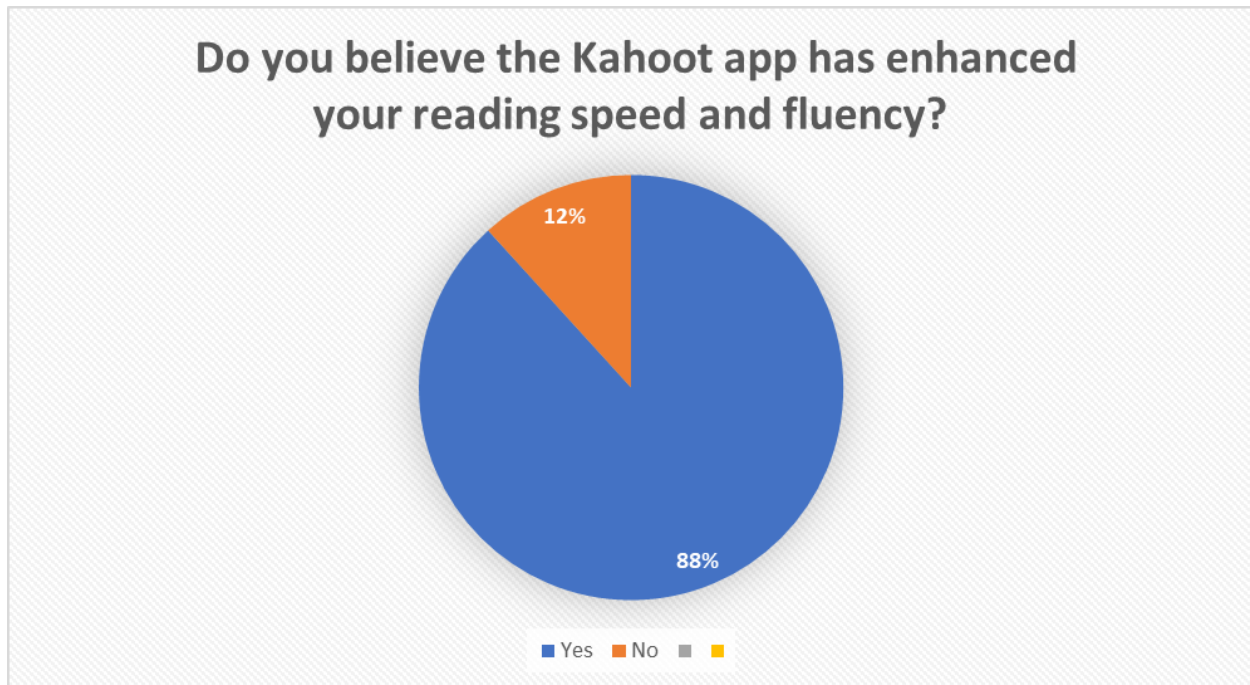
4.2.14 Figure 14
7th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The questionnaire's seventh item tried to increase students' understanding by tracking their vocabulary growth using the Kahoot app. This question was included to evaluate the effect of Kahoot on the students' vocabulary learning and retention.

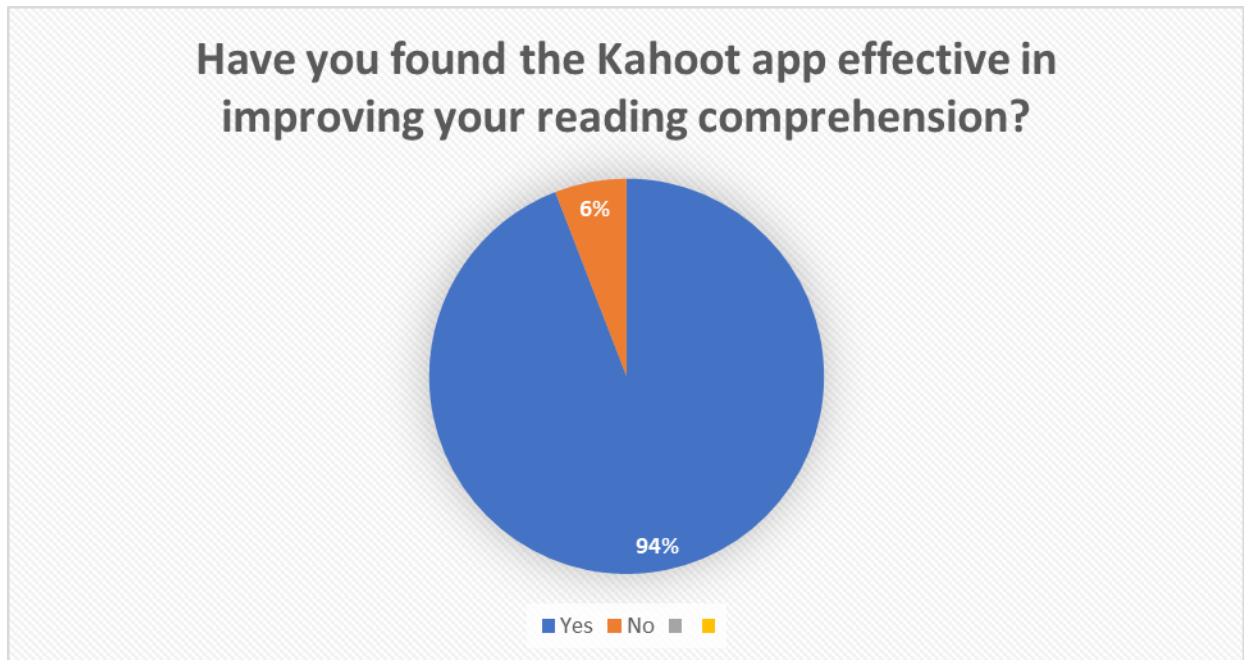
4.2.15 Figure 15
8th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The eighth questionnaire item asked students to rate how using the Kahoot app has affected their reading fluency and speed. This question was included to determine whether students' reading abilities, particularly in terms of speed and fluency, have improved as a result of using Kahoot for educational activities.

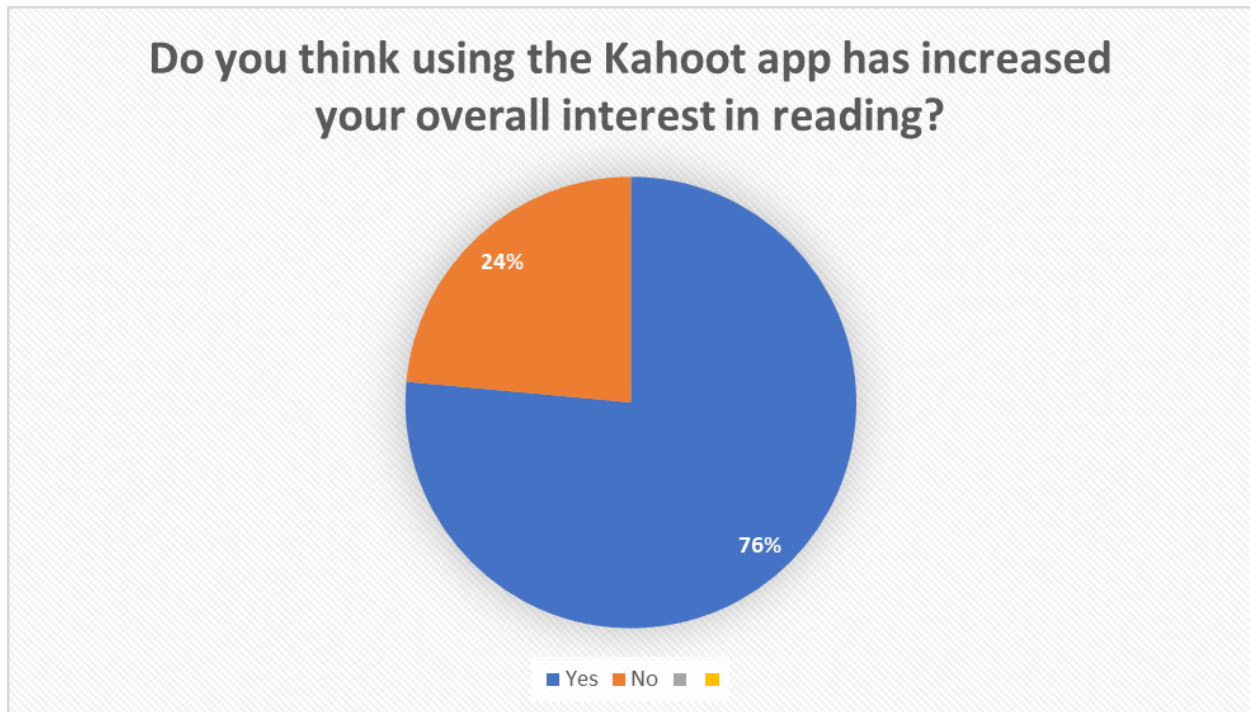
4.2.16 Figure 16
9th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The information that was gathered and examined in this specific case focused on evaluating the method's perceived efficacy in improving reading comprehension. The emphasis was on assessing the influence and accomplishment of the selected strategy from the viewpoint of the students.

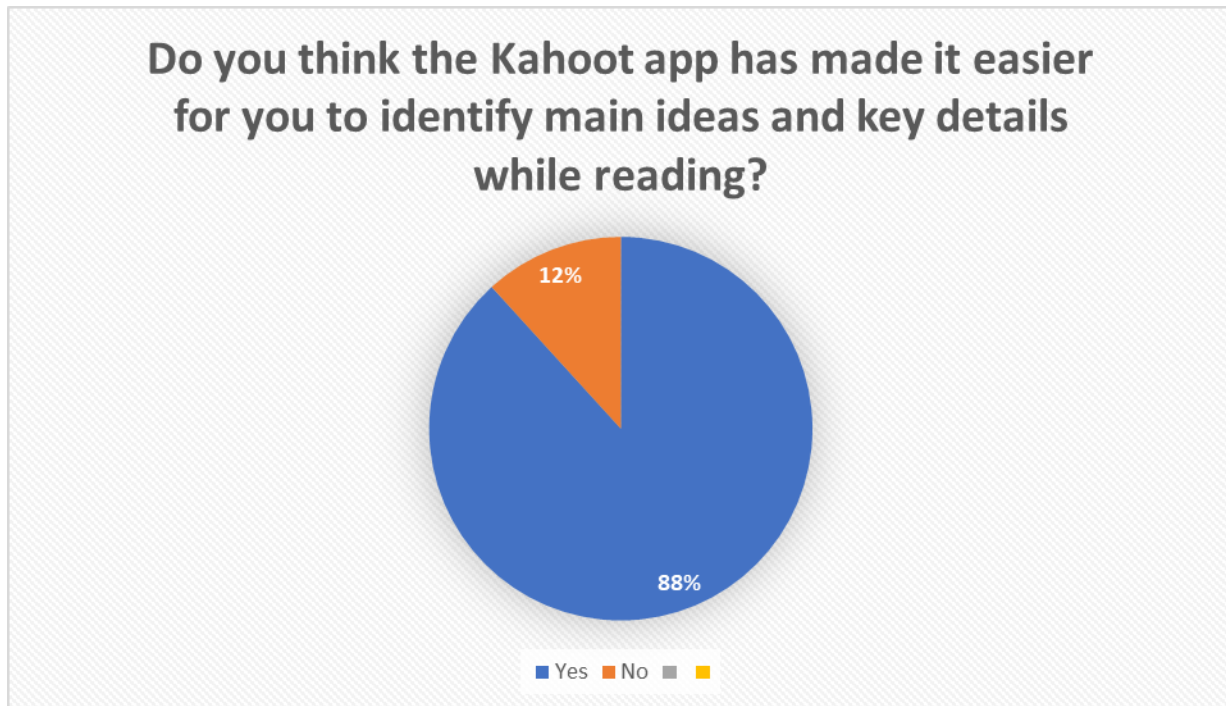
4.2.17 Figure 17
10th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

When students reached question number ten in the data collecting procedure, some of them voiced confusion or had particular questions about the language employed. For instance, they wanted to know what "overall" meant and how to quantify "interest." These questions were immediately answered, and the students received clarifications and instructions, so they could comprehend the questions and give suitable responses.

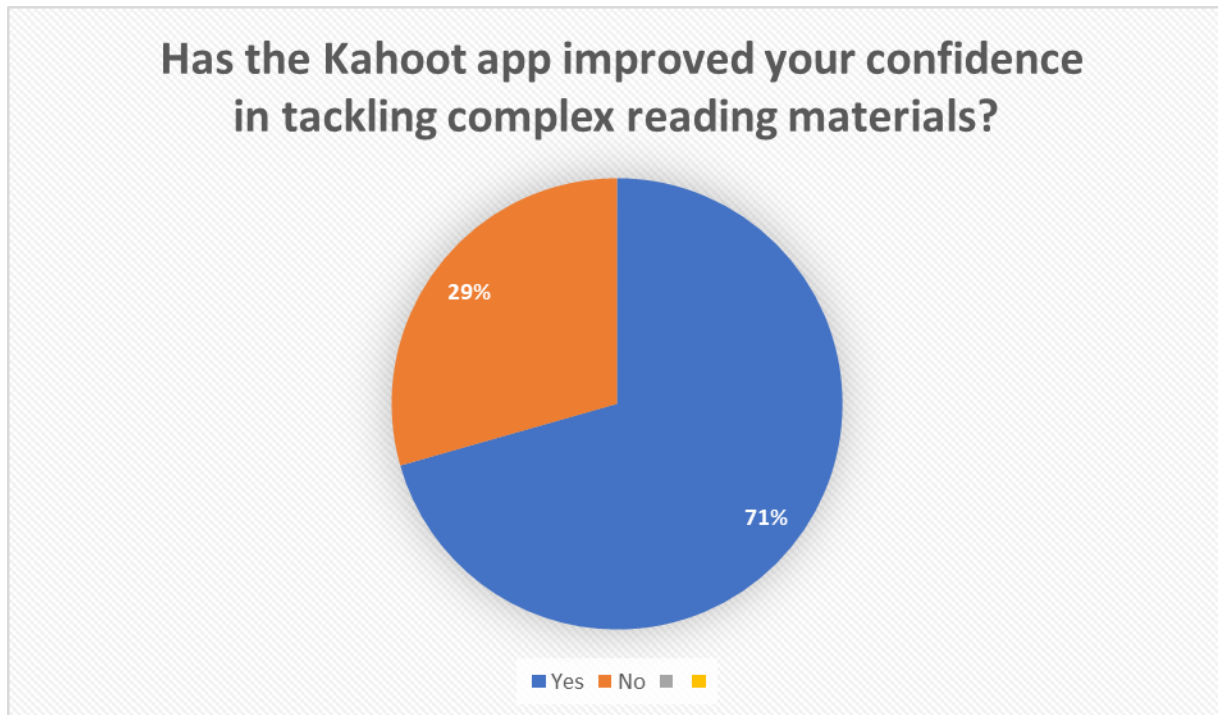
4.2.18 Figure 18
11th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The purpose of question number 11 was to gauge the students' proficiency in identifying the key points of a text. This question was designed to determine how well they could understand and identify the main ideas or themes from the given information.

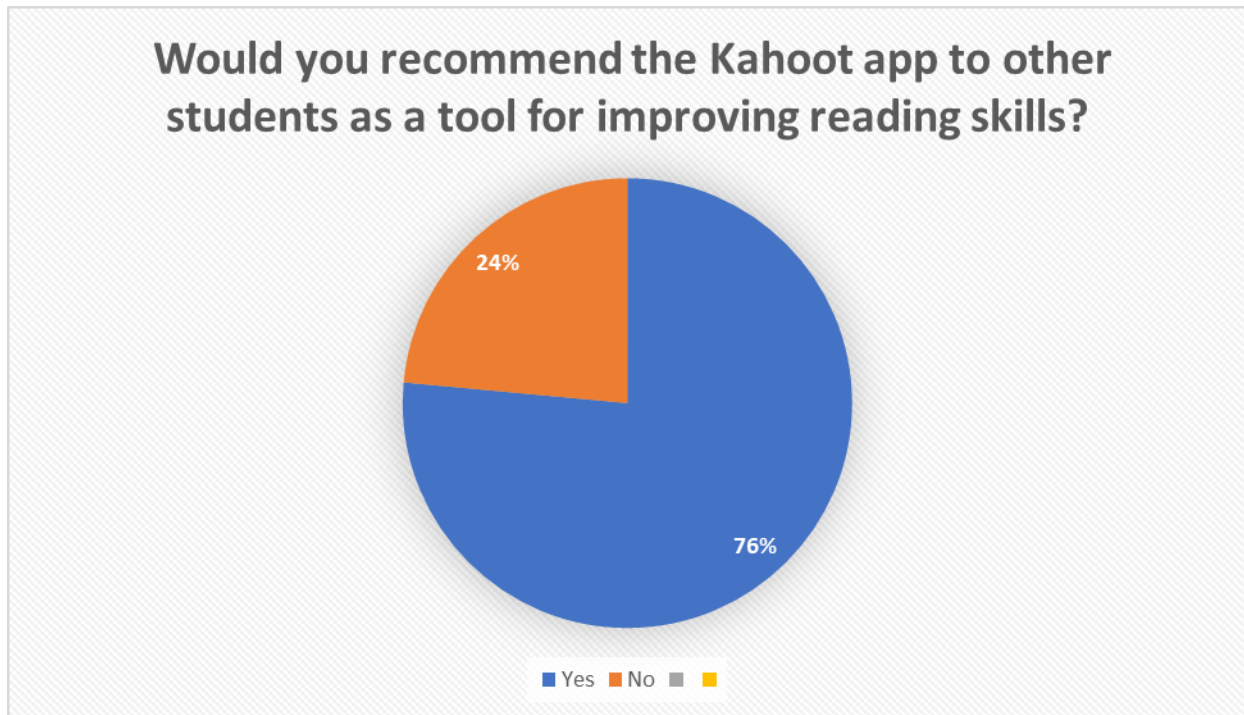
4.2.19 Figure 19
12th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The purpose of question number twelve was to gauge the students' comfort level with reading challenging content after using the program. This question was designed to determine how users evaluated the app's effect on their capacity to handle and understand more difficult texts.

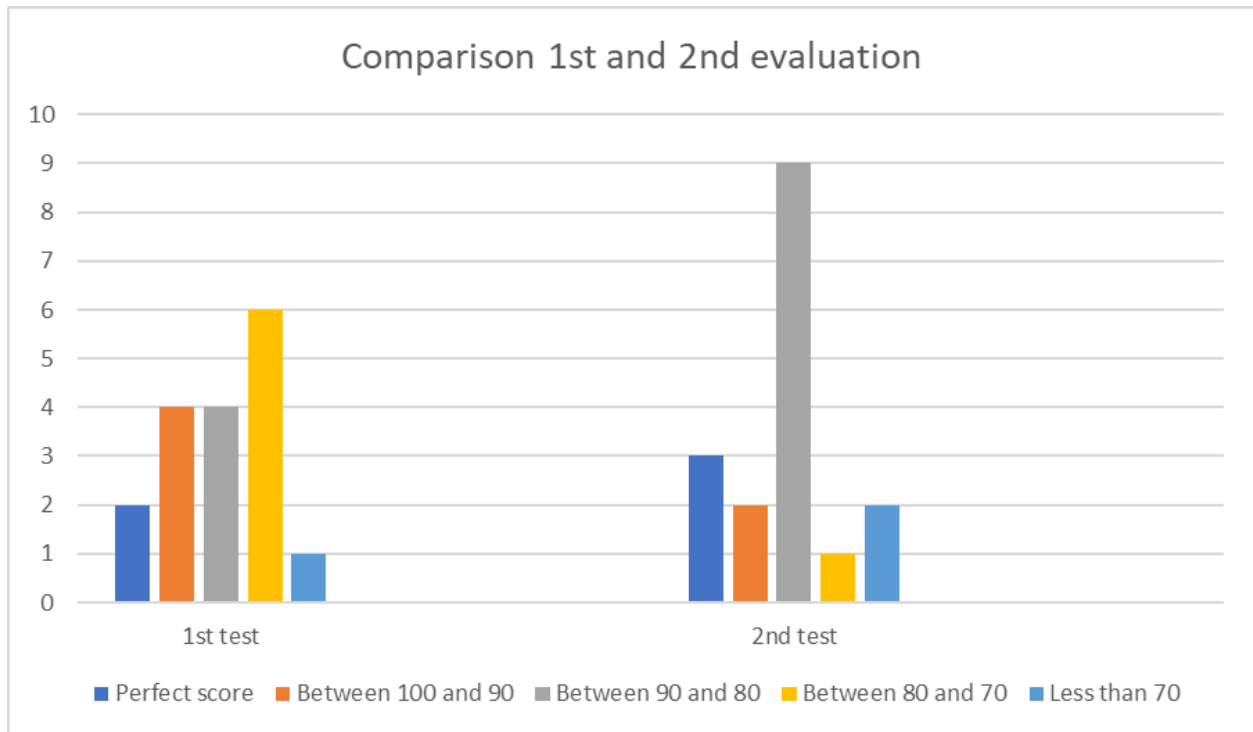
4.2.20 Figure 20
13th question made in the questionnaire.



Source: Questionnaire made to the students of 9th grade at Cedes Don Bosco

The last question asked students to express their thoughts on whether they would suggest the app to others in order to develop their reading skills. It is important to note that some students requested extra time to think about the issue more thoroughly. This could mean that they understood the value of using the program for a long time to assess how well it improved their reading skills.

4.2.21 Figure 21

Comparison of the results between the 1st evaluation and 2nd evaluation

Source: 1st and 2nd evaluation applied to the 9th grade students of Cedes Don Bosco

The comparison between these two evaluations provided a significant overview between the improvement made by the students before and after using Kahoot. This is important for the next chapter in order to provide a conclusion to this investigation, the readers also can know before the results gathered by just taking a look.

Chapter V

Conclusions and Recommendations

During this chapter, the investigation's results regarding the effectiveness of Kahoot as a tool for developing the reading skills of ninth-grade students at Cedes Don Bosco will be presented. The outcomes obtained through the use of various instruments during the research process will be thoroughly analyzed to determine whether they align with the principal statement. Positive results, showcasing improvements in reading skills and increased student engagement, will be highlighted, while any unexpected or negative findings will be carefully addressed. This chapter will conclude by offering insightful recommendations for future researchers interested in utilizing Kahoot or similar tools for enhancing reading abilities among students.

5.1 Purpose of the Conclusion

This investigation's conclusion performs an important function: evaluating how well the information gathered during the study process has improved the learning environment of the students. By evaluating the specific objectives set forth at the beginning of this study, it can be drawn definitive conclusions. Each objective will be meticulously analyzed and compared with the corresponding results to determine the extent to which they were achieved. The conclusion will provide a comprehensive overview of whether the data collection methods employed were successful in addressing the research goals and shedding light on the impact of Kahoot as a tool for developing reading skills among ninth-grade students at Cedes Don Bosco.

5.2 Conclusions

5.2.1 To identify the reading comprehension level of the students by using the ARCA evaluation.

The ARCA evaluation methodology was meticulously employed to gauge the students' reading comprehension levels before introducing Kahoot as a means to enhance their reading skills. Figure 2 offered a comprehensive overview of the results, showcasing a wide spectrum of performance among the students. The majority of the participants displayed satisfactory comprehension abilities, with scores surpassing the 70-point threshold, indicating a solid grasp of reading materials. Remarkably, two students excelled in the evaluation, achieving a perfect score, while additionally, four students obtained impressively high scores over 90. However, the assessment also revealed areas of concern, as one student received a score below 70, indicating potential challenges in their reading comprehension capabilities.

These diverse outcomes underscore the significance of integrating Kahoot into the instructional approach. For students who demonstrated excellent reading comprehension, Kahoot could serve as a platform to enhance their analytical and critical thinking skills by presenting more challenging content. On the other hand, for those who scored lower, Kahoot can be employed as a targeted tool to facilitate interactive and engaging exercises, tailored to their specific needs. By addressing the individual differences in reading comprehension levels, Kahoot offers a versatile and adaptive approach to cater to each student's requirements, promoting a more inclusive and effective learning environment.

Throughout this investigation, the data collected through the ARCA evaluation method will serve as a valuable benchmark to assess the impact of Kahoot on the students' reading skills.

By comparing the pre- and post-Kahoot implementation scores, the effectiveness of this teaching tool can be quantified and analyzed. The analysis will shed light on whether the students' reading comprehension levels have improved collectively and identify any patterns or trends that might emerge. Such insights will aid in drawing definitive conclusions about Kahoot's efficacy in fostering reading skills among ninth-grade students, empowering educators, and researchers with evidence-based recommendations for future implementations.

In conclusion, the ARCA evaluation methodology played a fundamental role in this investigation, enabling a comprehensive understanding of the students' initial reading comprehension levels. The diverse range of scores obtained from the evaluation highlighted the varying needs of the students, emphasizing the importance of implementing Kahoot as a versatile and adaptive tool. As the study progressed, the data gathered through the ARCA evaluation was crucial in determining the success of Kahoot in enhancing reading skills.

5.2.2 To apply the reading skill in a lesson by using the Kahoot app.

The central focus of this investigation revolved around the implementation of Kahoot as a pivotal tool to enhance the students' reading skills during their lessons. Figures 4, 5, and 6 showcase the significant impact of Kahoot on the students' learning outcomes. The utilization of Kahoot led to noticeable improvements when compared to the initial activity, underscoring its effectiveness as an engaging and interactive learning platform. The results, depicted in the figures, provide empirical evidence supporting the importance of incorporating Kahoot into the instructional process to bolster reading skills among ninth-grade students at Cedes Don Bosco.

Figures 4, 5, and 6 also shed light on the distribution of students' performance during the Kahoot activities. While the majority of students demonstrated progress, it is worth noting that

only five students achieved a flawless performance without any mistakes. These findings indicate that while Kahoot effectively benefited most students, some may require additional support or more extensive usage of the app to fully grasp the reading skills being targeted. This observation underscores the importance of continuity and consistency in utilizing Kahoot, allowing students ample time and opportunities to reinforce their reading skills through repeated practice and exposure to the platform.

Feedback from the students played a vital role in understanding their experiences with Kahoot. Many students expressed a positive attitude towards the app, highlighting its potential to further enhance their reading skills. They emphasized the need for more frequent usage and additional time devoted to Kahoot activities, suggesting that a more extended and sustained implementation could lead to even more substantial improvements. This valuable input from the students reinforces the notion that Kahoot has the potential to be an invaluable resource for their academic development, warranting further exploration and integration into future lessons to maximize its impact on their reading skills.

5.2.3 To demonstrate the frequency of the use of Kahoot app as a tool to improve the reading skill.

It became clear during the data collection process that the Kahoot app's potential influence on enhancing students' reading skills depended critically on how frequently it was used. However, during the study, the app could only be used three times. Despite the limited usage, each instance involved activities comprising an extensive number of questions to gather comprehensive information about the students' reading abilities. While the three instances

provided valuable insights, the researcher and students recognized the need for more frequent and sustained usage to fully assess the app's effectiveness in enhancing their reading skills.

The students actively engaged in the Kahoot activities and expressed their thoughts on the app during the research process. Many of them shared the sentiment that they would benefit from a more frequent use of Kahoot to determine its true potential in developing their reading skills. The students appreciated the interactive and stimulating nature of the app, which fostered their enthusiasm for reading and comprehension. They believed that more exposure to the app would offer them better opportunities to reinforce their understanding of reading materials and derive greater benefits from its usage.

Figure 20 in the questionnaire revealed the students' opinions regarding the frequency of the Kahoot app usage. When asked about whether they would recommend the app to improve reading skills, their responses were contingent upon having more time to experience its benefits. This response indicated that the students recognized the potential of Kahoot as a valuable tool for enhancing reading abilities, but they felt that a more extended period of utilization was necessary to fully gauge its impact. Their feedback underscored the importance of prolonged and consistent use of Kahoot to unlock its full potential in supporting students' reading skill development.

In conclusion, the limited frequency of **the** Kahoot app usage during the data collection phase, revealed its potential as an effective tool for improving reading skills among the ninth-grade students at Cedes Don Bosco. Despite the constrained usage, students acknowledged the positive impact of Kahoot on their reading comprehension and expressed their interest in further exploring its benefits through more frequent and sustained implementation. To validate the app's true effectiveness, it is evident that future investigations should focus on providing ample

opportunities for students to engage with Kahoot regularly. By doing so, educators and researchers can gain more robust insights into the app's role in enhancing reading skills, ultimately paving the way for its successful integration into the educational curriculum to benefit students' academic growth.

5.2.4 To examine the results and effects on students by using apps during the lessons.

Figure 21 provided a clear and comprehensive overview of the results obtained from using the Kahoot app during the lessons. While there was one additional student who scored below 70, the data also revealed significant improvements in other areas. There was a notable increase in the number of students achieving perfect scores, as even one student obtained a perfect 100. Moreover, a greater number of students scored between 90 and 80, demonstrating a more extensive evaluation of their reading skills' progress. This improvement highlighted the efficacy of Kahoot as a valuable tool for enhancing students' reading abilities and suggested that the app had positively impacted a majority of the ninth-grade students at Cedes Don Bosco.

Figures 11, 12, 13, 15, 16, and 18 captured the students' perspectives on using Kahoot during their lessons. The data revealed that most students responded positively after engaging with the app. They expressed that Kahoot helped them to comprehend reading materials more effectively, to analyze the content more deeply, and to actively engage in the development of their reading skills. The app's interactive and gamified approach appeared to have enhanced the students' enthusiasm for reading, leading to a more enjoyable and productive learning experience. The data gathered from these figures provided valuable insights into the acceptance and engagement of students using Kahoot, supporting the notion that the app had a positive impact on their reading skill development.

After analyzing the information collected from various figures, it was evident that the implementation of Kahoot during the lessons was effective in improving the reading skills of ninth-grade students at Cedes Don Bosco. The positive responses and engagement demonstrated by the majority of the students indicated that the app had a meaningful impact on their reading comprehension and analytical abilities. While the improvement margin may vary among individuals, the overall trend suggested that Kahoot was beneficial in fostering a positive attitude towards reading and enhancing reading skills among the students. These findings validated the importance of using innovative and interactive tools like Kahoot to create an enriched and effective learning environment.

In conclusion, the data depicted in Figure 21 and the various figures showcasing student feedback, collectively illustrated the positive outcomes of using Kahoot as a tool to develop reading skills during the lessons. The app's impact was evident in the increased number of students achieving perfect scores, higher grades, and enhanced engagement in reading activities. The acceptance and enthusiasm expressed by the students further reinforced the effectiveness of Kahoot as a means to cultivate a love for reading and nurture analytical thinking. While there may still be room for further exploration and improvement, the overall findings indicated that Kahoot made a tangible and positive difference in the reading skill development of ninth-grade students at Cedes Don Bosco.

5.3 Restatement of the Research Question

The investigation's foundation was built upon a central question aimed at determining the effectiveness of the Kahoot app as a tool to improve reading skills among ninth-grade students at Cedes Don Bosco during the second quarter of 2023. This question served as a guiding compass throughout the entire research process, providing a clear objective to assess the impact of Kahoot

on the students' reading abilities. Despite encountering various challenges during the investigation, the question remained unchanged, highlighting its significance in demonstrating the importance of Kahoot as a potential tool for reading skill development. The consistency in maintaining the initial question allowed for a focused and thorough analysis, providing valuable insights into the app's effectiveness and its influence on the students' progress.

While the investigation encountered certain limitations and obstacles, the results revealed positive outcomes regarding the use of Kahoot to improve reading skills among ninth-grade students. Though the effectiveness might not have been as high as initially anticipated, the data showcased tangible improvements in the students' reading capabilities. Figure 21 illustrated the noteworthy progress made by the students, demonstrating their enhanced performance and engagement through the app's interactive activities. Despite not reaching the desired levels of effectiveness, the positive results indicated that Kahoot has a meaningful impact on the students' reading skills, validating its value as a supplementary tool for educators and students alike.

In conclusion, the investigation's primary question regarding the effectiveness of the Kahoot app in improving reading skills among ninth-grade students at Cedes Don Bosco was the driving force behind this research. Although, the overall effectiveness might not have met the initial expectations, the investigation provided valuable insights into the app's impact on the students' reading abilities. The question's consistency throughout the research process ensured a focused and comprehensive analysis, revealing positive results in terms of student's improvement and engagement. While challenges existed, the investigation served as a steppingstone for future studies to refine and optimize the use of Kahoot as a valuable tool for fostering reading skill development in educational settings.

5.4 Unexpected Results

Among the investigation process, a couple of unexpected results emerged, influencing the overall findings. The first unexpected result, as highlighted in Figure 3, revealed that two students faced challenges accessing the Kahoot app due to limited connectivity and technology access. Unfortunately, this hindered their active participation in the activities, rendering their results unusable for the 2nd evaluation. As a consequence, the absence of their input significantly impacted the final results, introducing an unforeseen complication. This unexpected obstacle underscored the importance of ensuring equitable access to technology resources among all students to minimize discrepancies in data collection and promote a more inclusive research environment.

The second unexpected result pertained to certain students' lack of cooperation, particularly evident during the questionnaire phase. It became apparent that some students exhibited nonchalant attitudes and purposely marked "no" in response to certain questions. This behavior might have been driven by adolescent tendencies or a desire to exert their independence during the investigation. However, such occurrences can be challenging to control in a research setting, especially with adolescents who are more prone to express their individuality. Despite these unanticipated occurrences, the research process still yielded valuable insights into the effectiveness of Kahoot in improving reading skills among the majority of participating students.

While the unexpected results presented certain challenges, the investigation's approach and methodology remained robust, allowing for a comprehensive analysis of the data collected. Acknowledging these unanticipated factors is essential for drawing accurate conclusions and refining future research endeavors. In conclusion, no research endeavor is immune to unexpected outcomes, and this investigation was no exception. The challenges posed by limited technology

access and non-cooperative student behavior served as valuable learning experiences, providing insights into the need for equitable technology access and fostering collaboration during research activities involving adolescents. Despite these unanticipated obstacles, the investigation successfully shed light on the effectiveness of Kahoot as a tool to improve reading skills among the majority of ninth-grade students at Cedes Don Bosco. By addressing these unexpected results and incorporating relevant adjustments, future research can build upon these findings to further enhance the understanding and application of Kahoot as an educational tool.

5.5 Recommendations

For future investigations exploring similar topics, it is highly recommended that researchers allocate sufficient time to collaborate with the educational institution involved. Requesting a reasonable number of lessons for data collection ensures a more accurate and comprehensive understanding of the intervention's impact. This extended timeframe allows for a more in-depth assessment of the students' progress and potential variations over time. Moreover, it enables researchers to delve deeper into the intricacies of the students' responses and better identify any patterns or trends that might emerge throughout the investigation.

Inclusive research practices are crucial when conducting investigations involving technology-based interventions. Researchers should be attentive to students who may lack access to technology, ensuring they are not inadvertently excluded from the study. Addressing this concern involves seeking alternative solutions, such as providing access to technology resources or utilizing paper-based materials, to ensure all students have an equal opportunity to participate. By considering the technology access disparities, researchers can maintain a more equitable research environment, contributing to a more representative and reliable dataset.

While working with a diverse group of students, it is essential for researchers to recognize that individual receptiveness to the intervention may vary. Some students might exhibit a more enthusiastic response, actively engaging with the study, while others might display varying levels of interest or cooperation. This heterogeneity is common, especially among adolescents, and understanding these differences can offer valuable insights into tailoring interventions to meet individual needs effectively. Researchers should be prepared to adapt their approaches and strategies, accordingly, and thus, to foster a research environment that acknowledges and respects student's diversity.

Researchers are urged to find out about any administrative needs, such as receiving a letter of authorization from the university, to help the research process with the educational institution. The research process is simplified and a good working connection between researchers and the educational institution is established by ensuring compliance with the institution's rules and standards. This proactive approach can help to smooth the process of data collection and cooperation, promoting a collaborative research environment that benefits all parties involved.

Before finalizing the research topic, it is advisable for researchers to conduct a comprehensive review of previous investigations and related literature. By examining existing research, researchers gain a solid foundation for their study, enabling them to build upon and contribute to the existing body of knowledge. This literature review provides valuable context and insights, helping researchers to identify gaps in the current understanding and shaping their research questions more effectively. Additionally, it allows researchers to refine their hypotheses and methodology based on well-established findings, strengthening the overall quality and impact of the investigation.

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Annexes

Annex 1

2023 HIGH SCHOOL YEAR'S WEEKLY PLAN

Instructor Name	Giovanni Alfonso Murillo Arce	Subject: Language Arts
Units or topics	Climate change	Grade: 9th
		Estimated time: June 22 nd – 23 rd
Unit Description	Reading: Reading based on the topic	
Multiple Intelligence	Verbal-linguistic intelligence	
Techniques	ARCA method	
Objectives Ss will be able to:	<ul style="list-style-type: none"> • Read a text about Climate change, based on the topic of the book. • Measure their reading skills before and after using Kahoot. • Analyze sentences and texts. 	

Week	Topic	Warm-up Questions Stimulus Question	Suggested Learning Activities	Assessment Activities /Tools Ss will be assessed through:	IB profile attribute
1 22nd	Reading Climate change	<ul style="list-style-type: none"> • What do you think about climate change? 	<p>PRS: The T will explain to the SS the objectives of the evaluation and with a short review of the topic by using the whiteboard SS will be explained about the use of the topic in their lives.</p> <p>#1: The SS will realize the 1st evaluation using the one provided by the professor about the climate change, this in order to know their level of reading. (40min)</p> <p>PRT: The T will start a kahoot game about reading comprehension, SS will participate: https://create.kahoot.it/details/b3999a0d-b3d6-48f5-a7a7-9dd384393ccd</p> <p>Clos: The T will ask SS to tell him / her, which are the most important thing that they have seen in the lesson, and then</p>	<ul style="list-style-type: none"> • The SS can analyze texts in a determined amount of time. 	<ul style="list-style-type: none"> • Principled • Thinker

			the T will ask SS which sentences from the Kahoot game they can remember.		
2 23rd	Reading Climate change	<ul style="list-style-type: none"> • What issues can be developed due to climate change? 	<p>PRS: The T will realize two Kahoot! games, in which students will have to complete it and participate, the first one will measure their reading speed: https://create.kahoot.it/details/568e2d23-cf01-4000-adcc-529b7adf8af2</p> <p>While the second one will measure their reading comprehension: https://create.kahoot.it/details/773cb767-3314-469a-b664-7b6c5bf5167b</p> <p>#1: The SS will realize the 2nd evaluation using the one provided by the professor about the climate change, this in order to know their level of reading.</p> <p>(40min</p> <p>PRT: SS will write a short paragraph about the sentences and questions that they remember from the Kahoot! games.</p> <p>Clos: The T will ask the SS to share their opinions about Kahoot and if they think it helps them to improve their reading skills by using a questionnaire provided by the T.</p>	<ul style="list-style-type: none"> • The SS can understand and realize exercises based on reading. • The SS can remember a specific item after reading it. 	<ul style="list-style-type: none"> • Inquirer • Reflexive

Annex 2

Kahoot! Upgrade Create

Home Discover Library Reports Groups Marketplace

Reading comprehension: Chapter 1, Poio and the Readlings usGB
 13.4k plays · 33k players

Start Assign Play solo

Practice reading comprehension with Poio and the Readlings! For children aged 6-8. Made by the creators of... [SHOW MORE](#)

A public kahoot

Poio_Official Updated 2 years ago

What's new? Other Kahoot! apps Help

Questions (13) Show answers

- 1 - Slide
Read the text
- 2 - Quiz
Finish the name of chapter 1
- 3 - Slide
Read the text
- 4 - Quiz
What is the name of the troll?
- 5 - Slide
Read the text
- 6 - True or false
Poio had stolen a book from the Readlings
- 7 - Slide
Read the text
- 8 - Quiz
What did the Readlings munch and crunch?
- 9 - Slide
Read the text
- 10 - Quiz
What did Poio want to understand?

Annex 3

Kahoot! Upgrade Create

Home Discover Library Reports Groups Marketplace

Speed reading.
 34 plays · 210 players

Start Assign Play solo

Which is the correct answer?

A public kahoot

HofuLearnandGrow Updated 4 years ago

What's new? Other Kahoot! apps Help

Questions (10) Show answers

- 1 - Quiz
Which is grammatically correct?
- 2 - Quiz
Choose the correct question.
- 3 - Quiz
Which is correct?
- 4 - Quiz
Spelling
- 5 - Quiz
Spelling
- 6 - Quiz
SW 1H
- 7 - Quiz
Which is correct?
- 8 - Quiz
We're hungry.
- 9 - Quiz
Let's
- 10 - Quiz
In Japan...

of fossil fuels such as coal, oil, and natural gas, which release greenhouse gases into the atmosphere. These greenhouse gases, including carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O), trap heat from the sun and contribute to the warming of the planet.

The consequences of climate change are far-reaching and pose significant challenges to ecosystems, communities, and economies worldwide. Rising global temperatures lead to melting glaciers and ice caps, causing sea levels to rise. This phenomenon puts coastal areas at risk of flooding, displacing populations and threatening infrastructure and habitats.

Furthermore, climate change disrupts weather patterns, leading to more frequent and intense extreme weather events. Heatwaves, droughts, hurricanes, and heavy rainfall are becoming more severe, causing devastating impacts on agriculture, water resources, and human health. These changes also have implications for biodiversity, as species struggle to adapt to new conditions, leading to habitat loss and extinction.

The effects of climate change are not limited to the environment; they also have social and economic implications. Disadvantaged communities, particularly in developing countries, are often the most vulnerable to the impacts of climate change due to limited resources and infrastructure. Moreover, climate change can exacerbate existing social inequalities and contribute to conflicts over resources such as water and arable land.

Addressing climate change requires collective action at the global level. The international community has made efforts to combat climate change through agreements like the Paris Agreement, which aims to limit global warming to well below 2 degrees Celsius above pre-industrial levels. Transitioning to renewable energy sources, promoting energy efficiency, and implementing sustainable land and water management practices are essential steps toward mitigating climate change.

Adaptation is also crucial in building resilience to the impacts of climate change. This includes developing climate-resilient infrastructure, implementing early warning systems, and promoting sustainable agricultural practices. Education and awareness about climate change are equally important to foster a sense of responsibility and encourage individuals, businesses, and governments to take proactive measures.

By addressing climate change, we can strive for a more sustainable and equitable future. It is a complex and urgent issue that requires collective effort, innovation, and collaboration to protect our planet and ensure the well-being of current and future generations.

1. What are the primary causes of climate change?

- a) Natural processes
- b) Deforestation and land use changes
- c) Burning fossil fuels

2. Which of the following are consequences of rising global temperatures and melting ice caps?

- a) Increased sea levels and coastal flooding
- b) More frequent and intense hurricanes
- c) Decreased rainfall and drought conditions

3. How does climate change contribute to extreme weather events?

- a) By altering ocean currents and wind patterns
- b) By releasing greenhouse gases into the atmosphere
- c) By reducing the ozone layer

4. What is one impact of climate change on biodiversity and habitats?

- a) Increased species diversity and habitat expansion
- b) Habitat loss and increased risk of extinction
- c) Enhanced ecosystem stability and resilience

5. Why are disadvantaged communities often more vulnerable to the impacts of climate change?

- a) They have access to better infrastructure and resources
- b) They are more geographically isolated from climate change effects
- c) They have limited resources and lack adaptive capacity

6. Which strategies were mentioned in the text for addressing climate change?

- a) Transitioning to renewable energy sources
- b) Promoting sustainable land and water management practices
- c) Investing in space exploration for climate change mitigation

Climate change has profound and wide-ranging consequences that affect various aspects of our planet. One major consequence is the rising sea levels caused by the melting of glaciers and ice caps. As temperatures continue to increase, coastal regions and low-lying areas face the threat of inundation, risking the displacement of millions of people and the loss of vital ecosystems.

Another consequence of climate change is the intensification of extreme weather events. Heatwaves are becoming more frequent and severe, leading to heat-related illnesses and fatalities. Droughts are also on the rise, posing challenges to agriculture, water resources, and energy production. Additionally, heavy rainfall and hurricanes are becoming more intense, resulting in devastating floods, infrastructure damage, and the disruption of communities.

Climate change significantly impacts biodiversity and ecosystems. The altered climate conditions disrupt habitats and migration patterns, leading to species loss and reduced biodiversity. Coral reefs, essential marine ecosystems, are particularly vulnerable to rising ocean temperatures, causing widespread bleaching and endangering marine life that relies on them for survival.

Socio-economic consequences are also evident. Changes in weather patterns affect agricultural productivity, resulting in decreased crop yields and food insecurity. Vulnerable communities, particularly those in poverty and marginalized groups, bear the brunt of these impacts, exacerbating social inequalities. Furthermore, climate change can contribute to conflicts over dwindling resources and forced migration as communities face unlivable conditions.

To address these consequences, concerted efforts are needed at local, national, and global levels. Transitioning to clean and renewable energy sources, promoting sustainable land and water management practices, and adopting climate-resilient infrastructure are crucial steps. Mitigation and adaptation strategies, along with international cooperation and policy actions, are necessary to build a sustainable and resilient future for all. By acknowledging and taking action on climate change, we can mitigate its consequences and safeguard the well-being of current and future generations.

1. What is one of the major consequences of climate change mentioned in the text?
 - a) Rising sea levels and coastal inundation
 - b) Increased snowfall and colder temperatures
 - c) Reduced rainfall and drought conditions

2. How are extreme weather events being impacted by climate change?
 - a) They are becoming less frequent and milder
 - b) They are becoming more intense and frequent
 - c) They are not influenced by climate change

3. What is one environmental consequence of climate change mentioned in the text?
 - a) Increase in global biodiversity

- b) Improvement in coral reef health
 - c) Loss of species and reduced biodiversity
4. How does climate change affect agriculture and food security?
- a) It leads to increased crop yields and improved food production
 - b) It causes decreased crop yields and food insecurity
 - c) It has no significant impact on agriculture and food security
5. Who is most vulnerable to the consequences of climate change?
- a) Wealthy and developed nations
 - b) Marginalized and impoverished communities
 - c) Individuals living in urban areas
6. What is one socio-economic consequence of climate change mentioned in the text?
- a) Increased economic growth and job opportunities
 - b) Enhanced social equality and reduced poverty
 - c) Disruption of livelihoods and exacerbation of social inequalities
7. How can climate change contribute to conflicts and forced migration?
- a) By fostering global cooperation and resource sharing
 - b) By creating stable social and political conditions
 - c) By triggering conflicts over resources and displacing communities

Annex 6

Cedes Don Bosco

Teacher: Giovanni Murillo Arce

Level: Ninth Grade

Reading Evaluation

Total points: 14

Obtained points: _____

Score: _____

Name: _____

Date: _____

General Instructions:

- Listen and follow teacher's instructions.
- Work in silence while you are doing your test.
- You have a total of 40 minutes to complete the evaluation.
- Work in order. Have your pen, pencil, and eraser.
- Check your answers before give the test back to the teacher.

Reading comprehension. 14 points. 1 point each.

Carefully read the provided text, analyze, and mark with and "X" the correct answer.

Climate change is a pressing global issue that demands immediate attention and action. To avoid its detrimental consequences, concerted efforts must be made at all levels of society. First and foremost, reducing greenhouse gas emissions is paramount. Transitioning from fossil fuel-based energy sources to renewable and sustainable alternatives, such as solar and wind power, is vital. This shift will not only reduce carbon dioxide emissions but also foster the development of clean and green technologies.

Furthermore, promoting energy efficiency in all sectors is crucial. Implementing energy-saving practices, improving insulation, and using energy-efficient appliances can significantly reduce energy consumption and lower greenhouse gas emissions. Encouraging public transportation, cycling, and walking can help reduce reliance on fossil fuel-powered vehicles, thereby curbing emissions from the transportation sector.

Sustainable land management practices are also integral to avoiding climate change. Protecting and restoring forests, which act as carbon sinks, can help absorb and store carbon dioxide from the atmosphere. Additionally, promoting sustainable agriculture, such as organic farming and agroforestry, can minimize the use of chemical inputs and reduce emissions from the agricultural sector.

Education and awareness play a vital role in addressing climate change. Promoting environmental literacy and providing accurate information about the impacts of climate change can empower individuals to make informed choices and take sustainable actions in their daily lives. Encouraging behavioral changes, such as reducing waste, conserving water, and adopting a circular economy approach, can contribute to mitigating climate change.

In conclusion, avoiding the detrimental effects of climate change requires a multi-faceted approach. Reducing greenhouse gas emissions, promoting energy efficiency, adopting sustainable land management practices, and fostering education and awareness are key strategies to combat this global challenge. By working together and implementing these measures, we can create a sustainable and resilient future for generations to come.

1. What is a primary strategy mentioned in the text to avoid climate change?
 - a) Transitioning to renewable energy sources
 - b) Increasing fossil fuel consumption
 - c) Expanding deforestation practices

2. How can individuals contribute to avoiding climate change in their daily lives?
 - a) By practicing energy-saving habits and using energy-efficient appliances
 - b) By increasing reliance on fossil fuel-powered vehicles
 - c) By ignoring the impacts of climate change on their behaviors

3. What is one recommended approach to sustainable land management mentioned in the text?
 - a) Promoting deforestation for agricultural expansion
 - b) Restoring and protecting forests as carbon sinks
 - c) Encouraging excessive use of chemical inputs in agriculture

4. How can education and awareness help address climate change, according to the text?
 - a) By promoting misinformation and confusion about climate change
 - b) By empowering individuals to make informed choices and take sustainable actions
 - c) By downplaying the importance of environmental literacy

5. Which sector contributes significantly to greenhouse gas emissions and should be targeted for reduction?
 - a) Transportation
 - b) Renewable energy
 - c) Waste management

6. What is the overall goal of the recommended strategies mentioned in the text?

- a) To exacerbate the impacts of climate change
- b) To adapt to climate change without addressing its root causes
- c) To create a sustainable and resilient future by mitigating climate change

Climate change is a complex issue that involves the actions and responsibilities of various stakeholders, known as the main doers in addressing this global challenge. These key players play a crucial role in implementing effective measures to mitigate and adapt to the impacts of climate change.

Governments and policymakers are among the primary doers in combating climate change. They have the authority and responsibility to enact policies, regulations, and international agreements that promote sustainable practices, reduce greenhouse gas emissions, and support the transition to a low-carbon economy. Their actions can create a conducive environment for businesses and individuals to adopt sustainable practices and technologies.

Businesses and industries also have a significant role to play as main doers in addressing climate change. They are responsible for a significant portion of global emissions and resource consumption. By adopting sustainable practices, investing in clean technologies, and reducing their carbon footprint, businesses can contribute to mitigating climate change. Moreover, they can drive innovation and create new green jobs, fostering economic growth while minimizing environmental impacts.

Civil society, including non-governmental organizations (NGOs) and grassroots movements, acts as a vital force in driving climate action. These doers raise awareness, advocate for policy changes, and mobilize communities to take sustainable actions. They play a crucial role in holding governments and businesses accountable for their environmental responsibilities and pushing for systemic change.

Research institutions, scientists, and experts are essential doers in providing the necessary knowledge and evidence base to understand climate change and its impacts. Their research helps inform policymakers, businesses, and the public about the urgency and severity of the issue. They contribute to developing sustainable technologies, strategies, and adaptation measures, aiding in effective decision-making and action.

Finally, individuals are crucial doers in addressing climate change. By making conscious choices in their daily lives, such as reducing energy consumption, practicing sustainable waste management, and adopting eco-friendly habits, individuals can significantly contribute to mitigating climate change. Additionally, individuals have the power to influence collective action by advocating for change, raising awareness, and demanding sustainable practices from governments, businesses, and institutions.

In conclusion, addressing climate change requires the collective efforts of various main doers, including governments, businesses, civil society, research institutions, and individuals. By working together, these stakeholders can create a sustainable and resilient future, mitigating the impacts of climate change and preserving the well-being of the planet for current and future generations.

1. Who are the primary doers mentioned in the text in addressing climate change?
 - a) Governments and policymakers
 - b) Corporations and businesses
 - c) Celebrities and influencers

2. What role do businesses and industries play as main doers in combating climate change?
 - a) They contribute significantly to greenhouse gas emissions
 - b) They prioritize profits over sustainability
 - c) They invest in clean technologies and adopt sustainable practices

3. What is the role of civil society, including NGOs and grassroots movements, in addressing climate change?
 - a) They advocate for policy changes and mobilize communities
 - b) They solely focus on raising awareness without taking action
 - c) They support governments in implementing unsustainable practices

4. How do research institutions and scientists contribute as main doers in addressing climate change?
 - a) They develop sustainable technologies and adaptation measures
 - b) They deny the existence of climate change
 - c) They prioritize economic growth over environmental concerns

5. What can individuals do as doers in addressing climate change?

- a) Make conscious choices in their daily lives to reduce energy consumption
 - b) Leave the responsibility solely to governments and businesses
 - c) Ignore the impacts of their actions on the environment
6. What is the importance of governments and policymakers as doers in combating climate change?
- a) They enact policies and regulations to promote sustainable practices
 - b) They prioritize short-term economic gains over environmental concerns
 - c) They have no influence or authority in addressing climate change
7. How do businesses contribute to the fight against climate change?
- a) By investing in clean technologies and reducing their carbon footprint
 - b) By disregarding sustainability practices and increasing greenhouse gas emissions
 - c) By solely relying on governments and NGOs to address climate change

Annex 7

Survey Kahoot! As a tool to improve reading skills.

The purpose of the following survey is to measure the opinions about the use of Kahoot! to improve the reading skills, all the information provided in this survey will be completely anonymous.

1. Have you used the Kahoot app to improve your reading skills?
 - A. Yes
 - B. No
2. How frequently do you use the Kahoot app to practice reading?
 - A. Always
 - B. Sometimes
 - C. Almost never
 - D. Never

3. Do you find the Kahoot app engaging and enjoyable for improving reading skills?
 - A. Yes
 - B. No
4. Does the Kahoot app help you better understand and comprehend the content you read?
 - A. Yes
 - B. No
5. Have you noticed any improvement in your reading skills after using the Kahoot app?
 - A. Yes
 - B. No
6. Do you feel motivated to read more when using the Kahoot app?
 - A. Yes
 - B. No
7. Do you find the Kahoot app helpful in expanding your vocabulary while reading?
 - A. Yes
 - B. No
8. Do you believe the Kahoot app has enhanced your reading speed and fluency?
 - A. Yes
 - B. No
9. Have you found the Kahoot app effective in improving your reading comprehension?
 - A. Yes
 - B. No
10. Do you think using the Kahoot app has increased your overall interest in reading?
 - A. Yes

B. No

11. Do you think the Kahoot app has made it easier for you to identify main ideas and key details while reading?

A. Yes

B. No

12. Has the Kahoot app improved your confidence in tackling complex reading materials?

A. Yes

B. No

13. Would you recommend the Kahoot app to other students as a tool for improving reading skills?

A. Yes

B. No