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A Motivational tool to teach English to students of Secondary Education

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ABSTRACT

The main objective of this Final Degree Project is to check whether Kahoot! results to be a motivational tool to teach English in Secondary Education, and to come across differences in the acquisition of learners belonging to a Bilingual Programme and learners who do not. In order to achieve these objectives, a theoretical framework has been developed in order to explain the most important concepts of this study and to see what has been previously studied. Subsequently, a methodology has been proposed to see if the Gamified tool, Kahoot!, supposes advantages in the teaching of English. Kahoot! resulted to be efficient teaching of English, as it contributed successfully to the results obtained. Moreover, students belonging to the Bilingual Programme performed the different exercises proposed better, due to their wider English knowledge.

Keywords: Education, English language, Teaching, Gamification, Kahoot!, Bilingual Programme.

RESUMEN

El objetivo principal de este Trabajo Fin de Grado es comprobar si Kahoot! resulta ser una herramienta motivadora para enseñar inglés en Educación Secundaria y encontrar diferencias en la adquisición de los alumnos que pertenecen a un Programa Bilingüe y los que no. Para cumplir estos objetivos, se ha desarrollado un marco teórico para explicar los conceptos más importantes de este estudio y ver qué se ha estudiado previamente. Posteriormente, se ha propuesto una metodología para comprobar si la herramienta gamificada, Kahoot!, supone ventajas en la enseñanza del inglés. Kahoot! resultó ser eficaz en la enseñanza del inglés, ya que contribuyó con éxito a los resultados obtenidos. Además, los alumnos pertenecientes al Programa Bilingüe realizaron mejor los diferentes ejercicios propuestos, debido a sus mayores conocimientos de inglés.

Palabras clave: Educación, Lengua inglesa, Enseñanza, Gamificación, Kahoot!, Programa Bilingüe.

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1. INTRODUCTION

In the digital age in which we find ourselves, new technologies have revolutionised every aspect of our lives. From the way we communicate to the way we learn, the impact of these technologies is undeniable. One of the most prominent and promising trends in this area is Gamification, a teaching tool that combines game elements with non-game activities to motivate, engage and encourage people to participate.

Gamification has experienced exponential growth in various fields, including education, marketing, personal and professional development, among others. This technique has captured the attention of researchers, practitioners and enthusiasts, due to its ability to improve motivation, engagement and results in different areas, such as education.

In this Final Degree Project, we will test whether the Kahoot! tool is a useful Gamified tool to teach the students *the present continuous tense* in English, comparing a group of students of Secondary Education that belong to a Bilingual Programme and a group of students who do not. Through an exhaustive review of the literature and the development of the research project itself, the benefits and limitations of Gamification in the field of English teaching will be examined.

In order to develop this Final Degree Project and, thus, fulfil the objectives stated in point 3, it will be divided into several sections. Firstly, the theoretical framework will focus on the evolution of new technologies and their impact on the educational area. Then, the concept of Gamification will be addressed and its main characteristics and components will be defined. Subsequently, the theoretical framework will explain the importance of motivation in education and examine Kahoot! as a motivational tool.

After the theoretical framework, a research project will be carried out. The main tool of this research work will be Kahoot!, and it will consist of a series of exercises on *the present continuous* in English. After its explanation and development, the results will be shown and discussed in order to demonstrate if this tool contributes to the learning of English in a positive way.

Finally, we will discuss how this research can be beneficial for the educational field, the different limitations of the work and some suggestions on how the work could be improved for future research.

2. JUSTIFICATION

The British Council (2023) underlines that more and more people are starting to study English, and that is why many schools are including it in their syllabus. However, as it will be explained, education has been changing due to the necessity of making the student the driving force. This way, technological resources, among other aspects, have become integrated.

The main reason for writing this Final Degree Project is to show how useful are Gamified tools to teach English, mainly in Secondary Education. Introducing this innovative way of teaching may result in better and quicker acquisition of the knowledge taught.

Another important reason for developing this project is to leave a door open to possible future research, which would signify a noticeable change in this pedagogical aspect. In this way, we suggest some proposals to encounter changes in education using different tools and approaches.

Finally, we would like to mention our devotion to English teaching. We are very concerned with the way English is taught in schools and high schools. Therefore, we were looking to find some tools that increases students' motivation, that results positively and favourably and that is up-dated, in other words, it integrates technology. As a consequence, we thought of Gamification, specifically Kahoot!

3. OBJECTIVES

The objectives of this Final Degree Project are the driving force of the whole study. They are the following:

- To demonstrate how important is to integrate technologies in the process of teaching English.

- To introduce students to the concept of Gamification and offer an overview of it.

- To use Kahoot! to teach the students *the present continuous tense* in English so as to check if this Gamified tool can be considered efficient as a motivational tool to teach English.

- To make a comparison between students belonging to the Bilingual Programme and students that do not belong to it and see the differences in terms of English level between both groups.

- To analyse, interpret and explain the results obtained in the research project.

- To come across conclusions that can influence in a positive way the teaching of English and that can be used for further research.

In order to fulfill these objectives, we have worked on different sections all along this research project: theoretical framework, methodology, discussion, and conclusion.

4. THEORETICAL FRAMEWORK

This section will be devoted to discussing how education has evolved during the last decades, integrating new technologies, which are great allies nowadays, as they are present in mainly all areas of our lives. It is principal to know the effects that new technologies have on education, for instance, in students' motivation. We consider that there are tools, such as Gamification as we will explain in this project, that increase and improve the learning of students as, through it, teachers can approach Information and Communication Technologies (ICTs) in the classroom.

4.1. Evolution of Education

In the last decades, people have witnessed a prominent change in education. According to García Jiménez (2019), the main criticisms to traditional school are driven by three different aspects: relational, didactic, and socio-political:

- Relational criticism says that the old school is not adapted to society, as it has developed more slowly and, therefore, has not acquired the social changes. The old school is considered a more conservative institution.
- Didactic criticism argues that traditional school is entirely devoted to the transmission of knowledge and does not seem to take into account the interests of children, their different personalities, and their personal situations at all.
- Socio-political criticism maintains that traditional school is a closed institution, self-centered and divorced from society. On the contrary, the aim of school should be to prepare students for life; encouraging collaboration between them rather than individualism; and allowing children to develop their spontaneity inside the classroom.

At the end of the 19th century, attempts that tried to change old school emerged, reaching their peak in the first decades of the 20th century. Thanks to these attempts, the term 'New School' has emerged. The emergence of this term was accompanied by a series of economic, social, political, and demographic transformations and their respective consequences. The 'New School' looks for a type of education where the interests and needs of the students are the driving force. It leaves aside the importance of memorization

and teacher-centered lessons as stated in traditional education, and is concerned with promoting the activity, freedom and autonomy of the pupils. This new term considers infancy as an important stage in a children's life where their needs and interests are developed, as a starting point for education. (García Jiménez, 2019).

Information and Communication Technologies (ICTs) have had a great effect on education. In fact, students are becoming more and more familiar with new technologies, mainly higher education students, as they are usually more in contact with television, video games or even mobile phones. According to the Commission of the European Communities (2008), nine out of ten universities in the world have access to the Internet which has resulted in students' predisposition to work. This is directly related to motivation, which is going to be widely analysed below. The advantages of integrating ICTs in education were not only seen in terms of students' attitude towards the lessons but also in the results obtained by the pupils, assessment and teaching itself.

For the integration of technology in education, the role of the teacher is crucial. Teachers may help students to connect technology with their daily life, so the teaching-learning process would be more effective and interactive. Moreover, they should try to provide students with the necessary skills to be able to communicate inside and outside the class. For doing this, Mertala (2019) proposes combining traditional education, based on memorization and teacher-centered, with ICTs. In this sense, there is a tool called Gamification that could be implemented in the classroom, as it signifies a good path to engage students. According to Marczewski (2002), Gamification can be defined as the application of game metaphors to real-life tasks that influence behaviour and improve students' motivation and involvement. In other words, Gamification does not signify playing as such but introduces game elements in the teaching process. The aim of a teacher is that students learn, and s/he has to be the one in charge of this. If by integrating new methods the goal is achieved sooner, the teacher will have succeeded.

4.2. What is Gamification?

The origin of Gamification relies on business and marketing when elements of games were introduced to improve costumer's perception of the brands. The history of Gamification goes back to many years. In fact, Microsoft created the windows Solitaire game as an idea to make users learn how to use the mouse. This was already a way of Gamification. (Caponetto et al., 2014).

According to Marczewski (2002), Gamification can be defined as the application of game metaphors to real-life tasks that influence behaviour and improve learners' motivation and involvement. There is another definition proposed by Kapp (2012), saying that the use of game mechanics, aesthetics, and game thinking to involve people motivate action, promote learning, and solve problems.

According to Woodcock and Johnson (2017), Gamification is understood as the application of game systems: competition, rewards, quantifying player/user behaviour – into non-game domains, such as work, productivity and fitness. David Ruiz (2011) proposed the following definition:

> 'Gamification is the art of adding to situations that are not games some elements that make us all love playing so much.'

However, for this study we will considered the following definition:

> 'Gamification is defined as the use of game design elements in non-gaming contexts. It can be used as a tool to improve the participation and motivation of people in carrying out diverse tasks and activities that generally could not be too attractive.' (Aparicio, et al, 2012).

As stated by Jayasinghe and Dharmaratne (2013), Gamification is one of the teaching methodologies that is more popular nowadays. However, people need to be aware of some terms that are confused with Gamification and with some false claims about the topic. For instance, Game Based Learning (GBL). The difference between Game Based Learning and Gamification is that in Game-Based Learning the learning is focused on different games, and in Gamification, game elements are introduced but it is not a game itself. Regarding the false claims about Gamification, there is one that is widely spread. This is because Gamification is not the same as learning by playing. This statement is false. Learning by playing is related to Game-Based Learning, i.e. the use of games. However, Gamification is not based on the use of games but on the introduction of game elements to different learning contexts.

To integrate Gamification into the classroom, teachers have integrated a wide range of tools (Socrative, Google Forms, Quizizz, Kahoot!). These free applications allow a more dynamic teaching way, where students work individually or in groups to get the correct answer. It has been proven that these tools are beneficial in making students develop skills regarding time organization, communication and discussion, and fruitful thinking. (Martínez Jiménez and Ruiz Jiménez, 2020).

4.3. Importance of motivation in education

It is important to take into account the psychical and psychological factors that can influence and determine the learning process of each student. Motivation is what encourages learners to proceed and what inspires them to work. It differs from each person, as each one has its one way of motivating themselves. (Nazarova and Daminova, 2018)

According to Nazarova and Dominova (2018), three types of motivation can be distinguished. The first motivation happens when somebody helps students to feel ready and excited. The second motivation happens when pupils gets signs that show that they are doing well, for instance, good grades, diplomas, written notes by the teacher, etc. The third motivation happens when learners feel aroused by their own reflections and hopefulness.

Related to the motivation that happens when learners notice that they are doing great, Fin. (1989) explained that students' behaviour is more favourable towards the learning process when they feel part of the school, meaning that they identify with the school, they are welcomed, respected, and valued by teachers and classmates. This led to the conclusion that the better affective and social relations are established in a school, the more effective the school is (Mok and Flynn, 2002). Social relations between students and the school are created during adolescence when teenagers begin to think about their own identity and whether they are accepted or not. (Goodenow, 1993). However, not only social relationships are going to be decisive in the attitude of a learner toward schools. This means other factors are going to be influential, such as the student's engagement in the class and his/her success. However, there are other classifications done for motivation.

Ferreira, Cardoso and Abrantes (2011) proposed another classification for motivation. He mentions other two types of motivation, which are guide by the internal impulses of each individual. These are:

- Physiological motivations, which include sleep, pain, hunger and thirst. These motivations are the result of the biological structure of each individual and the innate characteristics of human beings.
- Social motivations, include the desire that human beings have to be accepted in the society, to be integrated in groups with other people, and to be appreciated by others. These motivations are acquired from the process of social learning and differ depending on the person or even on the culture.

That classification is not the only one done by these authors. They also insist that there are other two possible classifications for motivation that are significant for the learning process. These are intrinsic and extrinsic motivation:

> 'These classification is based on self-determination theory that considers humans to actively seek optimal challenges and new experiences to master and integrate. Intrinsic motivation refers to engagement in activities for their own sake, namely for the feelings of pleasure, interest, and satisfaction that derive directly from participation. When intrinsically motivated, individuals are fully self-regulated, engage in activities out of interest, without the aid of external rewards and/or constraints. Extrinsic motivation refers to a variety of behaviours that are undertaken for reasons other than the activity itself, such as external rewards, benefits, punishments, or obligations. Intrinsically motivated students are thought to seek out challenges, to extend and exercise their capabilities, and to explore and learn, compared with extrinsically motivated students who seek rewards such as grades, ego enhancement and social recognition.'

As explained above, students' motivation depends also on how they developed their skills and abilities, if they succeed or if they fail (Goodenow, 1993). This explains why teachers need to be careful with the tasks they ask their students, as they are going to be crucial in the predisposition of the learner to the process of acquisition (considering acquisition as the umbrella term for acquisition and learning).To achieve this, methodologies such as Gamification can be used. The aim of Gamification, is related to motivation as it tries to influence students' behaviour as well as improving people's motivation and involvement, as it was explained by Marczewski (2002).

4.4. Kahoot! as a motivational tool

Nowadays, education is becoming more and more concerned with the integration of more active and participative learning. This is the result of the expansion of new technologies that come together with significant changes in the education system. It has been shown that the use of technology (computers, smartphones, and tablets) reinforces and improves students' engagement with the class and with the subject.

Existent educative platforms and new teaching ways based on games have been developed in the last decades, and are still being developed. Therefore, the use of some dynamic educative tools such as Gamification has appeared (Glowacki et al., 2018). Gamification refers to the introduction of game elements in non-gaming environments, to support learning processes and try to facilitate the evaluation process, participation, and student motivation. (Caponetto et al., 2014).

Different applications favored the use of a more dynamic teaching, such as Kahoot!, Socrative, Google Forms, and Quizizz, among others. Kahoot! has been selected as it is one of the free applications whose use has exponentially grown in high schools. This tool allows language learners to work in teams or individually and discuss the correct answer. This is very beneficial to students as they develop skills that will almost certainly be useful in their future. Moreover, all this must be done in a limited period of time, which makes them improve their reasoning skills as they have to think quickly but fruitfully. (Martínez Jiménez and Ruiz Jiménez, 2020).

Through teaching tools such as Kahoot! teachers have the possibility of making quizzes and observing the learning process of students, allowing them to make serious efforts to correct the mistakes they have made. The use of these applications leaves behind the traditional methodology of merely memorizing words, which students may presumably forget shortly because they do not put them into practice (Hadijah, 2020). Besides, the fact that they can participate in the activities anonymously can engage students to participate more freely as they do not have the pressure of answering everything correctly. In addition, Kahoot! increases the students' interaction in class, which can inspire them for further work.

5. METHODOLOGY

5.1. Aims

The following research project has two main aims to be fulfilled throughout its development. The first aim consists of introducing students to the concept of Gamification. Kahoot! will be used to teach the students *the present continuous tense* in English, to check if this Gamified tool can be considered efficient as a motivational tool to teach English. The reasons for choosing *the present continuous tense* are two: the first one to accomplish the Curriculum stated in the BOCYL (2022) and the other one is the recommendation that the teacher of this group gave me in the conversations we had previous to the study.

The second aim intends to make a comparison between students belonging to the Bilingual Programme and students that do not belong to it, to come across the most noticeable differences in terms of English level between both groups. The methodology used attempts to validate and assure the reliability of this study regarding distinctions between students who belong to the Bilingual Programme and students who do not.

5.2. Participants

The participants of this study are 31 students at the IES Emilio Ferrari, a well-known high school near the center of Valladolid. This high school has a Bilingual Programme within its Secondary Obligatory Education, which differentiates between students belonging to the Bilingual Programme (Group A) and students who do not (Group B).

This Bilingual Programme includes different aspects to be taken into account which will be decisive in determining the level of English with which students of Secondary Education finish the cycle. In this sense, the Programme includes subjects such as history and natural sciences also studied in English. In addition, the English subject itself will be taught at a higher level than for students who do not belong to the Programme. Furthermore, students from Group A have regular lessons from native teachers, who have conversations with them in English. This helps them to develop proficiency in the four most English skills: speaking, listening, reading and writing; and also to improve their communication competences.

The number of participants is 31 students divided into two groups, depending on if they belong to the Bilingual Programme or not. Out of 31 students, 20 were from Group A and 10 were from Group B. Those students from Group A are B1+; while those from Group B are A2+ students. Exercises were adapted to the English level of the students, so that they encourage reception, production, interaction and mediation, according to the Common European Framework of Reference for Languages (CEFR). The students are in the 2nd year of Secondary Education. The research project was totally anonymous, to assure the privacy of the students and to encourage that the data obtained is accurate.

5.3. Methods of data collection

In this section, the different materials used in this research project are going to be carefully explained. The first element used consists of a Kahoot! Quiz, while the second procedure consists of an individual worksheet, which contains the same questions as in the Kahoot! Accurate comprehension of the materials will be helpful for the subsequent explanation of their development. Furthermore, these materials are appropriate to the English level and age of each student.

The first procedure will consist of a quiz developed through the Gamified tool Kahoot! It is an application well-known in schools. It is free and it is used to create Gamified exercises to teach and learn. Through Kahoot!, different exercises are going to be created about *the present continuous*. Since English Grammar is very extensive and it is almost impossible to analyse all aspects of grammar, that's why we decided to focus only on one verb tense. There are two types of exercises mainly, the first type (see Appendix 1) is a fill-in-the-gap exercise. Students will be provided different sentences with a gap that had to be completedwith the correct form of *the present continuous tense*. The second type of exercise (see Appendix 2) is more descriptive. Students will be provided with different images and they must choose a sentence that describes the action happening in each photo. Not only exercises but also a little reminder about *the present continuous tense* were given, to refresh their memory.

The second procedure will consist of a worksheet (see Appendix 3). It will contain the same questions included in the Kahoot! This is done to make sure that the answers of the students are well kept, in case there is any problem with the system or the Internet fell. Unlike the previous procedure, this part does not include Gamification, as it includes

five pages with fill-in gap exercises.

Kahoot! has been selected as it is an innovative tool that has been expanding in the educational system, as people are becoming more and more concerned with the integration of more active andparticipative learning. Furthermore, a gap-filling exercise was used to assure that in case there was a problem with the system and access to Kahoot! was not possible, results were registered too.

5.4. Development

For this research project, students had to use a mobile phone or computer to have access to the Kahoot! exercises. That's why the teacher who helped us at the I.E.S Emilio Ferrari, Trinidad Chillón Montoya, let each student have a laptop so that they have an efficient Internet connection.

Before starting the study as such, a brief presentation of who we are and our research project was given to the students. We mentioned the main aims of this project and the reason why we were going to test them. Furthermore, we explained to them some notions about the Gamified tool (Kahoot!) that was going to be used. We also commented on the exercises they must complete, both in the Kahoot! and in the worksheet. We insisted a lot on them being honest, so the results can be as accurate as possible. In fact, for the sake of honesty, the study was anonymous, and only we will have access to the results.

Once we considered that everything was clear and that they know perfectly what to do and how to do it, we started the study. Firstly, and as it has been explained, a little reminder about the formation and uses of *the present continuous tense was given*, since *present continuous* was the verbal tense we were going to base the study. Not more than ten minutes were spent on this part, as it was only a quick reminder.

Thereafter, the first and second procedures came into time. Both procedures were developed simultaneously. The Kahoot! and the worksheet contained the same exercises.In this way, we made sure that in case there was a failure in the Kahoot! system or a failure in the Internet access, we would be able to see the results that the students had obtained in the exercises.

In the first procedure, students had to enter the Gamified tool Kahoot! with their laptops and sign with a name. The name wasn't necessary to be real, as this research project was anonymous. What is important is not names but how they perform the different

exercises. The procedure was in real-time and students had nearly two minutes to answer the different questions that appeared in the Kahoot! projected on the digital screen. However, if all of them had finished earlier, we continued. The veracity of the students was assured.

In the second procedure, students had to complete the worksheet with the same answers they have chosen in the Kahoot! We insisted a lot on this, it was necessary to assure accuracyin their answers.

Once the study was finished, the participants could see the different answers of what they have done in the screen to see how they have done.

6. RESULTS

6.1. Analysis of results

The results obtained in this study, which are explained and described in more depth in point 6.2 below, have been analysed following a specific pattern. All the information of each participant has been considered to have a clear view of their level of English and the results of the exercises and the final test. The exercises gap-filling and Kahoot! was analysed and a comparison between the results obtained between Group A and Group B classes was attached. After analysing the different outcomes of all the participants, we evaluated the results to determine if this Gamified tool has positive effects on the participants and if it results efficiently as a motivational tool to teach *the present continuous tense* to second-year students from Secondary Education.

6.2. Data Analysis

This section illustrates the results obtained by the 31 participants in the research project. The results show the answers given by the students in the Kahoot! and, hence, in the worksheet, as both procedures contained the same questions. As we have mentioned above, the participants belong to two classes. The first class has 20 students, who belong to the Bilingual Programme, and that have a B1+ English level. The second class has 11 students, who do not belong to the Bilingual Programme, and that have an A2+ English level. For this reason, the results of each class will be presented separately: first, the results of Group A, then, the responses of Group B. Afterward, a comparison between both classes will be shown in the same graph. The interpretation of each graph will be explained below.

The Table 1 below shows the correct answers each student belonging the Bilingual Programme got. There are three columns in the table. The first one represents the different students who take part in this research project. The second one represents the correct answers each student got out of 30 questions. The third column represents the percentage of correct answers each student got.

Student	Correct answers (out of 30)	Correct answers (out of 100%)
Student 1	29	97
Student 2	29	97
Student 3	29	97
Student 4	29	97
Student 5	29	97
Student 6	28	93
Student 7	28	93
Student 8	28	93
Student 9	28	93
Student 10	28	93
Student 11	28	93
Student 12	27	90
Student 13	27	90
Student 14	27	90
Student 15	26	87
Student 16	25	83
Student 17	24	80
Student 18	23	77
Student 19	23	77
Student 20	23	77

Table 1. Correct answers Kahoot! Students Group A.

The Figure 1 below shows the percentage of correct answers obtained by the class whose students belong to the Bilingual Programme. The graph has 20 bars, each bar represents each student. The maximum score that each student could obtain was 100 if they had completed all the exercises correctly. In this sense, the values in the graph range from 0 to 100, with 100 being the maximum score and 0 being minimum.
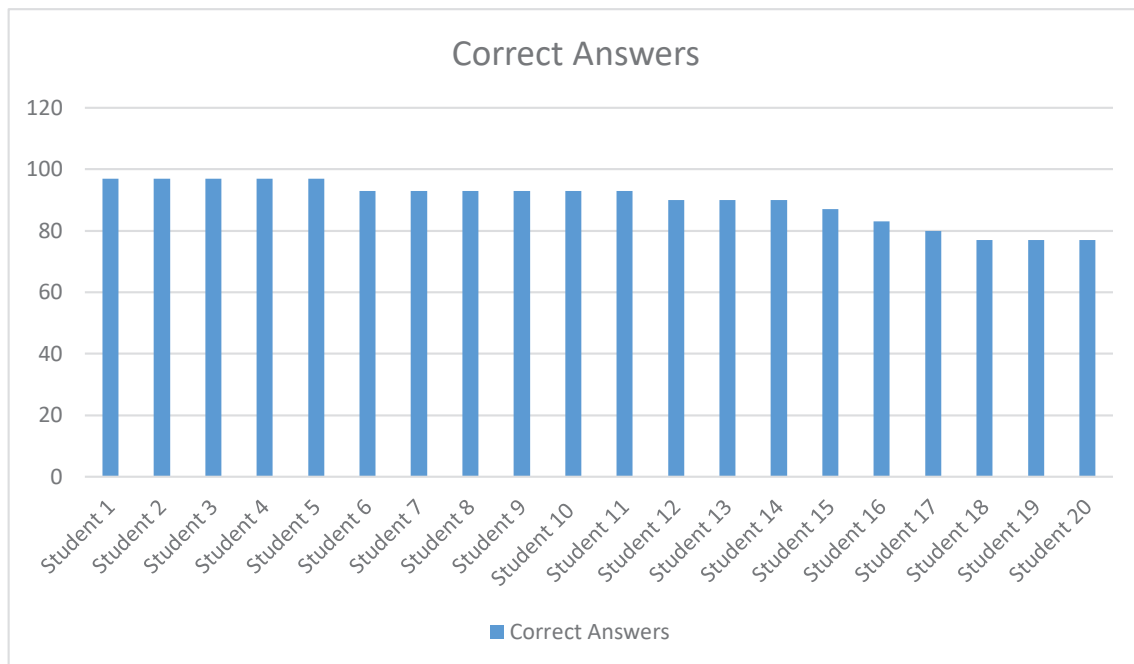
Figure 1. Correct answers Kahoot! Students Group A.

In general, the results do not show huge differences between students. The highest score was obtained by 5 students, getting 97% of the exercises well done. Afterward, 6 students scored 93%. The rest of the students obtained lower scores that goes from 90%, 87%, 83%, 80% to 77%. Therefore, the student that got the lower mark scored 77%. All the students answer all the questions. There was not any student who had not enough time. Moreover, there were no students that get all the answers correct, 100% out of 100%.

The same as Table 1, Table 2 shows the correct answers each student belonging to Group B got. There are three columns in the table. The first one represents the different students who take part in this research project. The second one represents the correct answers each student got out of 30 questions. The third column represents the percentage of correct answers each student got.

Student	Correct answers (out of 30)	Correct answers (out of 100%)
Student 1	29	97
Student 2	29	97
Student 3	28	93

Student 4	27	90
Student 5	27	90
Student 6	27	90
Student 7	26	87
Student 8	24	80
Student 9	24	80
Student 10	22	73
Student 11	19	63

Table 2. Correct answers Kahoot! Students Group B.

The Figure 2 below shows the percentage of correct answers obtained by the class whose students belong to the non-Bilingual Programme. The graph has 20 bars, each bar represents each student. As explained above, the maximum score that each student could obtain was 100, if they had completed all the exercises correctly. In this sense, the values in the graph range from 0 to 100, with 100 being the maximum score and 0 being the minimum.
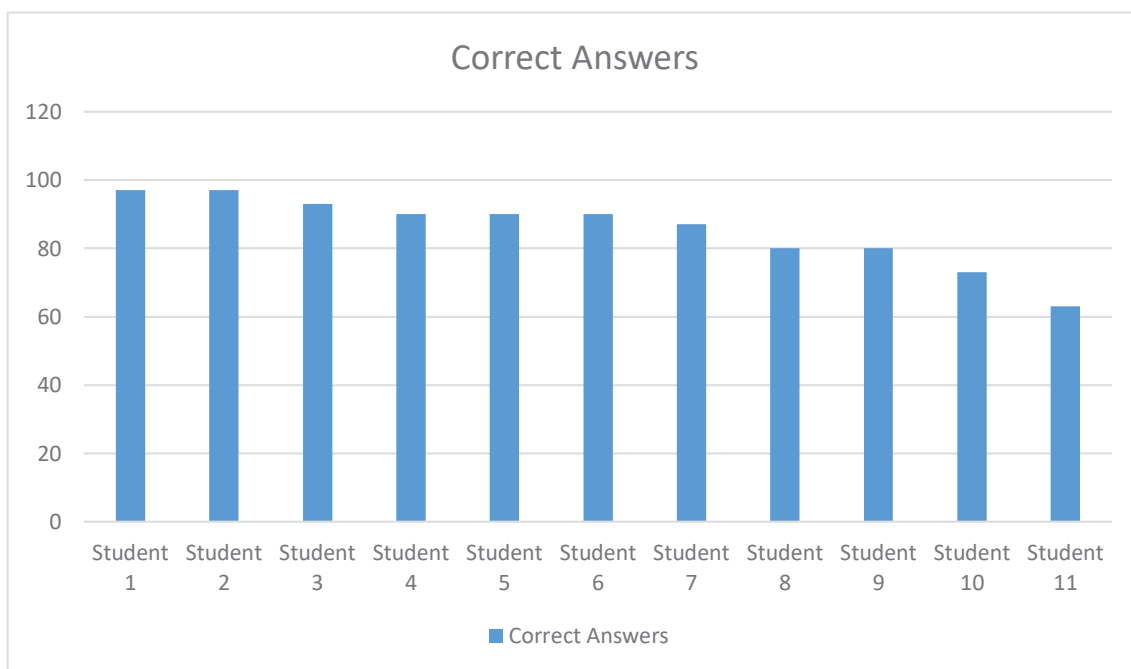
Figure 2. Correct answers Kahoot! Students Group B.

In general, the results do not show huge differences between the students. However, there are more variations between them, being the highest score of 97% (the same as in Group A) and the lowest of 63%. The rest of the marks were also different, going from 93%,

90%, 87%, 80% and 73% to 63%. Again, all the students answer all the questions. There was not any student who had not enough time. Moreover, there were not also any students who got all the answers correct, 100% out of 100%.

To finish this section, it is important to show with Figure 3 below the comparison between students belonging to the Bilingual Programmes and students that do not belong to them is shown. On the one hand, the total percentage of correct answers in Group A is 89'6%, while the percentage of correct answers in Group B is 85'5%. On the other hand, the total percentage of incorrect responses in Group A is 10'4%, while the percentage of incorrect ones in Group B is 14'5%. This comparison, which would be discussed in the following section, allows us to show how the results of both classes differ due to the difference in the English level.
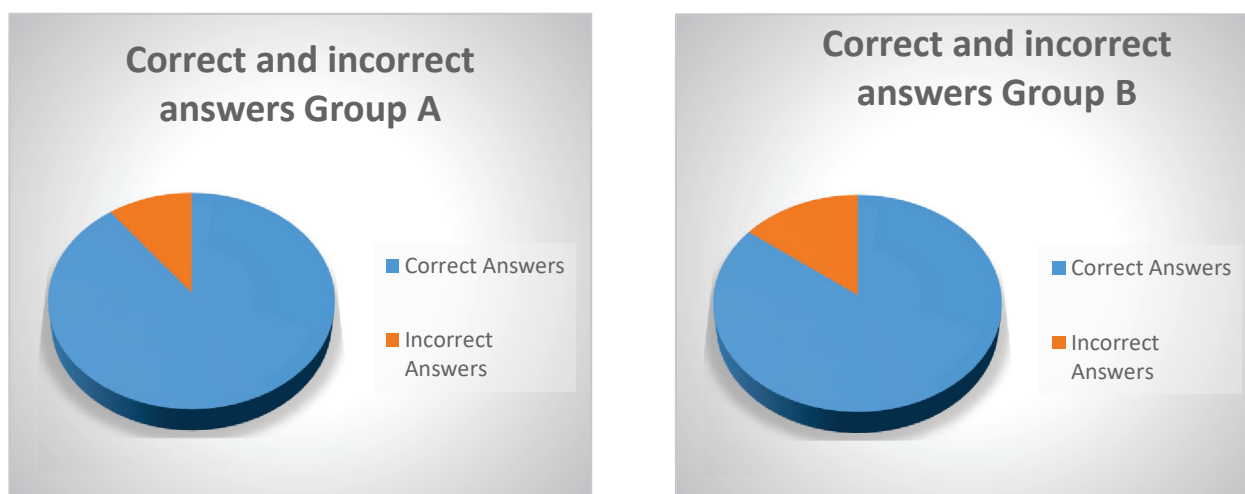
Figure 3. Correct and incorrect answers Students Group A and B.

6.3. Discussion

As explained in point 5.1, this research project has objectives to be considered. One of them deals with how to use Kahoot! to teach students *the present continuous tense* in English, to see if it is efficient as a motivational tool to teach English. And the other objective pretends to make a comparison between students belonging to the Bilingual Programme and students that do not belong to it, to come across the most noticeable differences in terms of English level between both groups. To get to the aims established above, the data collected and summarise above was necessary. These data have been organized between the different classes I have studied. The main point of reference for the interpretation of these results is the number of correct answers each student obtained.

Based on the results shown in Table 1 and Figure 1, we can see that most of the students in Group A obtained good results. However, there have been differences between them, although not very noticeable. As explained in the methodology, this research project has focused on one aspect of English Grammar, *the present continuous tense*, due to the wide scope of English Grammar, which makes it difficult to cover more. In this sense, it was not the first time that students belonging to the Bilingual Programme had studied this verb tense and applied it in exercises. Therefore, as their level of English is higher, they have obtained positive results. It should also be noted that none of the students left any answers unanswered. If we were to compare the percentages of correct answers obtained with the grading system in Spanish education, we can see that most of the students obtained a grade of A (97/100, 93/100, and 90/100), and the minority of them a grade of B (87/100, 83/100, 80/100), being only one student who obtained less than an 80, a 77, which is still a favourable grade.

However, if we pay attention to the results revealed in Table 2 and Figure 2, what we see is these results vary more. The highest mark of this group (97/100) is the same as in the other group. Nevertheless, the lowest mark of this group is much lower (63/100) than in the other groups. The reason for this is that these students have a lower level of English. In addition, they do not spend as much time in contact with the language, and they do not have more subjects taught in English. However, the overall evaluation of the results is also positive, with more than half of the learners obtaining a grade of B or better.

If we compare the results obtained in both classes, we can see that the class with the highest number of correct answers and, therefore, the lowest number of errors is the class belonging to the Bilingual Programme. The reason for this is probably due to the higher level they have compared to the other class: Group A has a B1+ level, while Group B has an A2+ level. In addition, learners belonging to the Bilingual Programme spend more time in contact with English, thus developing a higher level, at least in the four main skills: listening, reading, writing, and speaking. Not only this, but they are also visited by native teachers who favoured them to acquire more ease and confidence in the English language.

Though, the individual situation and ability of each person also influence the results. For example, learners (regardless of which programme they belong to) who have spent time in English-speaking countries may have the opportunity to have their level of English improved, as being in contact with the target language can be beneficial in accelerating

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learning. At the same time, there may be students whose level of English is lower than the general level of the class, probably because they have been taught by other teachers because they come from other schools where it was taught differently, or simply because their cognitive abilities have made them learn *the present continuous tense* less solidly.

Motivation is also a main factor to take into account when analysing the results. For this reason, a Gamified tool such as Kahoot! has been used as the main tool of the project. As explained in the theoretical background, its usage facilitates the evaluation process, participation, and student motivation. (Caponetto et al., 2014). In other words, one of the reasons why the results of both classes have been so positive and favourable, with the number of correct answers being much higher than the number of mistakes, is thanks to the use of Kahoot! Probably, if instead of using this application we had used a more traditional teaching method, the results would have been less favourable and the number of failures higher, as ICTs influence positively learners' marks, as stated by the Commission of the European Communities (2008) (see Point 4.1).

All aspects considered, results have been in general promising, being better than the ones achieved by students belonging to the Bilingual Programme, due to their higher level of English. However, other aspects contribute to and influence the results.

6.4. Influential factors

In this research project, the results have been explained and analysed as accurately as possible. However, there are a number of limitations that have influenced these results.

The results may have been influenced by the age of the participants and their different personal characteristics, which include the capacity that each participant has to acquire and process the information learnt. Furthermore, their level and previous contact with English may have also influenced their learning process, including their close relationship with the English culture. In fact, the participants who completed the Kahoot! exercises better were the ones belonging to the Bilingual Programme, which may be related to their higher English level, their contact with the English language, and how motivated they feel when learning through this method.

Moreover, the number of participants in our study was 31 students: 20 learners belonging to the Bilingual Programme and 11 students who do not. It is likely that if the study were carried out with a larger number of pupils, the results would be even more accurate and reliable, as having more data means more precise results.

6.5. Advantages in learning

This research project has many potential benefits for the teaching of English as a second language. For example, if teachers were used to giving more prominence to Gamified tools such as Kahoot!, the process of acquisition of knowledge by learners would be more favourable, as, in general, it has been shown that their predisposition to learn is better and so are the results. Furthermore, since learning a new language is a task that requires time, effort, and a constant desire to learn, if a new tool could be found that would streamline this process, it would be the focus of every student willing to master the language they are learning. This project may demonstrated how useful could be using a Gamified tool, such as Kahoot!, to teach English to students of Secondary Education.

6.6. Further Research

To conclude this section, it is important to explain some recommendations that would be positive for further research.

It would be recommendable to do the same project but with a larger number of participants. In this way, the results would be much more precise and would give a more accurate picture. In addition, another type of Gamified tool could be used instead of Kahoot. For example, Socrative.

Another recommendation is to carry out the same methodology but instead of teaching *the present continuous tense*, choose another aspect of English Grammar, e.g. another verb tense, the conditional, the passive, or even the vocabulary.

The personal characteristics of each learner also influences the results. For further research, we suggest to take into account the level of the students as well as their previous contact with the English language.

7. CONCLUSIONS

To finalize this Final Degree Project, this section will be devoted to present the conclusions obtained after its procedure. We are going to check that the objectives established at the beginning of the project have been successfully fulfilled and that, however, there is also area for improvement for further research.

In order to reach the objectives established, an exhaustive review of the existing theoretical framework was necessary. To achieve this, it has been necessary to compile publications of different authors based on the subject matter that concerns us. This literature demonstrates the evolution of education and how new technologies have been integrated as a learning tool. Moreover, it explains precisely what is Gamification, why is important, and the most popular Gamified tools. Additionally, the theoretical framework shows how motivation is crucial and determines students' efficiency in the classroom. To conclude the theoretical framework, Kahoot! has been discussed to be a motivational tool, in fact, it is the main tool used in the development of this Final Degree Project.

As for the methodology, real data has been compiled that has proven to be effective for this study. The findings suggest that Gamification and the incorporation of Gamified tools in the classroom, such as Kahoot!, can generate greater interest and engagement on the part of students. Kahoot!, in particular, has proven to be a highly interactive and engaging tool, allowing students to learn in an active and fun way, and thus achieve good results. Additionally, the results show that the outcomes of students who belonged to the Bilingual Programme were better than those of the students who did not belong to it.

Nevertheless, it is important to keep in mind that the use of Kahoot! should be complementary to other pedagogical tools. Teachers should be aware of the individual needs of their students and adapt the use of Kahoot! appropriately.

This Final Degree Project demonstrates that technologies are fundamental for teaching English and how Kahoot! can be used as a motivational tool to teach English to pupils of Secondary Education. Moreover, we have provided the most noticeable differences between students belonging to the Bilingual Programme and students who do not. Additionally, this Project has introduced the concept of Gamification and has analysed and interpreted the different results, and has come across conclusions that result positively for teaching English.

However, it should be borne in mind that there are aspects of this study that can be improved in future studies, or even modified, as English Grammar and the scope of Gamification are very broad. For example, it would be trustworthy to increase the number of participants so that there is more data to analyse and the results can be more accurate. In addition, the Gamified tool can be changed for another, as well as the grammatical aspect being studied. Also, increasing the time would allow learners to reflect more.

On the basis of the above, this Final Degree Project has investigated and analysed in depth the impact of Kahoot! as a motivational tool in the educational context. Through an exhaustive review of the existing literature and the development of the research project, it has been demonstrated that Kahoot! can be an effective tool for improving student engagement, motivation, and learning outcomes, as well as coming across the most noticeable differences in terms of English level between students belonging to the Bilingual and Non-Bilingual Programme.

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9. APPENDIXES

This section include some examples of the material used in this study.

9.1. Appendix 1

9.2. Appendix 2

9.3. Appendix 3

Instructions: The following questionnaire contains the same exercises as in the Kahoot that will be projected in the classroom. Please, complete it with the same answers as you marked in the Kahoot. To do so, circle the answer you think is correct.

1# He _____ Switzerland with his girlfriend.

   a. are going
   b. is going
   c. is go
   d. going

2# I _____ the exam next month. (Negative Form)

   a. am not taking
   b. won't takes
   c. aren't taking
   d. am not take

3# Peter _____ an essay on tourism now.

   a. are writing
   b. is writing
   c. is write
   d. has writing

4# ____ my mother _____ a comic magazine?

   a. Is my mother read
   b. Have my mother read
   c. Are my mother reading
   d. Is my mother reading

5# The nurse _____ with the patient at this moment.

   a. is talking
   b. to talk
   c. talks
   d. are talking

6# They _____ rugby right now. (Negative Form)

   a. isn't playing
   b. are not play
   c. aren't playing
   d. don't play