Effectivity of Kahoot! in EFL Classes: A Quantitative Study

Master's Dissertation

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ABSTRACT

This study aims to find quantitative evidence on the effect of the "gamified" quiz app Kahoot! especially when given for homework, in the context of English as a Foreign Language classes, especially when used for homework. The data collected in this research paper took place within the internship period of the Official Master's Degree in Teaching in Secondary Schools offered by the Universitat Autònoma de Barcelona. Said internship and data collection were carried out in a secondary school in Sant Boi de Llobregat, Barcelona. The study suggests that students can indeed benefit from doing Kahoot! homework tasks, as they revise language content in an interactive and more pleasant way, which they hardly perceive as homework. However, there is a difference in results between high and low performing students and their perception of their learning process aso differs from what the result data shows. The findings can provide teachers with quantitative data in order for them to make informed decisions regarding the design of student interaction and use of this type of tools.

Key words: EFL, "gamification", mid-term recall, learning process, e-competence, acquisition, teaching unit.

Este estudio tiene como objetivo encontrar evidencia cuantitativa sobre el efecto de la aplicación "gamificada" Kahoot!, especialmente cuando se trata de hacerlo de deberes, dentro del contexto de las clases de inglés como lengua extranjera. Los datos recogidos en este trabajo de investigación han tenido lugar dentro del periodo de prácticas del Máster Oficial de Formación del Profesorado impartido por la Universitat Autònoma de Barcelona. Dichas prácticas y recogida de datos se realizaron en un instituto de secundaria de Sant Boi de Llobregat (Barcelona). El estudio sugiere que los estudiantes pueden beneficiarse de hacer un Kahoot! de deberes, ya que revisan el temario de una manera interactiva y más agradable, y además, la actividad apenas se percibe como una tarea. Sin embargo, existe una diferencia entre los estudiantes de alto y bajo rendimiento y su percepción del proceso de aprendizaje puede ser muy diferente de lo que muestran los datos. Los hallazgos están destinados a proporcionar al profesorado datos cuantitativos para poder tomar decisiones informadas en cuanto a la interacción de los alumnos y el uso de este tipo de herramientas.

Palabras clave: inglés como lengua extranjera, "gamificación", memoria a plazo medio, proceso de aprendizaje, e-competencia, adquisición, unidad didáctica.

INTRODUCTION

This study aims to find quantitative evidence on the effect of the "gamified" quiz app Kahoot! especially when given for homework, in the context of English as a Foreign Language classes, especially when used for homework. The data collected aims to prove whether students can indeed benefit from doing Kahoot! homework tasks, as they revise language content in an interactive and more pleasant way, which they hardly perceive as homework. The findings can provide teachers with quantitative data in order for them to make informed decisions regarding the design of student interaction and use of this type of tools.

As a part of the Master's Degree program the first half of the teaching internship in a secondary school involved a one-month observational process in which, as Master's students, we were supposed to become familiar with the environment in which we would implement a teaching unit designed for the upcoming months. Thus we got the time to see the school facilities, interact with the students we would work with and observe their classes. Not only did we get to take part in their EFL (English as a Foreign Language) classes but others that did not necessarily involve English too.

During this period, while carrying out an analysis on the background of our students, and basing the research on national data, local governmental statistics and interviews with the head teacher and other teachers, we reached the conclusion that our students mainly had a lower middle-class socioeconomic position. The area in which the high school is located is also part of a middle-class, slightly lower-middle-class neighbourhood. As far as family background goes, there is a significantly heterogenous group of students in said high school which is very much in line with the statistics from the neighbourhood regarding immigration. However, if we were to compare the average to the rest of Catalonia it is slightly higher, 23.85% and 16.6% respectively ("Idescat. El municipi en xifres", 2021).

Upon analysing success as far as studies are concerned, it was found that the town had a noteworthy rate of success regarding secondary school, in fact more than half of the town's population had managed to graduate, 50.51%. Nevertheless, there seemed to be a much lower rate when talking about continuing their studies. As much as 10.85% of the local population had no education whatsoever. Only 9.58% obtained higher education, such as university degrees or master's degrees compared to 16.48% of the rest of the country.

According to this data, students participating in this study were assumed to come from different sociocultural backgrounds and in general terms they were expected to perform well enough given that the numbers show that at secondary school level they are doing better than the average. Given the current economical uncertainties, especially considering the COVID pandemics aftermath,

and what the statistics show regarding the socioeconomic status in the area, there was a slight concern towards the technological aspect of this research, as possibly not everyone had access to devices that would enable them to participate in the study. When expressing this concern the school guaranteed that students would be able to have the necessary devices in order to carry out all activities regardless.

In fact, throughout this observational period it became apparent that the school was making an effort to prepare their students for the future and make sure they were "e-competent", complying with the government's program ("Curriculum ESO", 2019) for secondary schools. One could notice how most teachers used e-tools to enhance their classes and students were keen to take part in online activities. However, another aspect also became apparent at the same time, and that is that due to the poorer quality of digital tools, it took a while to get the activities started, students then had numerous problems when using their devices, either due to the WiFi connection or to the fact that they were using school devices which were rather outdated. All in all it meant that quite a bit of time was lost before everyone could be on the same page and get started.

Apart from this observation, personal experience in private language schools has shown me that while students do enjoy Kahoot! or other online tools, they are also getting tired of using this tool repeatedly in all their different subjects, and in the context of language schools, students of all ages (from primary school students to undergraduates) reported the same feelings. This observation was the germination of my initial driving topic: the need to analyse the class as a teacher in order to avoid an overuse of Kahoot!s so it would not eventually become boring and beat its purpose. Corollary to this is the assumption that class management and assessment is essential when planning the lesson and deciding whether or not to use the tool.

This personal experience paired with the government's program encouraging teachers to help their students become more "e-competent" as well as the observation that one of the ways in which teachers interpreted this encouragement was the use of tools like Kahoot! were the core motivation for this study. As it is already very much a common practice in many classes, it should be interesting to investigate a potentially good use of this tool and see just what impact it might have on students' language acquisitions in order to determine whether or not is worthwhile.

As Kahoot! seems to be a fun way to work on concepts, vocabulary and grammar in the context of EFL, it seemed worth researching if using it as a <u>homework activity</u> would be beneficial on their overall results. In theory, one would assume that more exposure to the content and more practice, regardless of the format, will help students improve. Another aspect to support this premise is that perhaps students might find this type of homework activity less boring than traditional Workbook tasks and we might experience a higher participation rate. Ultimately, evaluating the results should allow us to draw a conclusion on whether or not having invested time into this particular activity in this format has any note-worthy benefit on students' results.

To conclude, the objective of this paper is then to see whether or not doing the Kahoot!s for homework had any relevant impact on final results or not. The assumption is that if the results are significantly positive it provides a good argument for switching the means and contexts in which Kahoot! is used as a tool in the EFL classroom as well as its use as an alternative for distance learning, especially since online teaching is becoming increasingly popular.

THEORETICAL FRAMEWORK

Studies on benefit of technology devices in education

Teachers have been trying to keep up the pace with the technological advances and making efforts to adapt their classes and enrich their teaching methodologies by adding activities that will attract students who are constantly exposed to all these innovations (Dooly, 2015a, 2015b, 2018; Dooly, Mont & Vallejo, 2019). Kahoot! has spread from its use in primary school up to universities quizzing their undergraduates via this fun app, so its widespread use is undeniably taking over. Nonetheless, secondary school students are possibly both the biggest fans and the ones who end up using it the most in different subjects (McGlynn & Kozlowski, 2017).

Kahoot! is a free online learning platform that allows teachers to create questionnaires —or use those already created by others— for their students with the aim of encouraging learning through playing and evaluating for learning purposes. Typically students are connected via a device on which they have from two to four options to choose from, while the teacher projects the question on a screen to the entire class. Alternatively the platform also allows teachers to create a link that will take students to the quiz and they can do it at any time, according to the teacher's previous settings. This option can be used to post or send the link to students and they can do the activity for homework as it requires no interaction or teacher supervision.

Regardless of the option the teacher chooses, Kahoot! then collects the data and summarizes the results into a visually attractive spreadsheet, from which teachers can gather information regarding their students' success. Despite being given points for how fast they answer questions — which may encourage mindless choice of options for the sake of winning points or even create a stressful environment in some cases— teachers can check the percentage instead of the points and also have access to detailed information on how each students answered each question. In fact one interesting piece of information the platform provides is an option which shows the questions most students failed to answer correctly which ultimately gives feedback as to where they might need extra support.

Like all approaches, the app understandably has studies arguing for and against its use. When used in EFL classes, studies have shown that its use increases students' interest and intrinsic motivation as well as their emotional engagement and attention. In comparison with traditional whiteboard classes, "gamified" actives have managed to help students concentrated and engage in the learning process (Sun & Hsieh, 2018). However the same study conclude that despite the experiment showing excellent results, the long-term use has not been tested nor are we be able to know how the performance would be affected by long-term use as the sense of novelty would eventually fade.

While the subject of analysis in Purba's (2020) quantitative research are based on the use of Quizizz —another platform designed for the same purposes with slightly different characteristics—, the conclusions show that using it as media evaluation in online learning is effective and recommends its use in other subjects (the text in which this study was carried out, was that of a physical chemistry subject).

According to Kahoot!-specific literature review, "the main conclusion is that Kahoot! can have a positive effect on learning performance, classroom dynamics, students' and teachers' attitudes, and students' anxiety" (Wang & Tahir, 2021, p.2). When testing long-term learning effects of implementing Kahoot!s, authors Lógo, Lógó and Tóth (2019), have found that when having several study groups, those students who had taken part in more Kahoot!s scored higher marks in exams. From a qualitative point of view, studies show that the use of Kahoot!s have the potential to enrich the quality of the learning process, "with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience" (Licorish et al., 2018, p. 1).

As stated in the findings of Gay and Burbridge (2016), it is a fun resource for in class activities, given students' excellent response because they interpret it as game-time rather than study-time and are very keen to use it, thus it is also worth looking into extending its use from in-class-reviewing purposes to a possible substitute for traditional homework.

Impact of socioeconomic inequality on learning gains
From a practical point of view, we have to bear in mind that Gay and Burbridge's (2016) study was based on a project that required students to "Bring Your Own Device", perhaps this might be achievable but as a teachers we must consider the likelihood of some children not having any devices to work with and if so, we either have to find ways to work around it or provide resources for those who need them. Otherwise we run the risk of having the experience highlight socioeconomic gaps among the students and one would assume that any benefit we would experience by using these tools would be overtaken by the lack of equity.

In fact assigning Kahoot!s as homework, rather than doing the activities in class might be an easier way for more students to access it. Perhaps it is more feasible for them to have access from home, either by using family members' devices or working from a computer instead of a mobile phone. Therefore, even those who might occasionally get grounded without phone access, could access the activity through other devices.

Nevertheless, this socioeconomic aspect must be born in mind before even setting out to create the quizzes, even more so given the current COVID changes many families have had to face. Recent local studies show that those who are in more dire need of help are the ones who have been affected the most ("Síndic. El defensor de les persones", 2020), thus expecting all students to

have the same access to technology is either an idealistic utopian view of the current state of things or rather an uninformed one.

Use of these apps in language education

If practical issues like the guarantee that all students can access to the activity are not an issue, we expect the Kahoot! to be an enjoyable and worthwhile activity. However, apart from enjoying the activity teachers will want to know just how effective this type of questionnaire is. According to McKeown and Curtis (1991), in order for students to acquire new vocabulary, they need exposure to words in meaningful contexts, connection to prior knowledge and also to take an active part in their learning process. Even when talking about teaching science, writers agree that vocabulary is an essential part, in fact, making sure the students have managed to understand the vocabulary is essential for them to understand the concepts. Thus some suggest that spending time working on the vocabulary is inevitable even in science classes (McGlynn & Kozlowski, 2017). Therefore, in the context of EFL, having that extra time of exposure via a Kahoot! activity to enable practice from outside the class time must have a positive impact as well.

In fact, judging from personal experience both as a student and as a teacher, it is not uncommon to find that students make an extra effort to memorise the vocabulary of each unit, repeat it in the exam and then to later simply forget it altogether. Thus they always go back to their little "vocabulary suitcase" that they have acquired throughout their education but hardly ever add new terms to it.

This fact paired with the evidence of teachers trying to move away from traditional worksheets assigned for homework is another argument in favour of assigning something different, such as a Kahoot! task instead. In fact there are teachers who prepare choice boards instead, which allow their students to choose how they want to review (Robinson, 2017). Having a limited number of choices might encourage students to view homework for what it is, an opportunity to review and to make mistakes which will then enable enriching their learning process instead of perceiving homework as an annoying chore meant to keep them from fun activities.

Not only does this seem like a fun way to enrich the learning experience but it is also great for teachers too. While it is true that creating a Kahoot! will take some time, if we regard it as an investment it will pay off. Once the quiz is created it is saved and can be reused or even eventually revamped for other courses or classes. Moreover there are plenty of quizzes created by other teachers that are available for everyone to use. As far as grading is concerned, as mentioned before, the platform provides visually attractive, and easy to navigate through result spreadsheets. However, what seems like the biggest highlight for teachers is the report Kahoot! generates, which is also an excellent source of feedback, allowing us to see exactly what parts our students have more difficulties with and thus focus what we will teach or review from then onwards.

Finally there are studies worth mentioning which show (Moskwa-Kreft, 2018) that another positive side-effect of this type of "gamified" activities is the fact that they can also promote "shared learning", interaction, pair-work or group work. However, given the current health restrictions, this advantage cannot be tested but it is also worth keeping in mind for future brighter contexts.

Despite having plenty of arguments to support the use of Kahoot! in class or for assigning it as homework, it is worth testing just how efficient it is in order to have clear data to base its performance on. Perhaps the fact that students will enjoy the activity, if they do, is not enough of an argument in favour if the results are not significant to back its use.

METHODOLOGY

The context in which this experiment was carried out was that of a 1st of ESO group of students at a secondary school in the area of El Baix Llobregat (province of Barcelona). The students were informed that they are taking part in activities that the Master's students would use for their dissertations, but they were not aware which activities were the ones that would be analysed in depth and which not. Moreover the classes were co-taught and each one of the pair of in-practice teachers had different objectives for their corresponding Master's dissertation papers. However, the common grounds on which this developed was a teaching unit that focused on a responsible interaction with the fashion industry. They were mainly learning about the process in which clothes are made, exported and what goes on before the garments are available for them as potential buyers in stores.

In the context of an EFL class, they learnt plenty of new vocabulary and grammatical structures which helped them navigate through the material handed out, from oral to written text as well as enabling them to produce language. It is precisely this set of contents that were included in a tailored Kahoot! quiz, especially created for them. In this teaching unit they were also required to summarise, interact, ask pertinent questions and also to produce a formal email which would then be sent with the help of the NGO Fashion Revolution to the brands they were interested in.

The main objective to this teaching unit was to spark their interest regarding shopping habits, conscious purchase of clothes, recycling garments and a general awareness of our impact on other people's well-being and carbon footprint. As far as the EFL acquisition goes, they learnt about concepts, different types of pollution and lexicon regarding "poor working conditions", "child labour", "minimum wage", "working hours" among others. They were supposed to read news articles with the purpose of understanding and giving opinions, work in groups to surpass language barriers and interact in the second language with the aid of templates. As there were two teachers in class, they benefited from a lot of personal attention and it helped them navigate the unit that much better.

As far as grammatical structures are concerned, they were supposed to speculate using modal verbs and they also practised Present Simple and Present Continuous structures, which were the upcoming unit, once we had completed our experiment and they continued with their regular classes. Since the final product was that of a formal email sent to brands, they learnt how to write one, how to adapt registers and keep their target readers in mind when writing. To enhance their writing skills they were given a template to rely on and a set of textual connectors to improve cohesion.

The teaching unit was taught in three classes by two teachers with the same lesson plan for all groups. Essentially they received the same input in the same order, however there were minor adjustments that needed to be attended either as far as class management was concerned, technical issues or simply catering to different levels within the groups. The Kahoot! quizzes were typically done towards the end of the lesson as they were otherwise not allowed to use their devices in class.

As mentioned above, in order to get as much data as possible, instead of carrying out the teaching unit with only one group of students, the same experiment has been repeated with three groups, which will be referred to as G1, G2 and G3 so as to maintain the groups' anonymity. All three groups have been taught in the exact same way, and have been given the same instructions, with minor time modifications to adapt to their schedule and other interventions from the school —such as conferences or participating in health studies— that had no impact on the experiment itself.

The Kahoot! quiz evaluates students' acquisition on a wide spectrum, from concept understanding, grammar, vocabulary and textual connectors, all of which have been taught in class. Once they reached the point where they had seen all the aspects that would appear in the quiz, they did it as a "fun class activity". At this point, there are no specific expectations, they are simply required to participate and enjoy the activity. A minor drawback has to be born in mind here, as students were supposed to have devices to enable their participation, once there it turned out that the school devices did not work in some cases and students were asked to pair up for the activity. Thus their participation is in several cases in-pair-work.

After completing the in-class activity, they were told that a link to the same Kahoot! would be available on their platform, and that doing the activity was their homework. They were also informed that on the last session we would repeat the activity and that those final results would be noted down. In order to keep the results as verifiable as possible, they were not told off for not doing it, nor were they reminded that the link was there for them to revise after noting that some had not participated.

The results from all rounds have been collected and analysed. The Kahoot! platform is extremely good at highlighting mishaps that are inevitable, for instance, students occasionally lost WiFi and could not complete all questions. Said cases, plus the one mentioned above, who were compelled to work in pairs were carefully taken into account when drawing conclusions from the data.

Apart from the Kahoot! quiz itself in its different stages, the focus groups' written emails, which were the final product of the teaching unit, have also been reviewed for the sake of obtaining more results and see how the results from the Kahoot! are comparable or not to the written emails they handed in.

After reviewing these results the last steps were to interview focus groups that had been chosen after the data analysis and check their personal experience to obtain their point of view on how they felt about the activity and what they considered the activity had or had not achieved. Last but not least, one final quiz was completed in order to test the mid-term impact.

One thing that became apparent from the very first contact with the groups was that they were already familiar with Kahoot! and had come up with systems to trick the quiz. No one used the Kahoot! winner hack, however, they had other tricks up their sleeves. For instance, in G3 there was a whole pack of students who notoriously noted down answers into their phones or note-books in order to do better the next time they did the same quiz. The biggest issue with this was that despite memorising and visual memory skills being a good way to learn, the way in which they were doing it would not benefit acquisition whatsoever: they would note down the colour of the correct answer instead of the answer itself. Taking this into account, the randomiser option was always on both for question order and for answers as well.

While the theory showed that "gamified" actives managed to help students concentrate and engage in the learning process (Sun & Hsieh, 2018) and in terms of response, students interpret such activities as game-time rather than study-time (Gay & Burbridge, 2016) the missing information was to quantify results so as to check exactly how much of an impact it had in order to enable informed decisions as far as investing time into such activities. Since this study's main research question was to see whether or not the Kahoot! for homework was relevant in students' acquisition, learning process and language recall or not, the methodology applied for the data collection is that of analysing quantitative data. The platform itself counted most of the Kahoot!-related data, however as it cannot take into consideration technical issues, said results were analysed and scaled. Some qualitative data may be mentioned in the form of comments noted down by the teacher in informal conversation in a diary. Notwithstanding, the study was ultimately based on a quantitative approach.

RESULTS

To obtain data for the paper, the first results that have been collected are those which Kahoot! generated based on the students' answers during the first in-class activity. Said results were analysed in the stage 0. The next step was to analyse the results coming from the link to the Kahoot! that had been assigned as a homework activity, in "stage 1". Afterwards, "stage 2" consisted of the analysis of their "end-of-session" Kahoot! which they were told would be relevant and of which the teacher would take note. Each stage is described in more detail in the sub-sections below.

Since the students participating in this study had to produce a written text, that product was analysed in "stage 3" to see whether the Kahoot! has had any impact on their formal emails. The following step was to check their personal experience and perception of their learning process, through a questionnaire created in Google Forms, the results of which were analysed in "stage 4". Last but not least, "stage 5" evaluated their mid-term recall[1] by repeating the test during the final sessions of the experiment.

STAGE 0	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
March 10-15	March 10-26	March 19-20	March 26	April 6	April 19-21
in-class Kahoot!	homwork Kahoot!	in class Kahoot!	formal letters	questionnaires	mid-term recall Kahoot!

As mentioned before, there were some technical issues that have not allowed a complete analysis of the groups. For instance, some students had been punished either by their school teachers or by their parents and they had limited access to their mobile phones. The devices provided by the school on the other hand, have had several technical issues which resulted in a very reduced number of devices per class, which meant that many students were compelled to work in pairs. Inherently group work is great, yet for the tracking of data, this limits conclusions as they did not use the same pair-work dynamic for completing the homework or other individual work. Another potential setback for the data collection could have been the fact that quite a few chose not to complete the homework. Fortunately, as the experiment was carried out with three groups, there were enough students taking part for the data analysis to be relevant.

Moreover, to keep the numbers as accurate as possible, the results that show that students have not completed a significant part of the questionnaire (more than half) have been eliminated from

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[1] mental process of retrieval of information from past acquisition after a medium (vs short or long) period of time

the results. These cases show up as a result of poor WiFi connection and they occasionally appear twice with different nicknames or they end up being paired. Thus the percentages have been recalculated and are not those which Kahoot! generates as an overall percentage.

STAGE 0 : In-class Kahoot! 1

In this stage students had been taught all the essential concepts that would appear in the Kahoot! quiz, but they had not had relevant time to practice, therefore their results were a good "ground" stage to begin with as their success was expected to be limited and not necessarily representative of what their final results would show.

When the task was announced they all seemed excited to do the activity and they were all grateful for the "game" and "competition" aspect of this activity. While answering the questions, the teacher drew their attention to questions that were difficult or that required more attention and time was allowed to explain why they got certain questions wrong, especially when the majority found it difficult to answer correctly. At the end of the activity they were eager to see the podium —the final results showed by Kahoot! classifies participants on a top three podium— but they remarked that the quiz was not easy, perhaps they expected easier questions.

The results that come to light from this activity are, as expected, very similar in all three groups despite different abilities and a certain group being known to perform better than the rest. That is, G1 has an overall score of 58% success, G2 scores a 59% whereas G3 comes in at 57%. Seeing these results we could say that the three groups make their start from a very similar point and it shall be very interesting to note whether their results are significantly different in the following stages or whether they maintain this parity[2].

STAGE 1: Homework Kahoot!

As they have completed this task as a homework assignment, it makes more sense to analyse the participation rate of each of the three groups rather than their results. Personal results are interesting for the teacher however to see just how much they have understood, the need for extra help individuals might have and whether or not lessons have been understood.

Once again, they have been told that this part was a homework assignment, but the teacher has not insisted or reminded them about completing it, despite seeing significantly low participation rate in G1. Thus, the results are quite accurate and could be extrapolated to show what generally

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[2] see appendix corresponding to stage 0 for detailed results

may end up happening with any other class activity or homework. In fact, they did not know that this participation rate was part of the experiment.

The participation rate in G1 was as low as 27%, furthermore, the names of the students who participate are those who have already completed "stage 0" with good to very good results. G2 participated significantly more with 54% and finally 80% of the students in G3 completed the homework task, even some students who are otherwise notorious for not handing in assignments or doing the class homework[3].

To put it in a nutshell: while in the previous stage the three groups were paired in results, it is in this stage that they score differently, and this variability may or may not make the difference in further results.

STAGE 2: In-class Kahoot! 2

At the end of the sessions the same Kahoot! was completed in class, the randomiser was on so the students could not memorise specific answers. They were eager to repeat the activity, in fact they now made comments on how "easy" the questions were, they even mocked "silly" options and the atmosphere had changed quite a bit since the first time they faced the quiz.

G1 now scored 71%, G2 came in at 72% whereas G3 scored 83% this last round. While G1 and G2 had very similar results, despite G2 doubling the participation rate at completing the homework, G3 outperformed the other two groups despite having come in last in the first round. Given that G3 participated far more in "stage 1" compared to the other groups their results will be very interesting to continue analysing.

When comparing initial and final results, that is, the results from stage 0 and stage 2, we notice the following regarding the questions with lowest marks (which are typically the ones that would draw the teacher's attention as it indicates the class has not understood certain aspects yet):

- G1 started out with 26% correct answers in the "worst" question, in stage 2 however the worst result was 43% of the class answering it correctly. The "worst" question in stage 0 and stage 2 was not the same.

- G2 performed similarly, 23% of the class got the most difficult question correctly but in stage 2 they did slightly better, 35% answered correctly to the one they found to be the trickiest. The problematic question in stage 0 and stage 2 was not the same one.

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[3] see appendix corresponding to stage 1 for detailed results

- G3 started out by answering the questions with as low as 22% correct answers in the worst question, whereas in the final round the lowest correct answer rate when answering questions was 63%. The most problematic question is the same one in both stages.

While there are some similarities between how each group performed, they did not coincide in the questions they found more difficult, thus there was no common conclusion as far as the questions in the quiz are concerned. However, as mentioned above, analysing the problematic areas is a very interesting resource for teachers to see what the students might need additional help with. Thus the three groups would need to revise different aspects of the teaching unit in order to improve and perhaps individually they could benefit from a more focused revision.

STAGE 3: Formal Letters

The final product of the teaching unit was a formal letter that they would send to a brand of their choice via Fashion Revolution. Although they had a template and we had obviously been working on the format, it was interesting to check whether they would incorporate any of the aspects that they had seen in the Kahoot!. However, upon seeing the written texts it was hard to tell whether there was a direct correlation between their performance in the Kahoot! and the written product.

First of all, out of all the texts they handed in, only 23% showed relevant use of the concepts that had been worked on in the Kahoot!. However if we take out these particular samples and check the result history of said students we can see that their performance in the Kahoot! was significant in that 66% of the written texts which included these concepts had performed extremely well and HAD done the homework assignment[4]. However, it is hard to say whether it is because of this homework task or simply because they happened to pick it up during other activities (inside or outside the class). By the same token, it is hard to determine why the contrary happened with the other ones who had done the homework but had not shown any relevant indication of the previous Kahoot! experience in the formal email.

Given that these two types of activities are inherently different and there are plenty of other factors, such as creativity or motivation to produce this written product, despite the correlation, this paper cannot conclude that the results from this stage are conclusive enough to determine a pattern from this experiment. Another key factor for producing this text was previous knowledge and skills in EFL which had not been tested before the experiment and which may well have made all the difference in the results. As it happens, all the emails that have included the concepts from the Kahoot! are essentially well-written texts. This may be due to the fact that these students are al-

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[4] see appendix corresponding to stage 3 for samples

ready comfortable enough navigating a text in English and found it easy to simply add on to what they already knew, while others who had performed well in the Kahoot! and had done the homework assignment had not reached that stage yet in their learning process.

To sum up, when asking students to produce written texts, their results are not necessarily comparable to how they perform when doing Kahoot!s —whether it is a homework or a class activity— while there is a potential for students to benefit from this extra exposure, if they do the activity for homework, no direct relation or result can be established or guaranteed from this experiment.

STAGE 4: Questionnaires

In order to find out the students' perception of their learning experience a google form was created and they answered the questions individually. Most of the students, 50% of those who had not done the homework explained that they had forgotten all about the task. The rest of them had different issues, some said their device did not work and could not do it or some commented that they did not have WiFi at home and thus could not do any of the homework. Others said they had started doing it in class thinking it was a class activity and since they had started, they later forgot it was not completed. The answer that stands out though is that number of the students who say they did not see the task. While this may well be an excuse, it does become apparent throughout our weeks spent together that they often did not know where to look for the tasks and did not know whether they were supposed to do something with everything that is on their virtual classroom.

When asked whether they thought that by doing the homework they did or would have done better, most of them agreed. When looking at the students who had not done it, 33% were convinced they would have done better, 50% thought that they would have done better but only slightly while 17% of students did not believe doing the homework would have affected their performance. On the other hand, out of those who had done it, 57% said they have indeed performed better thanks to reviewing with the homework, and 43% said doing the Kahoot! for homework helped them a little bit. No one answered that it did not help and they only did it because it was compulsory, nor was there anyone who said they were convinced that the Kahoot! for homework was not helpful or that it was a waste of time.

When asked if they would do their homework if it was a Kahoot! instead of other types of activities, all of those who had not done it answered that they would, whereas those who had done it completed the questionnaire in the following way: 91% said they would, and interestingly enough 9% answered with a "perhaps". The comment they made while answering the questionnaire is that they answered "maybe" because they would always do the homework and that they actually did not mind it when they have to do homework from the workbook either. In a nutshell this 9%

would do the homework no matter what they were assigned and they also commented that "homework is not so bad".

The following question was aimed at checking their point of view on the written formal email and whether or not they had the feeling the Kahoot! had been helpful in that stage. There is a tie between those who kept the Kahoot! in mind for the email and those who stated that they had completely forgotten about it and did not think of it at all, they each come in at 26%. Those who did not think of it said they simply paid attention to what the teacher was explaining when working on the formal email and checked the template provided by her. Those who stated they did keep the Kahoot! in mind said that for them it was clearly useful as the Kahoot! revised aspects that could be included in the email and that the visual aid helped them recall concepts and lexicon much more easily. 48% of the total of interviewees stated that they did remembered the Kahoot! but only for specific purposes and otherwise relied on the email template.

Finally they were asked whether they thought that they would do well or not if we were to do the Kahoot! again. At this point it had been 19-21 days, depending on each group's last class, since they last did it, with a spring break included. 33% thought they would not only do well, they would do it better, 26% stated they would do it well but not as well as last time while 44% were not sure they would do it well. Nevertheless not a single student chose the option that states they would not do it well or that they do not remember much. Therefore we could say that the general perception is positive and they have the feeling that they are well-prepared as far as the unit is concerned.

While they were answering the questionnaire they made a few interesting comments that was worth taking note of. One of the top students commented on the fact that he chose the option that says he would not do the Kahoot! better if we were to do it again because the last time he did it, he scored 100% correctly and he was trying to be realistic: he would find it hard to repeat the result without practising. He also said that no matter what type of homework the teacher chose to assign he would do it all as it is his obligation and that they are never really boring.

Another student, who typically finds English a difficult subject and usually scored quite low throughout the year but who was quite involved in this teaching unit and commented on the fact that this type of homework is fun to do and wishes EFL classes were a bit more interactive than doing worksheets. Taking this particular case, after hearing his comments, his email is reviewed and indeed he has performed much better than what he usually hands in. In fact his final mark in this unit exceeds his last evaluation by two points.

In an informal conversation all the participants said that they love Kahoot!, that contrary to what the teachers might have expected, they are nowhere near getting fed up with Kahoot!s and that while they had done some in primary school, they had not had much experience with it and they

do enjoy it. In fact they also commented that they only do them in two subjects, one of them being English so they would like it if more teachers used it in their subjects. In fact they go as far as to comment "Kahoot!s are the best". When asked about the difficulty of the teaching unit they said that while the concepts were difficult and they had no previous knowledge on most of the content, the activities were feasible. They found both the Kahoot! and the formal email "easy" thanks to the teacher's explanation and the templates provided[5] and they referred to both as something they could consult when in doubt.

STAGE 5: Mid-term Recall Kahoot!

In order to test mid-term recall, on our last days spent with the groups we presented the same Kahoot! one last time. At this point it has been roughly a month and a half since the first time they had seen the Kahoot!.They did not know that we would do it again so they had no practice for the purpose of completing the task, in fact we had moved on and were working on a different unit altogether.

G1 now scored an overall class result of 81% and at this point the questions in which the class performed the worst, only 45% answered correctly, which is significantly better than in previous stages nonetheless. Interestingly enough, the class comments while doing the Kahoot! were generally of discontentment for not remembering certain things and they had the general perception they are doing worse than before when in fact they did much better as a class. When analysed individually, top students generally remained with the same or very similar score as they had in the previous stages, the one who had scored a perfect 100% before and doubted whether he could do it just as well this time around, indeed failed to score a 100% but still had an excellent score, a 95%. Another student has scored the 100% that he had not scored before. The conclusion then among top students is that they score roughly the same results, which means that their mid-term recall is excellent and despite not practising or preparing for the task they do well.

Students who had benefited from the practice and improved their marks steadily with each stage, getting to a final result between 60% and 80% now scored lower due to the lack of practice. They did better than they had in stage 0 but worse than the other stages, which means they learned from the unit but their mid-term recall was not that great. They would have benefited from more practice and perhaps experience the same when talking about other subjects or other units.

Last but not least, there were some students who had done quite badly in the previous rounds and now managed to improve significantly. For instance, some went from a steady 50% - 60% throughout the process and now scored as high as a 90%.

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[5] see appendix corresponding to stage 4 for questionnaire

As a group however, which is how they are being analysed for the purpose of this experiment, G1 has done better in this final stage than in any of the previous stages.

G2 on the other hand performed very similarly to what they had been doing in the previous stages, now scoring 73% correct answers as a group. The answer they had the most difficulties with, only 47% managed to answer it correctly, which is far better than what we observed in stage 2. Once again, when looking at each individual students, the results are different from those of the group. Top students, like in G1 scored either the same, better or worse, but did well in general. Once again, we find students who had worse results than the previous stages so their mid-term recall is not that great. Here, however, we do not find as many students who do better now than before, or at least not significantly better. Therefore the ones who had very bad results have managed to improve while those who had good to average results have now scored average to low percentages.

We can see from the analysis of stage 2 and stage 5 that the class results are almost the same, however there are not so many great scores, but nor are there particularly bad scores. Essentially, the class has performed the same as a group but individual students now have more balanced levels.

When it comes to G3 there are new challenges to be faced in order to carry out this final stage of the experiment. At the first attempt, there is a significant lack of devices which meant the experiment was postponed to the following class and even in the following class, there were still not enough for everyone to participate. In order to still be able to test their mid-term recall the class was divided into two groups so that they can have a device, do the Kahoot! and then others could use the same devices -after properly sanitised by the teacher following the COVID-19 guidelines- which means that the class was co-taught and they were working on different activities in parallel.

Furthermore, some of the students had been expelled and could not take part in this final stage.

G3 scored 74%, very similar to the results obtained by G2, here however we can see that there is a tendency among hard-working students to perform a little worse than they did in stage 2, after all the practice they had recently had, but better than in stage 0 and stage 1. Those who had not completed stage 1 all did significantly worse in G3 however.

Another aspect that stands out in this particular group, is that even though they were the ones with the highest participation rate when doing the homework task in stage 1 and managing to surpass G1 and G2 in stage 2, they are now once again similar to their peers in G1 and G2. Moreover, when analysing questions one by one, there are some with as low as 14% correct ans-

wers. All in all, G3 is a group that requires much more motivation and consistency in order to get them to achieve good results.

However if this experiment is an accurate indicator, it could suggest that while they do have the motivation to do well initially, as they were the ones with the highest participation rate in stage 0, they are also the ones who need more help from the teacher. If we analyse the results questions by questions, as there is a significant amount of students who still cannot complete the task accurately, the other groups did better as groups and they were more balanced, whereas G3 has a significant gap between individuals. The bright side however, is that those with difficulties state they enjoyed this type of activities for homework so it might be worth giving them this extra help or incentive.

SYNTHESIS OF THE RESULTS

To conclude, when talking about mid-term recall, there is no consensus, G1 did better, G2 essentially levelled out and became more balanced as a group while G3 worsened from previous stages. If we were to go back to our findings throughout this process, we would see that G1 started off at a 58%, G2 at a 59% and G3 scored a 57%. In stage 2, that is the mid point where they had just studied and practised, they improved significantly, G1 scoring a 71% G2 a 72% while G3 an 83%, which was closely correlated to how much they participating in the homework activity. This would suggest that giving them the task for homework, helped them improve and learn more in the process.

As far as the mid-term recall was concerned, there was another shift in scores and G1 was the group that did best, with 81%. In fact, as it has been mentioned in stage 0, this group is the one with a reputation for doing better than their peers, and it has only been in this part where we could see this reputation being confirmed by numbers rather than other indicators. G2 stayed put with almost the same score, now 73% while G3 worsened from the last attempt, to 74%.

If we were to analyse how well they did overall, we can state that all 3 groups did very well, they all improved from stage 0 to stage 5 by as much as a 40% in the case of G1, 30% in the case of G2 and G3 improved a 24% as a group.

Using this gamified tool was a success as far as its popularity among the teenagers is concerned. Their own perception of their learning process is that it is beneficial, however we can see from the results and the informal comments they make, that their perception is not entirely accurate when

contrasted with results. More importantly however, we can state that this tool has been helpful in helping them learn and participate actively in the teaching unit that was proposed[6].

The following table summarises the results of each group's performance throughout the different stages of the Kahoot! task:

GROUPS	STAGE 0	STAGE 1 (participation rate)	STAGE 2	STAGE 5
G1	58 %	27 %	71 %	81 %
G2	59 %	54 %	72 %	73 %
G3	57 %	80 %	83 %	74 %

FURTHER RESEARCH

It would be very interesting to carry out this experiment with more students and to even single out one group who might have the same exposure to the material and concepts taught but instead of using Kahoot! they would use some other format. In such an experiment, perhaps using printed paper or other tools, Kahoot! could then be contrasted and results would test the difference between one method and the other.

In order for stage 3 to show more conclusive results, one might set out to do the same exercise, ask the class to write the email with the same template but with no Kahoot! at all and see whether it has an impact or not. Then said group could be compared to the group who had the extra input from Kahoot!. Furthermore, groups might also be required to write a sample email without any of the tools beforehand in order to find out their previous knowledge and to know what their starting point is.

Results from these proposals might confirm or contradict this experiment but they would need more time and more students for said experiment to be conclusive enough.

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[6] see appendix corresponding to stage 5 for detailed results

CONCLUSION

From the analysis of the impact of this experiment there are several aspects that are worth paying attention to. First and foremost, the premise that Kahoot! as a homework activity would help students improve their further results has been proven to be correct. If compared, in general terms, those who had completed the task did better than those who had not.

The analysis through stages shows relevant results that can be correlated and dates the students' evolution lineally. All three groups started from the same point; from "stage 0" almost the exact same results could be collected from G1, G2 and G3. In the following stage there was a significant difference in participation, which then has an impact on the results in "stage 2". From these three steps we could conclude that **while they all started from essentially the same start point, completing the homework or not, had a significant effect on their further results.**

When analysing how consistent the success from Kahoot! is with applying the knowledge in order to produce written texts, the experiment cannot conclude whether or not the Kahoot! itself is relevant enough to base students' success or failure on their performance in this different type of activity, nor is then their homework participation rate conclusive when analysing their texts. Notwithstanding, what can be noticed from the analysis is consistent with what students mention in the personal interviews and questionnaires. **Both students and author notice that there are certain texts that do show Kahoot! relevance while others have completely obviated the previous activity when writing.**

Lastly, from "stage 5" one can conclude that as far as mid-term recall is concerned, students will performed as they would usually perform according to their talents and shortcomings. Thus **excellent students' benefit seem less significant when compared to lower performing students.** Students who do not excel will most likely perform significantly better if given Kahoot! or other similar tools as a homework activity. This conclusion might then make us teachers consider how we could use said tool to boost learner autonomy especially among self-sufficient individuals or older groups. By the same token, a different approach might be taken with students who outperform their peers or one could simply set different tasks for different types of students. In fact, one advantage of this type of Kahoot! tasks is that they can be easily assigned through a link and therefore different students can be assigned different tasks in a matter of minutes.

These findings are therefore inconclusive with those of Tóth, Lógo & Lógo, who had concluded that Kahoot! had a relevant impact on students' long-term recall and tested them throughout a 14-week period. According to this study however, students showed an improved performance as far as short-term recall was concerned, but when analysing mid-term recall their results balanced out once again and G1, G2, G3 performed as they usually perform in this subject. It would be in-

teresting therefore to determine if this is simply a phase and when being exposed to the same activity for longer, the results would then improve once again, or whether —according to these findings— it is simply a matter of lower performing students doing better and thus boosting class results.

Both Licorish, et al. (2021) and Gay and Lisa Burbridge's (2016) studies showed that the learning experience is enriched, motivation is boosted and overall students perceive the use of Kahoot! as a fun activity. The same results were noticed in this study, both as far as class dynamics were concerned, enthusiasm and even requests from students to do this activity and active participation in both stage 0 and stage 2. However it was interesting to notice that, when analysing students' perception of their learning process, their perception does not necessarily match the results. Therefore, while it is important to spark their interest with activities they enjoy, and potentially a positive mindset might help them perform better, what they actually state and conclude is not a foundation teachers can build on. Their participation in their learning process should come therefore in a different shape or form, rather than relying on their perceptions or feedback only. In fact, when working with them on similar feedback, it might be interesting **to allocate some time for discussion and contrast this flawed perception with results**, said conversation might guide them towards building better criteria.

Based on the low participation rate in stage 1, especially in G1, and on the further experience questionnaire, it becomes obvious that students need a system that they can rely on to know what tasks are pending and whether or not they have completed what was required of them. In the case of Kahoot!, there is no way to check off the tasks that have been completed, as the platform simply allows you to take the test. While the teacher's platform keeps results, there is no notice board for students. **Therefore they may need a different platform or solution to show them what tasks are pending.**

In the case of this particular high school, teachers used a Google Classroom for each subject, through which they upload material, share activities and set tasks for students to complete. However, from the observation period, **we noticed that students have not managed to develop a consistent and reliable relationship with this tool, in general they were somewhat confused**. For instance, if the teacher's new upload is set as "material" theoretically they do not have to do anything, it is not a task, so it makes sense that these should be materials that are meant to be used in class but that require no further interaction. However, if the material is for instance a worksheet that is simply uploaded as "material" because they do not have to hand it in via the virtual classroom, then it seems that they do not know what they are supposed to do.

If, on the other hand, what they have is marked as a task but like this example, lead them to a link and nothing to hand in, once again some of them do not always figure out if they are required to do anything, or rather the material is there for informative purposes only. Therefore, before setting

any Kahoot! task as homework to begin with, it is worth investing some time into **establishing some ground rules** that both teachers and students will follow year round. This approach might have boosted participation among students in G1, for the purpose of the study, however, they had not been purposefully reminded of the homework task. Seeing that this group, despite being the most hard-working one in general terms, had such a low participation rate, it is advisable to have a conversation on how online activities work, and what is expected of them via the virtual classroom apps. Moreover, perhaps teachers could limit their upload of material to strictly those things that they actually mean for the students to do and hand in, or they can come up with a label so that everyone knows what is compulsory and what is perhaps extra.

In order to have "e-competent" students this "healthy relationship" has to be fostered in class and it requires an investment in time to explain how and what the teachers expect from them, it would also be helpful if the school teachers agreed on the same type of interaction and they would be consistent with this agreement. By doing so, time would not be wasted on navigating with no clear purpose and later making up excuses but rather, they would develop a certain sense of learner autonomy and they could exploit the benefits of these platforms.

From a social point of view, it is quite worrying that we cannot democratise education. As mentioned in previous sections, some students could not participate due to the fact that they did not have their own mobile phones for the "gamified" task. All books and all material needed for school be guaranteed by the government. But if that is not the case, we should make sure as teachers that we minimise the socioeconomic gaps whether by asking the school to provide the material or by coming up with other solutions that will mean that all students have the same opportunities regardless of their backgrounds.

In the case of this study, it was worrisome to think that students had to do the task in class with their mobile phones, as it is an asset that we did not know if all students would have them, be it for economical reasons or out of parents' principle not to buy them a phone at certain ages. If phones or tablets are something used in class as part of the lesson plan and even more so, if they will be evaluated based on their performance in said activities, it only seems fair that measures have to be taken beforehand, otherwise what we gain from the activity simply beats the purpose of having public education.

All in all, the advantages of Kahoot!s for homework have the potential of being a great source of learning enhancement, it can lead to learner autonomy, and it provides an easy way for teachers to tailor homework to their students' needs thus learners can all work on their strengths and weaknesses at the same time. Not only is this an advantage for the teacher but it also has the added benefit that, at least according to the results of our study, students still perceive it as a fun activity and thus that can boost participation. As far as using this tool as an evaluation strategy, despite being an excellent provider of results and making it very easy for teachers to keep track of

their students' performances, its shortcoming is potentially that said performance can be affected by the device each student's works with and therefore it is very likely for students to perform in compliance to their device's capacity and therefore for the results not reflect their knowledge accurately. All things considered, Kahoot! is a highly recommendable tool for teachers to use in EFL or other classes.

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APPENDIX

STAGE 0

Wear the change ✎

Summary   **Players** (25)   **Questions** (21)   **Feedback**

All (25)   Need help (11)   Didn't finish (13)   [Search]

Nickname ⌄	Rank ⌄	Correct answers ⌄	Unanswered ⌄	Final score ⌄
Joel🎄😎😛	1	90%	—	16 889
Souhail✌️	2	76%	—	13 978
Laia y Dekra🦋	3	71%	—	13 802
Júlia y doua	4	71%	—	13 708
Mariam y Lucia	5	71%	—	13 691
Ilyas#cancelado	6	67%	—	12 776
Franc	7	62%	—	11 968
Clau🏃🔑	8	57%	—	11 116
Dani GG😛😎😛♠	9	57%	3	9 781
Aymannnn😊✌️	10	52%	—	9 557
Manel<->-_-	11	48%	—	8 607
Jabir😎😎👌👌	12	43%	—	8 334
thiara,iris	13	48%	1	8 227
NAGLAAAA 🐯🐯🐯	14	43%	—	8 091
izan m.d.l.r	15	33%	1	6 350
victor D.luengo	16	33%	2	5 745
NAGLAAAA	17	0%	21	0
Mariam/˚₀﹏₀˚\	18	0%	21	0
Ilyas :)	19	0%	21	0
Aymannnn😎😳	20	0%	21	0
Ilyas😷😷😀	21	0%	21	0
Mariam•‿•	22	0%	21	0
Jabir 😎😎 fach	23	0%	21	0
Mariam ✨	24	0%	21	0
Júlia	25	0%	21	0

Name	#	%		Points
Aria	1	90%	—	18 142
Víctor y David	2	90%	—	17 529
walid & hugo	3	81%	—	15 332
Víctor Goig.	4	71%	—	13 571
Miguel angdl	5	71%	—	13 455
🌹siham🌹	6	71%	—	13 412
Rabab	7	71%	—	13 013
Adri😄😎	8	52%	—	10 166
Lucia :)	9	48%	—	8 705
🇪🇸IKER🇪🇸	10	43%	—	8 345
illari	11	43%	—	8 048
Anna	12	38%	5	7 428
ⓏⓄⒺ😐	13	38%	—	6 935
Aleix	14	33%	1	6 033
WALDY & IRINA	15	33%	1	5 772
✨Anna✨😂😺💯	16	24%	16	4 513
Irina & Waldy	17	0%	21	0
Abel, Alex Jord	1	95%	—	18 711
Bruna and Berta	2	76%	—	13 717
Lucía H	3	71%	—	13 215
Brian Ismail ɞ	4	67%	—	12 878
Alex.j_joni😎	5	67%	—	12 603
Edurne_Tanza	6	62%	—	12 349
Wassima jiayang	7	67%	—	11 482
Riyad	8	57%	—	10 592
Daniel Cano😅	9	52%	—	10 276
Elsa.r	10	62%	—	10 256
Mar	11	52%	—	9 626
Ismael y Abdula	12	29%	7	5 505
シjoan★ڪ	13	19%	—	3 719
Wassima	14	0%	21	0
Abel and Jordi	15	0%	21	0
Brian (^ƚɷႫ)	16	0%	21	0
Mar_Méndez	17	0%	21	0
Mar i Lucía	18	0%	21	0

29

STAGE 1

Wear the change ✏

Report options ⋮

Challenge 🏆

Start date: Mar 11 2021, 11:44 am

End date: Mar 26 2021, 12:00 pm

Hosted by t_chair2

Summary   **Players** (18)   **Questions** (21)

All (18)   Need help (1)   Didn't finish (3)   Search

Nickname ⌄	Rank ⌄	Correct answers ⌄	Unanswered ⌄	Final score 🏆	
..	1	95%	—	19 111	⋮
Joel 🌲😀😎	2	90%	—	18 457	⋮
Dekra	3	86%	—	17 406	⋮
Júlia	4	86%	—	17 379	⋮
Dani.GG😎😛😳	5	86%	—	17 161	⋮
Mariam	6	81%	—	16 083	⋮
Dani L	7	76%	—	14 860	⋮
Iris	8	76%	—	14 499	⋮
claudia	9	71%	—	14 086	⋮
.	10	71%	—	13 976	⋮
Laia P	11	67%	—	13 092	⋮
Hellow	12	62%	3	12 532	⋮
Jabir	13	62%	—	12 208	⋮
Franc	14	48%	—	9 599	⋮
NAGLAA💞💞💞	15	48%	—	9 528	⋮
victor	16	43%	—	8 608	⋮
doua	17	38%	4	7 603	⋮
Ilyas😇😇	18	0%	19	0	⋮
😎🔥JOEL🔥😎	16	52%	—	10 618	⋮
Josep	17	57%	—	8 869	⋮
JOrdidi	18	43%	12	8 553	⋮
Ari.b:)	19	33%	11	6 211	⋮
Wassima	20	24%	15	4 403	⋮
David B.	21	95%	—	3 804	⋮
﮼Jₙ᳁ʲᵒᵃₙ ﮼₰♡	22	5%	20	955	⋮
Mellamojordi	23	5%	20	736	⋮
♪☆シJᵒᵃₙつ☺♡	24	0%	20	0	⋮

30

Bruna🤍🦋	1	100%	—	20 068	⋮
Víctor Goig A.	2	100%	—	19 962	⋮
Abel Lorenzo	3	90%	—	17 680	⋮
Tanza ✨🐚	4	86%	—	17 276	⋮
Berta	5	86%	—	16 641	⋮
Riyad	6	81%	—	15 684	⋮
Lucía HM	7	76%	—	15 195	⋮
el hugito	8	71%	—	14 431	⋮
_Mar_Mendez_	9	76%	—	14 331	⋮
Jordi	10	71%	3	13 974	⋮
Adri😎	11	67%	—	13 495	⋮
Waldy	12	67%	—	13 163	⋮
Isma. N.	13	67%	—	12 754	⋮
Danirl C	14	62%	—	12 428	⋮
Majid	15	62%	—	10 869	⋮

STAGE 2

Wear the change ✎

Report options ⋮

Live 🎲

Mar 17 2021, 12:54 pm

Hosted by t_chair2

Summary **Players** (20) **Questions** (21) **Feedback**

All (20) Need help (9) Didn't finish (9)

Search

Nickname ˅	Rank ˅	Correct answers ˅	Unanswered ˅	Final score ˅
Joel Víctor🌲😋	1	90%	—	18 299
Mariam Thiara	2	90%	—	18 170
Clau🛒🐮	3	90%	—	18 098
Jabir Ilyas😡😋	4	86%	—	17 010
Dani x2 X🌲😋😎	5	86%	—	16 808
Laia y Iris 🐾	6	86%	—	16 607
Franc	7	81%	—	16 020
Souhayyyl✌️	8	86%	—	15 878
Doua🐦🐦🐦	9	81%	—	15 613
Aymann Naglaa😥	10	76%	—	14 647
Izan😡😋	11	71%	—	14 310

Wear the change ✎

Report options ⋮

Live 🎲

Mar 18 2021, 12:50 pm

Hosted by t_chair2

Summary **Players** (16) **Questions** (21) **Feedback**

All (16) Need help (2) Didn't finish (3)

Search

Nickname ˅	Rank ˅	Correct answers ˅	Unanswered ˅	Final score ˅
Lucía_H_M	1	100%	—	20 182
AbelxMajuid🌚	2	95%	—	19 116
Bruna:)	3	95%	—	18 638
Berta	4	90%	—	18 122
Abdel y Dani😥	5	86%	—	17 336
Wassima jiayang	6	86%	—	16 596
Àles_C	7	76%	—	15 532
Elsa_Rodríguez	8	71%	—	13 461

Nickname	Rank	Correct answers	Unanswered	Final score
Tanza&Edurne:3	9	67%	—	13 356
Brian y I.N 🥵	10	67%	—	13 038
Mar_Méndez	11	62%	—	12 069
ʀɪᵞᵃᴅ ʸ Jᵒᵃɴ☆シ	12	48%	—	9 513
Ismael XD 😎	13	38%	10	7 507
Alex_joni😎😎	14	38%	—	7 450

Wear the change ✏️

Summary   **Players** (18)   **Questions** (21)   **Feedback**

All (18)   Need help (2)   Didn't finish (2)   [Search]

Nickname	Rank	Correct answers	Unanswered	Final score
Víctor g Miguel	1	100%	—	20 014
Victor L.	2	90%	—	18 466
David B	3	90%	—	18 407
🔥🔥ANWAR🔥🔥	4	90%	—	18 095
🐎🐎IKER🐎🐎	5	86%	—	16 975
Irina lucia :)	6	86%	—	16 707
Adri😎😎	7	81%	—	16 447
walid & hugo	8	81%	—	15 696
WALDY :)	9	76%	—	15 276
✨Anna y Zoe	10	76%	—	14 856
Ari :)	11	67%	—	13 198
😎🔥JOEL🔥😎	12	62%	—	12 317
Aleix	13	62%	—	10 601
EL Josep	14	57%	—	10 574
✨Rabab✨	15	52%	—	9 379
illari 💅🔢	16	43%	—	8 481

33

STAGE 3

SAMPLES:

4.3 WRITING TO MY FAVOURITE BRAND.

Dear Puma

I am Daniel, currently about Fashion Revolution. I have been coustomer from ~~_____~~ 1 year. I am writing to find out where the brand name comes from?

These last few days I have discovered some of resative effects that fast fashion can have on the human rights of employees such as exploitaixion I have become aware of the detrimental effect of fast fashion for the everin moment, for example, airinpollution do your sactories emit a lot of fumes?

On the other hand, Did you use safe matingls for the construction of the factors? Also do you workers have a perin contract? morever I would like to know is you are happy west te working conditions of your workers? morever I would like to know is your employees can ascent positions in your company?

I look foward to hearing that you are equally corcered as i am. I will be sharing my response witch my peers.

Sin Yours Sincerely,

34

Dear Nike,

I am a 1ST ESO student at INS Ítaca, I am currently learning about fast fashion and I have been your customer for 2 years.

I am writing to find out about your companys work ethics, where you manufacture your clothes, the gap between cost and price in your items, the working condition and the life quality of your workers.

These last few days I have disovered some of the negative effects that fast Fashion can have on the human rights of the employees, such as child labour, exploitation, poor work conditions and poor solary as well as poor materials to build factories. I have found out that some workers get as little as 13 cents each hour of work. There have been factories that collapsed due to poor materials, resulting in lots of deaths. My question is: When will you give fair wages and decent working conditions to those workers?

I have become aware of the detrimental effect of fast fashion for the enviroment, for example, fumes and dyes. Do your factories use them? I look forward to hearing that you are equally concerned as I am. I will be sharing my response with my peers.

Yours sincerely,

Writing to my favourite brand.

Dear Zara,

I am Júlia, currently learning about the fashion Revolution and the pollution created when producing clothes and I have been your customer for around a month. I am writing to find out if the workers have good working conditions, if the fabrics are recyclable and what you do with the left over fabrics and products.

These last few days I have discovered some of the negative effects that fast fashion can have on the human rights of employees, such as exploitation of workers, child labour, underpaid workers and long working hours. I have become aware of the detrimental effect of fast fashion for the enviroment, for example do the chemicals and dyes you use contaminate the waters?

Moreover, I was wondering if the products you use to make the clothes contaminate. How many hours do your employees work in the factories? Do your workers get fairly paid? Also, do they have good working conditions?

I look forward to hearing that you are equally concerned as I am. I will be shareing my response with my peers.

Yours sincerely,

STAGE 4

Do you think that if you had done the Kahoot for HOMEWORK it would have helped you review and do better in the final Kahoot?

6/6 respuestas correctas

✓ Yes, I think I would have done better. — 2 (33.3 %)

✓ Maybe a little bit. — 3 (50 %)

✓ No, I don't think so. — 1 (16.7 %)
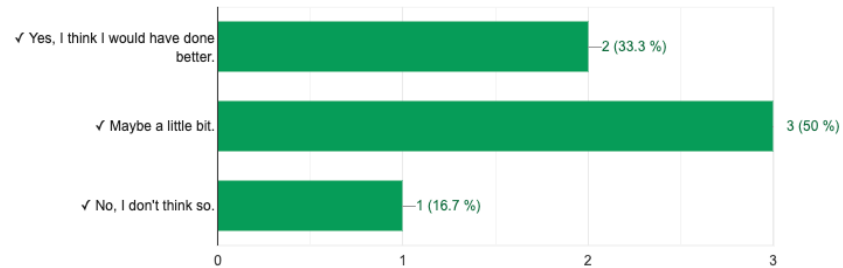
Do you think that doing Kahoot! for homework every now and then can be fun and you would do it?

6/6 respuestas correctas

✓ Yes — 6 (100 %)

✓ Maybe — 0 (0 %)

✓ No — 0 (0 %)

Do you think that the Kahoot was helpful for writing the email? Did you think of including any of the structures seen in the Kahoot?

6/6 respuestas correctas

✓ Yes, I thought about it and tried to include it in my email. — 1 (16.7 %)

✓ Maybe, a little. — 3 (50 %)

✓ NO, I forgot about the Kahoot when I was writing the email. — 2 (33.3 %)

Do you think that if we do the Kahoot now you will do well?

6/6 respuestas correctas

✓ Yes, I will do it even better. — 2 (33.3 %)

✓ Yes, but not so well as I did last time. — 1 (16.7 %)

✓ Maybe. — 3 (50 %)

✓ hmmmm I'm not sure I remember much. — 0 (0 %)
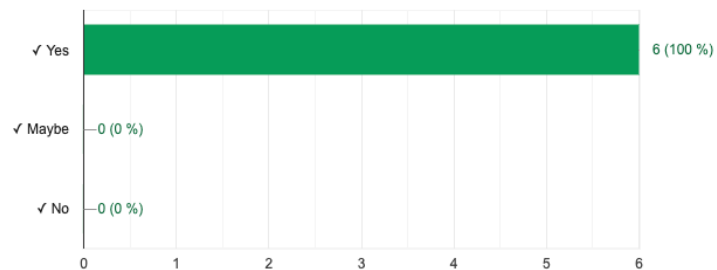
✓ :(I think I won't remember anything — 0 (0 %)

YES

Do you think that doing the Kahoot for HOMEWORK helped you review and do better in the final Kahoot?

21/21 respuestas correctas

- ✓ Yes, it helped me and I did better. — 12 (57.1 %)
- ✓ Maybe a little bit. — 9 (42.9 %)
- ✓ Not really, I just did it because I had to. — 0 (0 %)
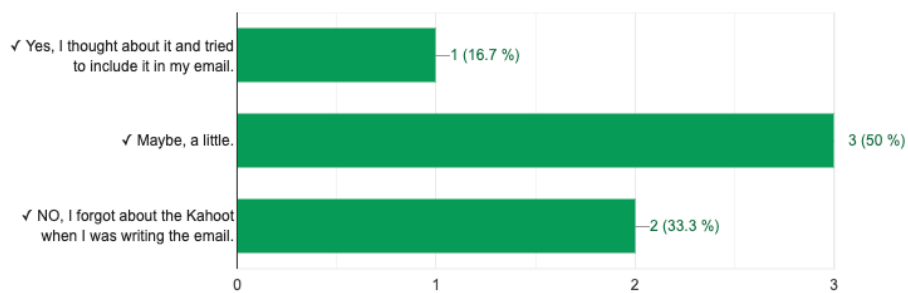- ✓ No, I'm sure it didn't help me. — 0 (0 %)

Do you think that doing Kahoot! for homework every now and then can be fun and you would do it?

21/21 respuestas correctas

- ✓ Yes — 19 (90.5 %)
- ✓ Maybe — 2 (9.5 %)
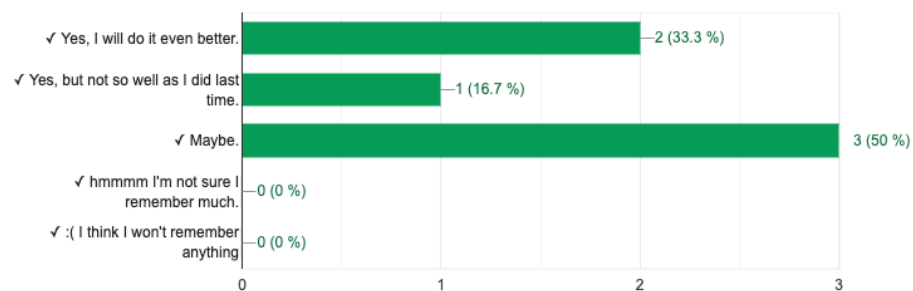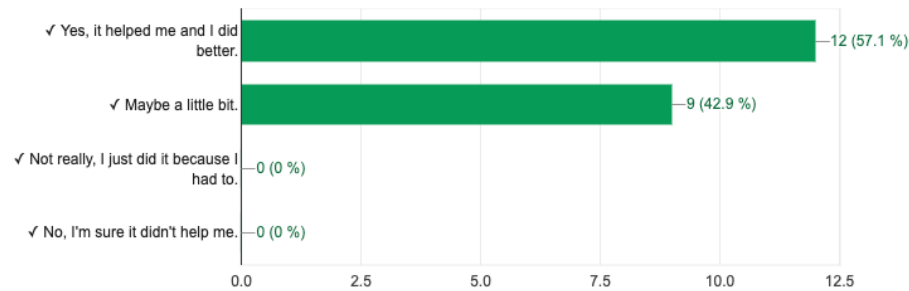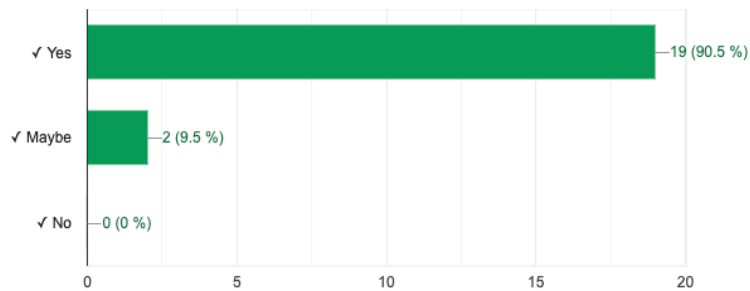- ✓ No — 0 (0 %)

Do you think that the Kahoot was helpful for writing the email? Did you think of including any of the structures seen in the Kahoot?

21/21 respuestas correctas

- ✓ Yes, I thought about it and tried to include it in my email. — 6 (28.6 %)
- ✓ Maybe, a little. — 10 (47.6 %)
- ✓ NO, I forgot about the Kahoot when I was writing the email. — 5 (23.8 %)
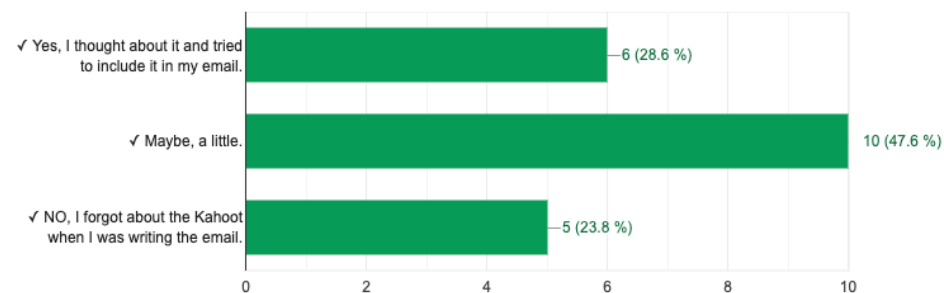
Do you think that if we do the Kahoot now you will do well?

21/21 respuestas correctas

- ✓ Yes, I will do it even better. — 6 (28.6 %)
- ✓ Yes, but not so well as I did last time. — 6 (28.6 %)
- ✓ Maybe. — 9 (42.9 %)
- ✓ hmmmm I'm not sure I remember much. — 0 (0 %)
- ✓ :(I think I won't remember anything — 0 (0 %)
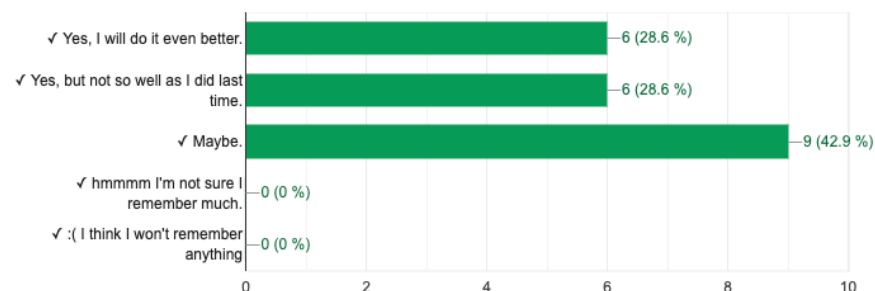
STAGE 5

Wear the change ✎

Report options ⋮

Live 🔳

Apr 19 2021, 1:15 pm

Hosted by t_chair2

Summary   **Players** (20)   Questions (21)   Feedback

All (20)   Need help (3)   Didn't finish (6)   `Search`

Nickname ⌄	Rank ⌄	Correct answers ⌄	Unanswered ⌄	Final score ⌄
Victor Lopez	1	100%	—	20 207
Illari 🧑	2	95%	—	19 182
Víctor Goig A.	3	95%	—	19 050
IKER😅😂	4	95%	—	18 924
David	5	90%	—	18 234
✨Anna✨	6	90%	—	17 988
Josep	7	90%	—	17 761
JOEL	8	81%	—	16 176
Lucia	9	81%	—	16 053
:)ari.b	10	71%	—	14 103
Anwar&Hugo	11	67%	1	13 140
Walid	12	67%	—	12 982
Adrián 😃😃😃	13	57%	—	11 444
💥Migue💥	14	57%	—	11 220
🏹Rabab & Irina	15	57%	3	11 043
Aleix	16	52%	—	8 977
Waldy i Zoe	17	43%	9	8 488

Report

Wear the change ✏️

Live ▦

Apr 19 2021, 2:16 pm

Hosted by t_chair2

Summary   **Players** (17)   **Questions** (21)   **Feedback**

All (17)   Need help (1)   Didn't finish (2)   [Search]

Nickname ⌄	Rank ⌄	Correct answers ⌄	Unanswered ⌄	Final score ⌄
Berta	1	⭕ 100%	—	19 438
Àlex_C	2	⭕ 90%	—	18 437
Lucía_Hurtado	3	⭕ 86%	—	17 145
Jiayang y isma	4	⭕ 86%	—	17 058
Abel i Jaime	5	⭕ 86%	—	16 915
Dani y Abdula😃	6	⭕ 81%	—	15 980
Bruna:))	7	⭕ 81%	—	15 566
Edu&Tanza:'3	8	⭕ 76%	—	15 218
Brianʕ ﱞﱦﱞ?	9	⭕ 76%	—	15 140
Jordi	10	⭕ 76%	—	14 566
Wassima	11	⭕ 67%	—	12 756
Ismael Rayad xd	12	⭕ 62%	—	12 198
Mar_Méndez	13	⭕ 57%	—	11 165
Elsa_Rodríguez_	14	⭕ 57%	—	10 774
Joni	15	⭕ 52%	2	10 065
(ง'-')ง JOAN シ	16	⭕ 38%	—	7 353