Journal of Educational Technology & Online Learning
Volume 2 | Issue 2 | 2019
http://dergipark.gov.tr/jetol

Edutainment: Using Kahoot! As A Review Activity in Foreign Language Classrooms

Nurcihan YÜRÜK
nurcihanbasibek@yahoo.com; Selçuk University, Konya, Turkey; ORCID: 0000-0001-8889-8107

Doi: 10.31681/jetol.557518
Suggested citation: Yürük, N. (2019). Edutainment: Using Kahoot! As A Review Activity in Foreign Language Classrooms. *Journal of Educational Technology & Online Learning, 2*(2), 89-101.

Article Info

Received : 24.04.2019
Revised : 06.05.2019
Accepted : 14.05.2019

Research Article

Abstract

Games or gamified activities blended with traditional ways of teaching can be implemented as a useful strategy in foreign language classrooms. Gamification as a novel pedagogical approach offers opportunities in accordance with game elements and techniques that can be applied in non-game context like classroom. This study is about an online free application called Kahoot. Kahoot has been used to stimulate students' English as their foreign language more effectively, actively and interestingly and can be accessed by teachers to use in foreign language classrooms. The aim of the study is to demonstrate Kahoot can be used as a Review Activity in foreign language classrooms and to gather information on students' perceptions about this application included in educational process. The research design for this study is action research. Kahoot was implemented three times at the end of every three units. For the quantitative part of the study, data were collected through a 20-item questionnaire including 15 participants to determine the perceptions of the use of the Kahoot. Findings of the study indicate that students were able to engage actively in the lessons and they were able to master the target language effectively and enjoy learning English using games.

Keywords: gamification, language teaching, technology, motivation.

1. INTRODUCTION

With the rapid integration of technology and internet, the vision of foreign language teaching and learning needs to be improved through a different perspective of education. Motivation is one of the most important factors that affects learning and teaching process. When the needs of learners are taken into account, the educational system that is available for learners cannot afford the needs in terms motivational factors. From a psychological aspect, motivation is an essential personality factor that a language learner needs to produce a foreign language. So, an approach including elements that enhance motivation and engage learners in language should be preferred in order to achieve success at the end of the learning and teaching process.

Gamification is an approach that promotes motivation. According to Werbach and Hunter (2012), game elements and game design techniques can be used in non-game contexts. Any task, assignment, process or theoretical context can be gamified in order to use educational settings in order to enhance motivation among language learners. The main benefit of

gamification is to make the learner participate in the process and increase motivation. This creates an empowerment and engagement in order to achieve success at the end of the process. Gardner (2006, p.241) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that if one is motivated, he or she has reasons that motives for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities and etc. (Gardner, 2006, p.243). Some students seem to be very low interest in foreign language learning and use to be very passive and quiet because of some individual, social or cultural reasons. Some are not even paying attention and tend to do their own work. Therefore, this study is expected to shed light on a method in order to make a warm, comfortable and entertaining atmosphere classroom setting for those kind of students.

2. LITERATURE

Technology is one of the most significant components of language instruction nowadays. Ybarra and Green (2003) say that while learning a second language, technology provides a valuable language experience to the learners. So, technology is the denominator between gamification and language learning. Some methods and approaches have adopted the use technology in language instruction. One of them is Computer Assisted Language Learning (CALL). It is an instrument that integrates technology to learning and teaching process. CALL has experienced some evolutions with the effect of different approaches. Behaviouristic approach has an effect on CALL in terms of repetition drills and grammatical exercises and translation activities. Then, with the integration of Cognitive Approach to learning process, it focuses on learning as a process of discovery, expression and development. This provides opportunities to learners to work individually or in pairs through the use of some specific programs on computers. With the emphasis of Communicative Approach CALL has changed its vision to a more communicative and integrative perspective in language instruction. This has created a more learner-centred instruction in education. Various kinds of tasks and contents have become accessible for all learners. Language skills (reading, writing, speaking and listening) have been able to be acquired by using CALL as an instrument.

The appearance of Web 2.0 in educational settings gains importance and also language learning has been under the influence of this technology. Sharing information, interactive and collaborative use of technology has become popular and this changes teaching and learning

processes dramatically. Social networking, web-based communities, blogs and podcasts can be used to develop language skills. In addition to these, when the features of game-based technologies like activating participation, increasing motivation, enhancing empowerment and engagement are considered, game-based technologies contribute much in the development of language learning processes. Using games can also promote independent learning, collaborative learning and problem solving. Any task, assignment, process or theoretical context can be gamified in order to use in educational settings to enhance motivation among language learners.

2.1. Gamification

In terms of enhancing motivation, concentration, effort and positive attitudes gamification can be accepted as an important means in non-game contexts like classrooms. In classroom settings, gamification can be applied as a strategy that is gradually gaining popularity and has become common in educational environment.

According to Dellos (2015), "game-based learning is a best practice in education and finding ways to integrate competitive games in the classroom that promote learning is essential for educators in the twenty first century" (p.51). Games have some features like goals, rules and some specific standards. They are all voluntary activities in common. By establishing time limits and a set of rules, games serve as an incentive element to engage participants. Also in learning and teaching process, games play an important role and can contribute much to education. Activities, tasks, assignments and all elements used during teaching process can be gamified. This will enhance success if it creates an expected level of motivation. Teachers support the idea behind gamification because they think that it increases motivation and creativity among learners. Also, reward and feedback system of gamification increases the achievement levels of learners. Motivation, curiosity, excitement and joy are the most important elements of successful learning and teaching. This means all activities that are gamified can be used as a source of motivation and fun in class.

Michos (2017, p. 512) explains why gamification should be preferred in language classrooms with the following items:

- modifies the mood within the classroom;
- increases learners' feeling of happiness;
- provides breaks from learner's fatigue;
- increases motivation and improve attention;

- increases student's engagements in the classroom activities;
- stimulates a goal oriented activity;
- makes learning fun.

Gamification provides lots of opportunities for both learners and teachers. To learn a foreign language these kinds of activities foster learning, increase the pace of achieving learning outcome by participating learners in the process actively. It also enables learners to feel in a relaxed and confident atmosphere in class and this triggers social and communicative skills of learners that are very necessary while learning a foreign language. That is why the activities prepared by the teacher should be evaluated and determined carefully. Teachers should keep in their minds that these kinds of gamified activities should be arranged according to the needs, level, personality, age, interest of the learners; otherwise these activities lose their meanings to make the learners reach successful learning and have fun at the same time. When these characteristics and contributions of games and gamified activities are taken into consideration, the pedagogical value of them cannot be ignored.

2.2. *Kahoot!*: An e-learning gamification tool

One of the most popular gamification tool that can be preferred to use in class is Kahoot. It is a free online game-based application which includes options like quizzes, discussions, and surveys that make the learning process challenging, fun and engaging.

In order to start, teachers should register for a free account on http://create.kahoot.it. After registration, teachers can access millions of free public games and adapt them as they want or create their own. Games created and be shared by other users. Teachers launch their approved Kahoot games on their computer that is connected to projection for classroom use and click on "play" to open the game. There is a game pin at the top of the screen (Figure 1) and learners can sign in using the web address http://kahoot.it to access by determining their nicknames when they want to log in.

Figure 1. Sample Kahoot! home page with game pin.

.

Learners can use their smartphones, laptop and tablets or computers. They do not need to register an account and this saves time to start activity at once. Multiple choice questions are presented one by one on the screen and can be played by up to 30 students. Learners click on the right answer to a question on their internet-enabled devices. They receive points for every correct answer. When every learner answers the question or the time that is set by the teacher expires, on teacher's screen the correct answer is displayed. Total results of the answers given by the learners according to their achievement levels are provided with a graph by the application (Figure 2) and players are ranked based on speed and accuracy. After each question, the top five leaders are shown in the scoreboard (Figure 3).

	A	B	C	D	E	F	G	H
1	OUP AWL BRONZE-2							
2	Played on	28 Dec 2017						
3	Hosted by	szgnhtc						
4	Played with	15 players						
5	Played	20 of 20 questions						
6								
7	Overall Performance							
8	Total correct answers (%)		62,50%					
9	Total incorrect answers (%)		37,50%					
10	Average score (points)		11939,60 points					
11								
12	Feedback							
13	How fun was it? (out of 5)		0,00 out of 5					
14	Did you learn something?		0,00% Yes		0,00% No			
15	Do you recommend it?		0,00% Yes		0,00% No			
16	How do you feel?			0,00% Positive		0,00% Neutral		0,00% Negative
17								
18	Switch tabs/pages to view other result breakdown							

Figure 2. Sample for total results of the learners.

OUP AWL BRONZE-2				
Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Haydar	15525	15	5
2	Azize	15368	15	5
3	Mustafa	14575	14	6
4	Obiwan canobi	13045	13	7
5	Eren	12781	13	7
6	Esra Ç.	12708	13	7
7	BERKAY	12502	13	7
8	Banu	11921	12	5
9	Burak	11718	12	8
10	Ceyda	11506	13	7
11	Esra	11157	12	7
12	Hephaistos	10929	11	9
13	Ildeniz	9353	10	10
14	Şeyma	8060	9	11
15	Oğuz	7946	10	10
Switch tabs/pages to view other result breakdown				

Figure 3. Sample scoreboard displaying the top five leaders of a question.

The gamification tool Kahoot can be used for different purposes in class. It can be applied as an *Icebreaker activity*. At the beginning of the teaching process, teachers can make a short questionnaire as a "warm-up" activity to determine what and how much leaners know about a new topic or linguistic structure that is going to be presented in order to provide participation and engagement. This also makes the learners interested and relaxed in class and makes a complex content easier and more understandable. In addition, it can be used for *flipped learning*. Students are asked to read a text on the Internet or in the textbook, watch a video, listen to a recorded material, later on, during class time through Kahoot quiz, teachers can check what students have learned and which concepts or structures have been less successfully understood or learned by the students. Besides these purposes of use, Kahoot can be used as a *review activity* in class. A questionnaire is made on the most relevant points about the content that is worked on in the classroom before, so that the learners can evaluate and determine their achievement levels and the teacher can give feedback to learners, in order to remove the fallacies made by learners and it also provides feedback to teachers to refine his/ her class planning and improve the teaching-learning process according to the needs of learners.

In this study, Kahoot is used as a review activity on the track of the purpose that explained above. Some vocabulary items introduced and practiced before in class are used as the content of questions on Kahoot to evaluate how much of them they learned.

3. METHODOLOGY

This study is about an online free application called Kahoot. Kahoot has been used to stimulate students' English as their foreign language more effectively, actively and interestingly and can be accessed by teachers to use in foreign language classrooms. The aim of the study is to demonstrate Kahoot can be used as a Review Activity in foreign language classrooms and to gather information on students' perceptions about this application included in educational process. The research design for this study is action research. Kahoot was implemented three times at the end of every three units. For the quantitative part of the study, data were collected through a 20-item questionnaire including 15 participants to determine the perceptions of the use of the Kahoot.

The need for that study is determining a strategy that is expected to be beneficial in order to engage learners to learning process by enhancing their motivation level. When the effects of technology on our lives and also on education are taken into consideration, the important role of technology could not be neglected. So, at this point, game-based activities like Kahoot can be applied on the track of this purpose. This study is conducted with undergraduate students from Translation and Interpreting and English Language and Literature Departments at Selçuk University in Turkey. It includes 15 participants and 8 of the participants were male and the rest of them were female. The English level of participants were pre-intermediate level. The students ranged between 18 – 20 years of age. They completed the course at upper-intermediate level. All the participants engaged in the study learn English as a foreign language. They only learn the language during lesson hours. They do not have the opportunity to use the language in their communication or speaking as well. They take 24 hours of English classes in a week. In order to evaluate some vocabulary items that are expected students to learn are used as instrumental content of the study. These vocabulary items are from the coursebook of students. Inside Listening and speaking 1 by Oxford University Press is their course material.

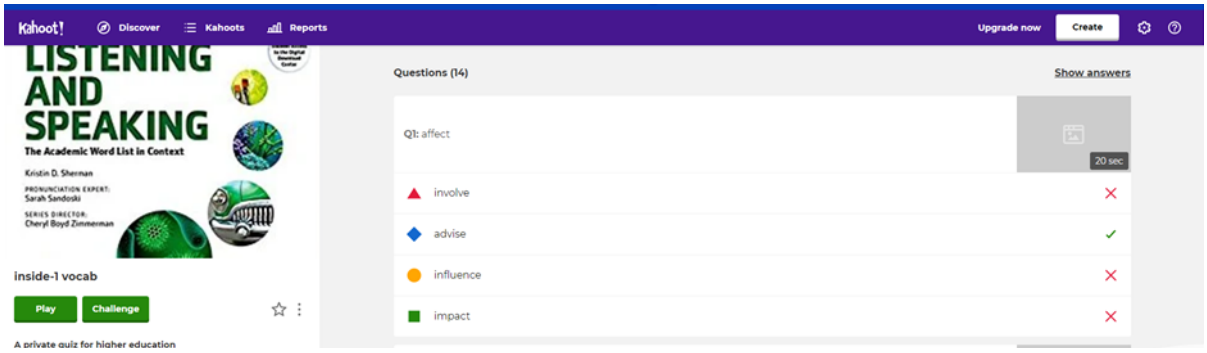

Figure 4. Sample question from the study displayed on Kahoot! application.

The book contains 10 units and according to the syllabus every week one unit should be fulfilled. Each unit presents nearly 10 words as the target words of the unit. In this study, Kahoot was implemented three times at the end of every three units. The multiple choice questions created on Kahoot applications are chosen randomly from the target words combined from every three units of the book. In total, 60 target words were determined among these words to be used in the study.

For the first Kahoot application, the teacher implemented the Kahoot platform for the use of classroom. Then, in one class hour, students respond 20 multiple choice questions via Kahoot application. This implementation is conducted by the teacher for the other Kahoot applications after every three units of the coursebook are covered by the students. At the end of the course, when all units in the coursebook are covered by the studens, in order to gather quantitative data on the perceptions of students, a 20-item questionnaire is presented to students. The questionnaire used in the study is developed from the instrument used in the study of Bicen and Kocakoyun (2018). A 5-point Likert type scale is used to evaluate. As a result, 3 non-conforming items were removed from the scale. Cronbach Alfa internal consistency coefficient was found to be 0.95. The latest version of the scale was tested by using confirmatory factor analysis. The measurements revealed that the result had high goodness of fit and it could have been used in the measurement of students' perceptions towards using Kahoot application. Table 1 shows the results of the confirmatory factor analysis study.

Table 1

Goodness of fit of the suggested model

	Good fit	Satisfactory fit	Suggested fit
RMSEA	0.00<RMSEA<0.05	0.05<RMSA<0.10	0.036
SRMR	0.00<SRMR<0.05	0.05<SRMR<0.10	0.047
GFI	0.95<GFI<1.00	0.90<GFI<0.95	0.87
AGFI	0.90<AGFI<1.00	0.85<AGFI<0.90	0.86
NFI	0.95<NFI<1.00	0.90<NFI<0.95	0.82
CFI	0.95<CFI<1.00	0.90<CFI<0.95	0.91
RFI	0.90<RFI<1.00	0.85< RFI <0.90	0.79

According to these results, the similarity ratio of the chi-square statistics was determined as X^2=28.91, P<0.01. Root mean square approximation error (RMSEA)=0.036; standardized root mean square (SRMR)= 0.047; goodness of fit index (GFI)= 0.87; adjusted goodness of fit index (AGFI)=0.86; normalized compliance index (NFI)=0.82; comparative fit index (CFI)=0.91; Relative Adaptation Index (RFI)=0.79. The results show that they are within acceptable limits even if they do not have best fit values.

4. FINDINGS AND DISCUSSIONS

Table 2 shows the perception levels of students in order to get their opinions about implementing Kahoot. The data show that using Kahoot provide more permanent learning compared to learning in a traditional classroom environment (M=4.44, SD=.59). The results suggest that Kahoot application improves students' success levels (M=4.41, SD=.61) enhances student interest in the lesson (M=4.48, SD=.52). Activities created using Kahoot are more interesting for learners (M=4.45, SD=.54) and it also fosters collaborative learning environment (M=4.56, SD=.61). Kahoot increases the effectiveness of the lesson (M=4.48, SD=.60) and it provides opportunity to students to express themselves in a comfortable atmosphere (M=4.42, SD=.65). Also the application contributes to enhance motivation (M=4.43, SD=.56) and Kahoot provides active learning (M=4.39, SD=.54). Question techniques in the activities performed by Kahoot provides the students with different perspectives (M=4.49, SD=.55) and Kahoot application improves the skills of students in terms of rapid-thinking (M=4.47, SD=.68). Kahoot also provides permanent learning in classroom activities (M=4.56, SD=.53), and

students feel excited because of time limitations in questions (M=4.40, SD=.61). Students think that they have the opportunity to access a richer content with the help of this application (M=4.46, SD=.57). According to the students, sharing activities on social media increases their motivation (M=4.42, SD=.59) and the scoring system of Kahoot increases the ambition of students (M=4.39, SD=.65). Students believe that the use of Kahoot encourages students in class (M=4.49, SD=.52) and it allows students to participate activities (M=4.35, SD=.54). Using Kahoot application makes students learning easier (M=4.32, SD=.51) and the color harmony of the buttons in the application is remarkable according to the students (M=4.42, SD=.66).

Table 2.

Perception Levels of Students about Implementing Kahoot

	Items	Mean	SD
1	Lessons performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments	4.44	.59
2	Kahoot increases interest in the lesson	4.48	.52
3	Kahoot improves success	4.41	.61
4	Activities created using Kahoot are more interesting	4.45	.54
5	Using Kahoot makes for more effective collaborative learning	4.56	.61
6	Kahoot increases the effectiveness of the lessons	4.48	.60
7	Kahoot allows for comfortable self-expression	4.42	.65
8	Using Kahoot in education increases student motivation	4.43	.56
9	Kahoot enables active learning	4.39	.54
10	Question techniques in the activities performed by Kahoot provides the students with different perspectives	4.49	.55
11	Kahoot improves the rapid-thinking abilities of students	4.47	.68
12	Kahoot provides permanent learning in classroom activities	4.56	.53
13	Timely questions in Kahoot activities increase student excitement	4.40	.61
14	Kahoot gives students the opportunity to deliver richer content	4.46	.57
15	Sharing activities via social media increases motivation	4.42	.59
16	The scoring system of Kahoot increases the ambition of students to be a top-five scorer	4.39	.65
17	The use of Kahoot in the classroom encourages learners	4.49	.52
18	The active use of Kahoot builds student courage to participate in activities	4.35	.54
19	Activities performed using the Kahoot application allow for easy learning of the topic	4.32	.51
20	The color harmony of the buttons in the application is remarkable	4.42	.66

According to findings of the study, this study has been cultivated positive attitude and show higher level of motivation towards learning language using Kahoot game platform. The participants' responses show that they feel motivated in learning the language after they were engaged in Kahoot games. Thus, it can be concluded that Kahoot game in English language classroom help to cultivate positive attitudes, increase motivation level of participants, stimulate better perceptions and expectation of learners towards future English classrooms (Dellos, 2015). Also, in such a competitive, fun and enjoyable learning environment and they

actively engage learning and communicating learners in order to master their foreign language. Studies of Kahoot (Dellos, 2015; Thomas, 2014; Plump, C. M. & LaRosa, J. 2017; Michos, M. 2017) have shown that the application is user-friendly, and that it is a platform that both teachers and learners are able to benefit and it was one of the best applications to promote learning in class and integrate competition into the educational environment.

5. CONCLUSION AND SUGGESTIONS

To participate all students to learning process, Kahoot can be used as an efficient strategy in class. Bergin and Reilly (2005) state that "the use of games to promote students' learning has been done to capture students' interest as all of us learn better when we are motivated" (p.294). Plump and LaRosa (2017) explained that the students were satisfied with the use of this game according to their answers and experiences regarding the use of Kahoot. One of the most important advantage of Kahoot application is immediate feedback. The teacher can gather information about how many students get the right answer at once and can compare that information with students' current level of knowledge about a topic. Kahoot also frees both the teachers and students from traditional assessment and evaluation models. It supports a relaxed and confident atmosphere in class, so students do not feel any tension or anxiety that traditional models of assessments create. This also allows opportunity for students to discuss and compare their answers with their peers in class and by that way every student can notice their lacks and fallacies on a certain topic.

As a gamification tool, Kahoot is an excellent alternative for university students in terms of having easy access to computers and mobile devices and availability of the Internet. Gamification tools like Kahoot make learners curious, ambitious and interested while increasing the level of positive energy, exploration, fun and competition. This helps all type of learners including introverted or passive ones engage in learning process and foster collaborative and cooperative learning environment by enhancing motivation.

6. LIMITATIONS AND FURTHER RESEARCH

The results of this study may have been different if there was not a wireless connectivity. Another limitation for the present study was the limited time in class because the institution

hurries up with the covering of the student's book. On the other hand, technological innovation, and availability of technical and digital equipment does not imply a pedagogical innovation itself, if teacher cannot organize the learning environment well or cannot choose the appropriate strategy to teach. For that reason, Kahoot can have limitations from a foreign language pedagogical perspective. If not used properly or used very frequently, this type of activity can cause a bit of "fatigue" and demotivation. Therefore, it is advisable to apply this type of quizzes moderately, with clear and precise objectives, and always with feedback, in order to enrich the evaluation and improve the teaching-learning process.

Eğitlence: Kahoot! Yabancı Dil Sınıflarında Değerlendirme Etkinliği

Özet

Yabancı dil sınıflarında, geleneksel öğretimle harmanlanmış oyunlar ya da oyunlaştırılmış etkinlikler etkili bir yöntem olarak uygulanabilir. Oyunlaştırma, sınıflar gibi oyun dışı bağlamlar için uygulanabilen oyun elementleri ve teknikleri ile uyumlu fırsatlar sunan öncü bir pedagojik yaklaşımdır. Bu çalışma çevrimiçi ücretsiz bir uygulama olan Kahoot ile ilgilidir. Kahoot öğrencilerin yabancı dil olarak İngilizce bilgilerini daha aktif, daha etkili, daha ilginç bir şekilde harekete geçiren ve öğretmenler tarafından erişilebilen bir yazılımdır. Bu çalışmanın amacı yabancı dil sınıflarında değerlendirme etkinliği olarak Kahoot'u kullanmak ve bu eğitsel süreç kapsamında öğrencilerin algılarını belirlemektir. Eylem araştırması şeklinde tasarlanan bu çalışmada, Kahoot her üç ünitenin sonunda üçer defa uygulanmıştır. Çalışmanın nicel kısmında veriler, Kahoot kullanan 15 katılımcıdan 20 maddelik bir anket ile toplanmıştır. Elde edilen bulgulara göre öğrenciler derslere etkin katılım göstermişler, hedeflenen yabancı dili etkili bir şekilde öğrenmişler ve oyunlar sayesinde İngilice öğrenmekten keyif almışlardır.

Anahtar kelimeler: dil öğretimi, motivasyon, oyunlaştırma, teknoloji

About the Author(s)

Nurcihan Yürük

Nurcihan Yürük has got bachelor's degree from Marmara University, Department of English Language Teaching in 2004. She has got her MA degree and Phd Degree from Hacettepe University Department of English Language Teaching. She has been continuing her academic life as an assistant professor at Selçuk University, Department of Translation and Interpretation. Her interest areas are foreign language teaching, teacher training material, translation and educational technology.

Mailing Address: Selçuk University, Department of Translation and Interpretation, Konya, Turkey, 42050.
E-mail: nurcihanbasibek@yahoo.com

REFERENCES

Bicen, H. & Kocakoyun, S. (2018). Perceptions of Students for Gamification Approach: Kahoot as a Case Study, *IJET*, Vol.13, no.02.

Bergin, S., & Reilly, R. (2005). The Influence of Motivation and Comfort-Level on Learning to Program. Paper Presented at *The Proceedings of The 17th Workshop On Psychology of Programming*, Brixton, UK.

Dellos, R. (2015). Kahoot! A digital game resource for learning. International Journal of

Instructional Technology and Distance Learning, 12 (4), 49-52.

Gardner. R.C. The socio-educational model of second language acquisition: A research paradigm. EUROSLA Yearbook, 6, 2006, 237-260.

Michos, M. (2017). Gamification in Foreign Language Teaching Do You Kahoot? *Modern Technologies in Language Teaching*.

Plump, C. M. & LaRosa, J. (2017). Using Kahoot! In the classroom to create engagement and active learning: A game based technology solution for elearning novices, Management Teaching Review, 2(2), 151-158.

Sherman, K., D. (2016). *Inside Listening and Speaking 1, The Academic Word List in Context*, Oxfrord University Press.

Werbach, K., & Hunter, D. (2012). *For The Win: How Game Thinking Can Revolutionize Your Business*. Philadelphia, Pa: Wharton Digital Press.

Thomas, C. (2014). Kahoot! Retrieved January 17, 2015, from https://www.graphite.org/website/kahoot

Ybarra, R. & Green, T. (2003). Using Technology to Help ESL/EFL Students Develop Language Skills, *The Internet TESL Journal*, Vol. IX, No. 3.