

Teaching English through “Kahoot” Technology in ESL Classroom

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Abstract

Many technological tools are used in today's ESL classrooms to enhance the learning process. These tools and applications have capacity to enhance the Students Learning Outcomes (SLO's). Among all these applications, the gaming software like Kahoot has ability to increase the learning of students especially in ESL classroom. It helps students to learn the vocabulary, mathematics and many other things. It helps the instructor to teach, assess, and maintain record in a very less time. This study explores the advantages and disadvantages of using Kahoot, teachers, and learner's perspective on it. Study explores the learning and teaching experience of 40 English Teachers and 100 students of public schools of southern Punjab, Pakistan. The study carried through different questionnaires from teachers and learners. Each questionnaire consisted of 10 Multiple Choice Questions using a five-level Likert scale. A consultative workshop was also conducted for teachers before questionnaire was filled. Teachers also gave their opinion about Kahoot by answering some open-ended questions. The results from questionnaire showed the positive attitude of teachers and learners toward Kahoot, they thought it as good and innovative way of learning by using Kahoot, but both teachers and learners found it expensive to use and thought that to make it more useful it should be free for its users.

Key words: Kahoot: Gamification app: ESL Classroom: Interactive Teaching Tools

1. Introduction:

“Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught. Change is necessary to engage students not in the curriculum we are responsible for teaching, but in school. Period.” – April Chamberlain. The use of technology; like computers, tablets, mobile phones, online learning and gaming applications, teacher training applications and many others technologies are used in today's classroom which not only help students to learn in a creative and engaging environment but also help teacher to deliver the concepts and lectures more effectively.

In Pakistan we need our children to compete in the world that is advance in technology. Government and education department of Punjab, Pakistan is taking various initiatives to enhance the knowledge and competencies of teachers and students and make them use various new technologies. According to Government of Punjab, several strategies are prepared to make sure that students of Pakistan are prepared and have the required skills to face the challenges globally and to upgrade students through application of Science, Technology, Engineering and Mathematics (STEM). To increase the competencies of students many techniques are implied including development of Single National Curriculum (SNC). In Single National Curriculum the main focus in on the Activity Based learning and use of various technologies and online sites in teaching.

In corona pandemics specially the use of technology, internet and online applications became very common. Interactive teaching tools such as Flip grid, Zoom, Google Class room, and Kahoot are useful in teaching in today's interactive environment. Obviously, all of these softwares are developed to enhance teacher's level of teaching and student's level of understandings. Among these softwares the gaming software are popular ones because it increases the level of interest of students in studies unlike the other study related softwares and also do not over burden them. Some active learning softwares like Kahoot! are interactive and interesting for students which make learning process easy for the learners.

1.2. Background of the study

Among all these applications, the gaming applications like Kahoot became more popular as they provide fun along with teaching. The tests or assessments on this application are easy to conduct, and results are calculated at once. Various learning software and platforms have been specifically developed to assist English language teachers in their classrooms (Chun, Kern & Smith, 2016). There are many researches on educational settings proved that inclusion of "Game based Learning" in teaching-learning process effect positively both the learners and the learning outcomes (Deterding, Dixon, Khaled, & Nacke, 2011). Kahoot is said to a very useful in all levels i.e. primary to higher education, especially in language classrooms. Student of this era is expert of using technology and they love to use gadgets and devices in the classrooms. Application like Kahoot provide a good and positive environment in for the learners and make learning fun for them (Drigas & Charami, 2014). Kahoot app has ability to motivate the learners and provide the competitive learning environment (Malamed, 2012). Kahoot games has ability of recreation and storage for the future use make it feasible for the teachers who can re-use it for their coming classes (Kaur, & Nadaranjan, 2020).

1.3. Rational of the study

There are several online tools are used around the world for various purposes including teaching different subjects such as language, mathematics, stats, etc. Many studies around the world are conducted on use and effectiveness of Kahoot and its usage for online teaching, as well as teaching language in physical classes. However, there is no significant study found on Kahoot in Pakistan. As these applications are useful, there are also some challenges, especially in countries like Pakistan, which are relatively less advance in technology. The purpose of this study to explore that these Interactive teaching tools can be effective to what extent, by taking teacher's and learner's point of view in terms of teaching and learning. We will discuss the effectiveness of the Kahoot in teaching and learning English language especially in the government schools of Pakistan and to what extent teachers and students are aware of applications like Kahoot. Study will further explore the point of teachers and learners about effectiveness of Kahoot in using in government sector.

1.4. Research Questions

The research aims to investigate:

1. To what extent Kahoot is effective for teaching English according to teachers' perspectives?
2. To what extent Kahoot is effective for learning English according to Learners' perspectives?
3. What kinds of learning and pedagogical challenges may come across while using Kahoot by the teachers and learners?

1.5. Significance of Study

In Pakistan the use of technology in government sector is very less. The reason may be lack or unavailability of resources, lack of trained teachers who can use online teaching tools, expensiveness of or may be unawareness of the tools which are available online. The following study explores the effectiveness of online gaming, learning tool “Kahoot” according to learners and teachers and the reason, which make its usage challenging in public sector in Pakistan. The research is an attempt to highlights the challenges faced by the teachers in the government sector to use and to make their learners use the online mobile application like Kahoot.

2. Literature Review

Technology is today’s life is very important. The under developed countries like Pakistan the role of Information and Communication Technology (ICT) has gain very much significance. Technology is continuously transforming things. In education and in every field, there is a need of continuous change. “For learners today, technology has become part of their culture and lives as the current generation are known as digital natives” (Kaur & Nadarajan, 2020). So, to make our schools and classrooms related and relevant to the digital natives technology is needed to be adopted in the classrooms. There are number of teaching tools are being used in technology tools today. Our classrooms are no more limited to use of AV aids, of whiteboards, and books only rather there is much advancement. ITC have replaced the traditional tools used in classrooms. Use of digital technology for the purpose of evaluation within the classroom setting has been increasing over the last few years to improve learning achievement. Technology-based teaching assessment techniques may attract the students more and is time-efficient. Finding a connection between its use and students’ academic progress may have positive implications on teaching-learning (Pokhrel, Et. al., 2021).

According to Berk, (2018), game-based learning is very useful in teaching- learning process. So, the language learners are needed to be engaged with contextual and conceptual learning. The study of Martínez- Jiménez, et. al., (2021), shows a positive relationship between use of Kahoot and performance of students. According to researcher, the students actively participate in the subject using the smart tools and applications for assessment. The unification of technology in the learning and teaching process is one of the most fruitful mean to link with learner’s style. “All students learn differently, and technology allows educators to accommodate the unique learning styles of different students” (Bernard, Chang, Popescu & Graf, 2017). To allow the learners to use technology in classrooms through their smart phones, tablets, and laptops in their learning process will encourage them to make an active participation. The use of technology in the learning process can make it more active. Teacher can better assist students through technology. Teacher can now teach, assess prior and post knowledge of the learner in the same lecture with very less time. Teachers should receive continuous training and professional development to involve the game-based learning platforms into their daily lectures to engage and motivate students. (King, 2017).

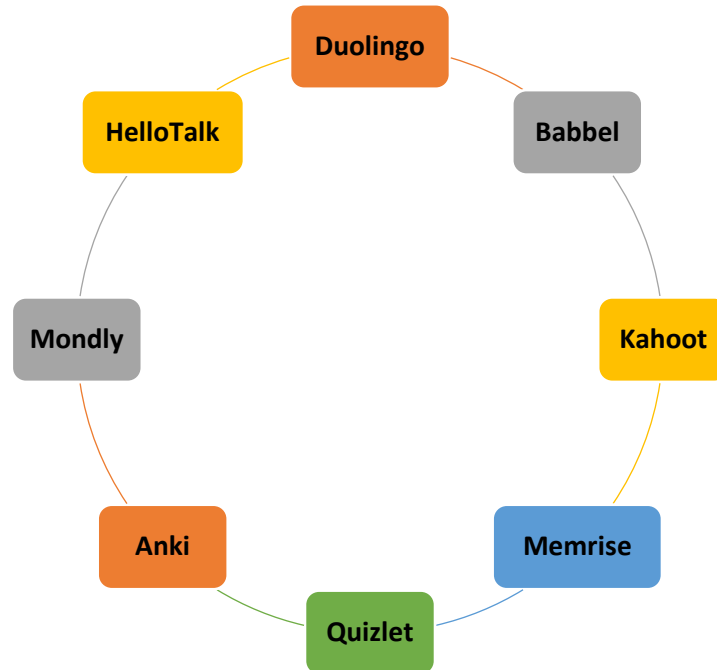


Figure 1. List of language learning gamification apps

Kahoot is very popular and useful student response tools to gain student interest and feedback from them. (Concilio, & Braga, 2019). Although it is not a free tool for taking quizzes, class tests, pre-assessment and post assessment. Kahoot can be helpful in language and vocabulary learning in a ESL classroom. With the help of Kahoot quick questions can be asked from students thus help students to learn topic related vocabulary and terminologies in it. Kahoot can also poll students about their opinion; instructor with the help of Kahoot can present the opposing viewpoints of an argument. This is an ideal presentation for courses using case studies, also saves time that can be used in discussion among class. Students, especially at early class level, like to study the course or material in a game format. Kahoot can give the facility to instructors to repeat the game which let the student understand that why his or her previous response was considered incorrect. Kahoot's new jumble mode, which allow the students to put things in sequential order and can help the instructor to ask questions in a specific progressive order.

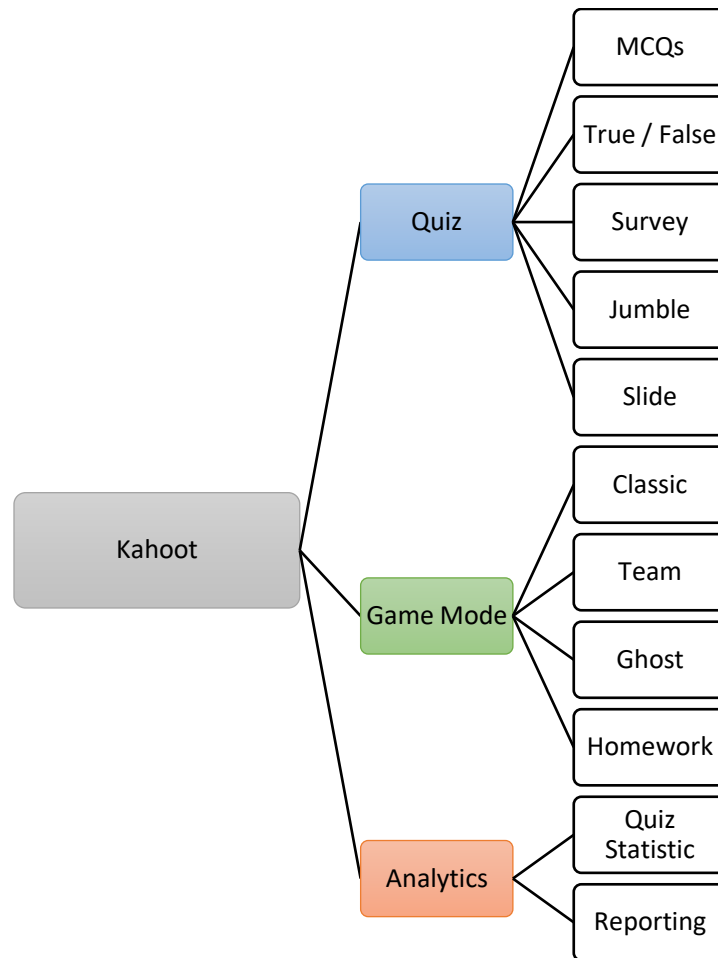


Figure 2: Kahoot Description

Game formats are always a fun way to create student excitement toward learning. Kahoot! is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction." (Carter, 2020). According to Kaur, P., & Nadarajan, R. (2020). "Generally, it was found that Kahoot! enabled students to engage and actively participate in their language learning processes, and teachers used Kahoot! to create a more meaningful and rich language learning experience for their students." Hence, we can say that Kahoot is a great gaming application, which is user friendly and interactive, easy and fun to use and provides immediate feedback to both instructor and learners. It is a game base learning app that develops the interest of students and it can specially be used for language learning in ESL classroom by freely practicing their language skills and to collect actual responses.

3. Research Methodology

The current study examined the use of Kahoot in government sector schools of Pakistan. The population of study was all the students of Pakistan from primary to secondary level and all the teachers teaching English language. The study was conducted in the schools of south Punjab. The population selected for the study constitutes of 40 English Language instructor and 100 students from government sector. The participants of this study comprised of 30 secondary level students

with ages limit of 15 to 17 years. 35 students are from elementary section with the age limit of 12 to 15 years whereas 35 students were from primary sector with the age limit of 10 to 12 years. The sample was determined by using random sampling technique. A consultative workshop was conducted to explain teachers the role of Kahoot in teaching. How this game-based learning platform can help teachers to teach at every level. User-generated multiple-choice quizzes and systematic updating of results helps learner to make classroom environment more learner friendly. Data was collected both qualitatively and quantitatively. A questionnaire given to them consisted of 13 items including 10 Multiple Choice Questions on 05point Likert scale. Remaining 03 items were open ended questions. A self-developed questionnaire consisting of fourteen questions was used to collect data from all students. The aim of the questionnaire was to gather students' perspectives and experiences of the use of Kahoot in their lessons. The research participants filled up the questionnaire during school time. The questionnaire comprises of two sections. Section A includes four items about participant's demographic information which helps to understand the level of participant (either teacher, learner, belongs to which age group etc. Section B consists of ten questions with a five-point Likert scale.

4. Data Analysis

The data analysis was done through both teacher's and learner's perspective.

4.1. Teachers' perspective

A consultative workshop was conducted and the participants (teachers) were told about the online learning and gaming app Kahoot. All 40 participants of research attended the workshop. Most of the public-school teachers did not know about Kahoot and its use in teaching process. They were given a detailed introduction of Kahoot app. They were also told how to use Kahoot in class to involve more students in learning and for easy assessment. The use of Kahoot was demonstrated in front of them. After that consultative workshop and demonstration, a questionnaire comprised of 10 MCQ's and 3 Open ended question was given to the participants and following response was collected:

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score
1. Before attending workshop did you know about Kahoot app?	7.5%	25%	0%	42.5%	25%	2.02
2. Did you find Kahoot app useful?	17.5%	50%	5%	20%	7.5%	3.50
3. Do you think Kahoot app is appropriate to use in ESL classroom?	15%	45%	15%	17.5%	3%	3.38
4. Kahoot games can develop more interest of students towards learning English Language?	25%	45%	10%	15%	5%	3.55
5. Using Kahoot makes learning process time efficient?	32.5%	42.5%	5%	17.5%	2.5%	3.85

6. Kahoot games are creative and innovative.	45%	25%	10%	15%	5%	3.90
7. Kahoot game is easily accessible for students.	10%	20%	5%	25%	40%	2.35
8. Kahoot game is convenient to use for assessment.	40%	25%	10%	17.5%	7.5%	3.73
9. Kahoot game is inexpensive.	10%	15%	2.5%	30%	42.5%	2.20
10. Kahoot game is appropriate for the countries like Pakistan.	10%	10%	5%	35%	40%	2.15

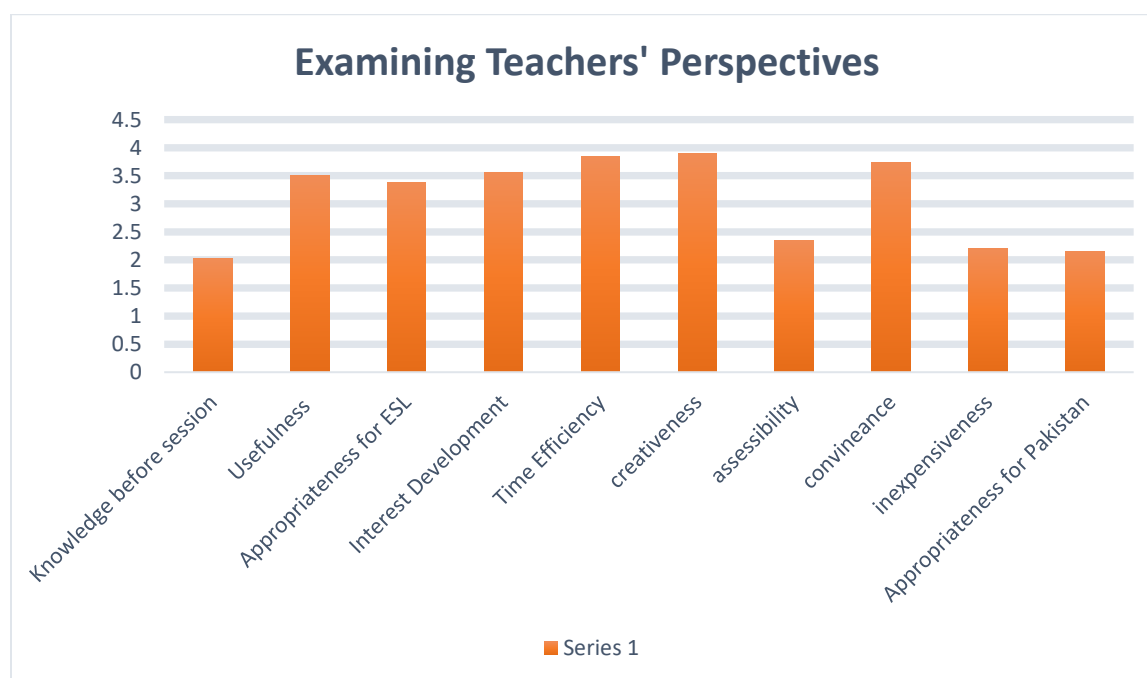


Figure 3: Teachers' Perspectives

By looking at the mean score we can easily see that most of the teachers from the government sector did not know about Kahoot neither they use Kahoot in their classes. After attending workshop most of the teachers found it useful, appropriate, interesting, time efficient and convenient to use Kahoot in English Learning class. However, most of them found it inaccessible for the teachers as well as students due to unavailability of internet facility in schools, expensive internet packages by mobile network and expensiveness of Kahoot because it's a paid gaming application. A score of 5 represents strongly agree, 4 = agree, 3 = neutral, 2 = strongly disagree, 1 = disagree. A very small number of teachers were already familiar with Kahoot. A large number of participants responded the Kahoot to be useful and appropriate for ESL classrooms. 70% of respondents found Kahoot useful to develop the interest of the students in studies. Almost 75% of teachers found Kahoot application time saving and about 70% think Kahoot games to be creative and innovative. 65% students with a mean score of 3.73 found Kahoot an easy assessment tool. A

mean score 2.20 while asked about inexpensiveness of Kahoot shows that most of the teachers found it expensive to use Kahoot, as payment is also required in dollars. A low mean score of 2.15 upon asking about its appropriateness to use in countries in Pakistan shows that most of the teacher think that it is not appropriate for countries like Pakistan. Upon asking questions that “Why do you think Kahoot is used less in Pakistan?” and “What are the challenges faced by teachers and students while using Kahoot?” Most of the respondents stated different reasons summed up as:

- The internet is not available in most of the government; especially primary and elementary; schools.
- The internet packages of mobile networks becoming expensive day by day.
- Most of the students; study in government schools don't have smart phones.
- Most of the teachers lack information about online gaming app.
- There is lack of teacher training to use online learning and gaming applications.
- The Kahoot app is paid application and most of the payments are done in dollars so teachers and learners find it difficult and expensive.
- The payment of application must be online, but most of the teachers and students do not use online payment modes.
- Our curriculum design does not allow the use of such applications in class.
- The use of online app for assessment instead of use of paper is traditionally unacceptable.

4.2. Learners' Perspective

A questionnaire was given to all 100 participants of primary, elementary and secondary level students. At first, they were given brief information about Kahoot and then were asked to fill a questionnaire. The questionnaire constitutes 10 Multiple Choice Questions to check the awareness, effectiveness, usefulness, cost effectiveness, availability and challenges a learner face while using Kahoot in a country like Pakistan. The respondent's response was as follows:

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score
1. Do you know about Kahoot app?	10%	15%	5%	40%	30%	2.35
2. Do you find Kahoot app interesting?	19%	50%	7%	14%	10%	3.54
3. Do you found Kahoot easy to use?	10%	15%	10%	23%	42%	2.28
4. You want to use Kahoot in future for English learning.	25%	45%	10%	15%	5%	3.70
5. You think that gaming software like Kahoot should be use in your English learning class?	19%	28%	15%	21%	17%	3.11
6. Do you think that Kahoot is cost effective?	5%	5%	10%	45%	35%	2.00
7. Apps like Kahoot gaming must be free for students?	33%	38%	8%	12%	9%	3.74

8. Using Kahoot game is time efficient in class.	40%	31%	5%	14%	10%	3.77
9. Using Kahoot do you think you know new things.	20%	32%	15%	18%	15%	3.24
10. Kahoot game and other such apps much be a part of curriculum.	22%	27%	16%	20%	15%	2.21

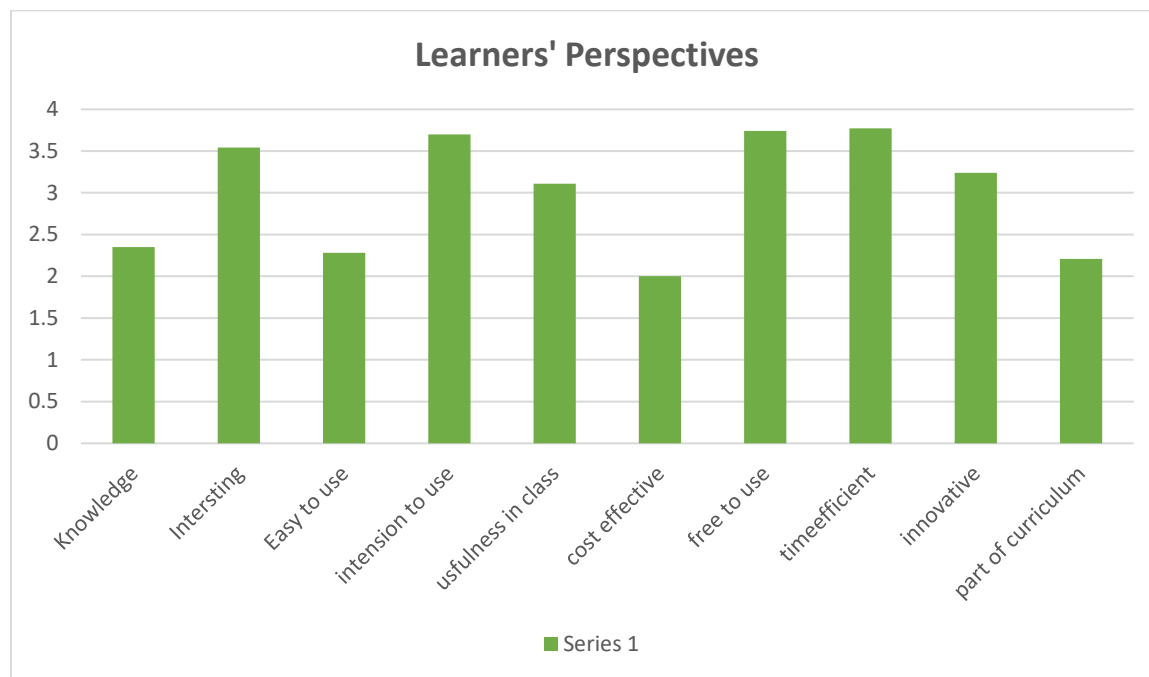


Figure 4: Learners' Perspectives

A score of 5 represents strongly agree, 4 = agree, 3 = neutral, 2 = strongly disagree, 1= disagree. Only 25% has some knowledge about online gaming app. Almost 70% found Kahoot app interesting but due to lack of knowledge most of the students found it difficult to use, hence attaining the mean value of 2.28. Most of the students intend to use Kahoot in future and want it to become the part of English Language Learning class but most of them found it expensive. Almost 80% students with a mean score of 2.00 found that Kahoot is not cost cost-effective. More than 70% students wanted this application to be free for students. Most of the students with the mean score of 3.77 and 3.24 found Kahoot time efficient and innovative respectively but still due to its expensiveness most of the students who want to use this application in future, still do not want it to be a part of curriculum design.

5. Conclusion

From this small exploratory study, it can be seen that Kahoot! can provide positive learning experiences to students in their language classroom. Learners who participated in this study expressed a positive behavior about usefulness and effectiveness of Kahoot in English Language classrooms. Most of the students found it interesting to learn through games but the only concern is that the app is not free of cost even for the learners. In the countries like Pakistan, a large number

of people are living below the poverty line. It is difficult for them to meet their daily needs. In a situation like this, the effectiveness and usefulness of Kahoot become less. The teachers also find it difficult to use. Most of teachers found it time saving to assess students using Kahoot. But they also agree that this app must be free. Kahoot is a useful, creative and innovative app which could be useful if found free to promote the use of gaming applications in studies in under developed countries like Pakistan; and to make it effective for use in public sector also.

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