

## **Kahoot! As A Technical Tool In Language Classroom.**

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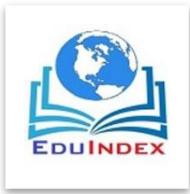
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### **Introduction**

To learn a language the students need to engage with their learning environment. Students' language learning abilities differ and depending on personality, or the nature of their learning environment. Some students need to go through a 'silent period'. In this period they watch, listen and then slowly enter in to the interaction but they are not having the courage to speak in their own. Some students have a strong need for social interaction and learn quickly. It helps them to easily engage with others. Some students are in advance they can pick the language by observing their teachers and peers through a direct interaction. The need of change in language learning strategies arises from the teachers' practice of teaching and external derives. These external drives are beyond the teaching –learning context. The main drives are the employment and International focuses. Even though the individual learns English from the classroom, lectures and speeches in various occasions the learners are increasingly get interest into internet and other media opportunities. Learners give important to the new learning landscapes challenging, enjoyable and sometimes addictive. These sources make impact on learners' perception of what goes on at school. Even a primary level student uses an app through a computer or a mobile for his/her learning. The students are advancing their knowledge through the information and practices which are variable in these apps. Now the important thing is the teachers need a reality check on our responses to these changes. For many teachers there are some common questions such as 'What kind of change?' and 'How?'. The main answers of these questions are to develop new approaches to teaching, facilitate active learning and develop one's reflective practice and work more effectively as a professional teacher. There are massive possibilities for developing new learning techniques in creative projects. Here the teacher transmits the knowledge, skill, etc.



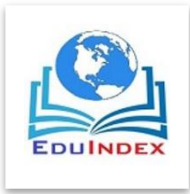
through it. In learners part the learners receive information and they apply in their learning. Active and challenging learners increase their experiences by increasing their practical and multi-sensory. The forward looking professionals say, in the world of communication competence the computers changes the nature of communication. Rassool points out:

... in a world increasingly driven by (a) the need for innovation through research and development (R&D), (b) the multileveled changes brought about in our everyday lives as a result of the nature and speed of technological developments, (c) the volume and range of information available, and its open accessibility, (d) the multi modal feature of electronic text as well as (e) its interactive nature, we require significantly *more* than just the ability to read and write in a functional way. (202 Rassool)

Computers are supporting it and in the world of communication competence the computers changes the nature of communication.

### **Computers in Language Learning**

In this 21<sup>st</sup> century all the English learners and the language teachers are technology users. They can type their papers, receive and send e-mails, and browse the websites. Now they want to know how to asses computers with education. Kern's learning cycle theory comments on the acquisition model learning and it follows the demonstrations. It instructs the teachers to use Information Computer Technology (ICT). It integrates lots of visual and relevant video clips can help to keep the learners' attention in learning. For example, Power Point Presentation will give interest to the students for more than 20 minutes by showing bullet point after bullet point. It is an effective use of ICT. Within the field of educational technology was shaped by perspectives in education and computer hardware and software development. The CALL was introduced in 1960s. On those days computer – based learning activities were called as 'courseware'. Through CALL Atkinson made Computer Curriculum Corporation in 1967. It continued to provide instruction in English as a second language. Following this many researches had gone in various universities.



In early 1980s many CALL developers tried to create contexts which are suitable for language acquisition. Higgins and Johns proposed a 'grammarland' which could create a miniature universe of discourse and a program in which a user can demonstrate. From the end of 20<sup>th</sup> century yet now in annual ending conferences the researchers rapidly evolving technologies and develops the CALL. The development of CALL made a combination in artificial intelligence, computational linguistics, and speech recognition technologies. The development of CALL gives roof to the world - wide laboratories. As the result of it multimedia labs are introduced in colleges and schools. Following this Computer – Adaptive Language Testing (CALT) is introduced. CALT became possible through a combination through a combination of test theory for obtaining robust statistical information on testing items, for calculating the items, presentation, and evaluation. In 1990s the teaching staff within higher education was connected to the internet to adopt LAN connections in the language labs which are provided to the students.

## **LAN and CALL**

Piper notes that before LAN is introduced CALL activities had been developed all around. LAN activities made connection between learners to interact through network computers. From 1960s technically speaking computer-mediated communication has been introduced. LAN and internet put collaboration in the language learning part. This teaching methodology through computer provides a written record of learners' online discussion. Chun was the first who produced result from these classes in 1994. LAN got its influence in SLA. In 1995 Cummin and Sayers described potential benefits of internet collaborations for SLA which can happen in distance and asynchronously. In synchronous learning CALL is used for chatting in a classroom. Through Warschauser's book, *E-mail for English Teaching* (1995) language teaching teachers learnt how to use computer with LAN and CALL. On the base of these many tools are forming to test or measure the students' language proficiency. Introduction of CALL, MOO, and CASLR makes a roof to introduce many tools to teach the English language and to test the language learners. The further researches gave a channel to the games with computers in developing English language teaching. Digital Game Based



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Learning (DGBL) is increasing in now-a-days world by the rise of availability and variety of digital education.

Gaming inherently motivates the learners to gain skills and knowledge. It is optimum potential in higher education. DGBL refers to the digital games which can use as a part of curriculum and using it in different purposes. When Digital Educational Games (DEG) is selected for the educational class rooms it creates a mixture environment such as entertainment and educational values. The researchers find these games as a supporter and developer of the students' cognitive, motivational, emotional and social outlook. In college level the students make their specific learning through the medium of large lectures. So today's study uses the game-based learning and gamification techniques. In this type of learning games are used to achieve educational outcomes through incidental learning and engage the students to improve the experimental outcomes through incidental learning and engage the students to improve the experimental nature of intentional learning. Plump and Larosa (2017) says the educational games and gamification elements are more easily incorporate into student's response systems into large lectures, leading to the development of GSRs. GSRs are an example of a gamification approach. It has games principles and students response systems tools which are to support learning, engagement, motivation and fun during learning. Through Navok's (1998) model of meaningful learning, potential effectiveness of GSRs can be understood effectively it distinguishes between students' deep and surface learning approaches. Through this, the teachers can encourage students to engage in deeper learning than memorizing. One such GSR is Kahoot!. It allows the teacher to draw on course content to make quizzes. In this students can participate as players.

### **Kahoot!**

Johan Brand and Jamie Brooker had introduce Kahoot! as their research result. It is a collection of observations for many years in user-centered design, behavior design and play. Kahoot! is an agnostic device. It does not require an account or e-mail address to play. It is easy to operate with the help of an internet connection and any device with a web browser. It is accessible to various types of technology environments. Kahoot!'s user interface is in English, but its user-generated content frame work says it is assessable to non-English

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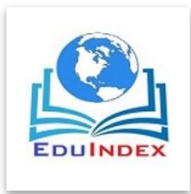
speakers. Anyone can join Kahoot! By entering the game pin into their smart phone, tablet, laptop or desktop. If students and educational institutions lack enough devices, it can be played in groups or teams. Kahoot! is also designed for the disabilities and special educational needs. It has read in friendly questioning method. Kahoot!'s imaginary, visual cues with different colours and shapes and its easy question – answer format approaches the students to satisfy their various needs, either as a group or in one-to-one access. From kinder garden to higher education (College) level students can use it. Less tech-illiterate to well versed tech-users can use this software.

### **Kahoot! in Colleges**

Kahoot! gives more opportunities to the students to interact with students and lectures. It has multiple levels and meaningful practice of curricula concepts to modeling the best practices to the higher education teachers. Saint Leo University, Florida had conducted Kahoot! Classroom. They named their class as "I Do, We Do, You Do". They used it as a methodology. "I Do" part has the experience of the teacher. In their university they got instant feedback from the students on engagement and understanding. They are using Kahoot! for formative and summative exams also. The teachers model their lessons and gave extra practice from their lessons. In "We Do" part, the teachers can guide the students to create their own questions and their own Kahoot! Games.

As a follow up activity to our in-class Kahoot! my students were able to work in groups to create their own games. Through the process of searching for main topic and important vocabulary words, the groups identified five to seven questions with answers. The following day, the learning was then extended as the groups challenged each other in a class Kahoot! event! (The k!rew)

Saint Leo University teachers use Kahoot! to reinforce and practice on their focused skills. At present they use it for summative and formative exams also. They said they are getting good result in it. They give opportunities to the students to use Kahoot! independently. "Kahoot! serves as a great resource for my pre -service teachers to add to their instructional tool kit." (Mollish)



### **How to Use Kahoot:**

Kahoot can be used in after class hours also. It allows the teachers to create an online quiz and when the students hit to play, it gives them a code to enter and play. It is easy for the students to use through their phones or laptop. At first the student/teacher has to go to Kahoot! website and type the game code. It can play in single or all the students together. It will keep on tracking the students' answer and declare the winner at the end. Here the teacher can use video game way also and teacher can act as a game host to engage students. Papiya Bawa says through Kahoot! teachers can use "... series of multiple choice questions that can include videos, images and diagrams." (Bawa 2) Kahoot! can be used as an application on mobile devices. It allows teachers and students to evaluate students' learning. In Midwestern Community College it is used with mixed-method approach. They feel Kahoot! is very helpful to refresh what the students learnt and it help the students to store what they learnt in the long time memory. It reduces the students' effort on taking lots of short notes and helps the students to understand the definitions.

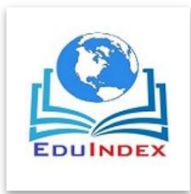
### **Kahoot! in Language Teaching Class of Arts and Science Colleges with large Strength**

Kahoot! is a gift for the teachers of Arts and Science Colleges because they are putting lots of effort to get the attention of their students in the classes. Most of the students in arts and science colleges of India are from rural background or vernacular medium. When the teaching is in English they struggle to answer the questions in front of other students but Kahoot! can reduce the problem in various ways. For example if a teacher wants a play in the classroom, he/she can play the video of the play to make the students to watch and understand better. As Kahoot! helps the teacher design the question setting they can easily asses the class with quiz questions or interaction on topics. It can be used as blended teaching also. While the teacher is teaching grammar, and composition on the black board, Kahoot!, can be used as a testing tool. In India the classrooms are not well furnished with technical equipments but most of the colleges have smart classrooms. As mobile is an essential accessory of a family, Kahoot! can install as an app in it for asynchronous learning. In most of the colleges, mobile usage in prohibited inside the college campus. So the teacher can give home work through Kahoot!. it will create interest among students to learn in a play way

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method. It creates a bond between students and English teachers. In large classes the teacher can divide the students as groups to take part in these activities. Now-a-days Tamil Nadu government is providing laptop. The students use that laptop in the Kahoot! classrooms. Through this the students can have a clear knowledge on literature, criticism, theories, grammar, vocabulary, four types of skills, and composition. It helps the slow learners cope up with the best learners. While following this method the classroom may become noisy. But the real-time class is very interesting than the individual learning.

### **Suggestions**

- Ask the students to create their own group and the teacher as monitor.
- Divide the syllabus for lecture and Kahoot! way of learning.
- Teachers can use it for testing the students' language ability.
- Teacher can use it as a testing tool and a revision tool.
- This tool can be blend with Community Language Learning, Direct Method, Communicative Approach and Peer Group Language Learning and so on.

### **Conclusion**

Kahoot! gives an opportunity to free game inside or outside of the classroom. It helps the learners to motivate themselves with limited barriers, highly encouraging themselves and it is very apt to handle in the English classrooms of Arts and Science Colleges of India.

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## Think India (Quarterly Journal)

ISSN: 0971-1260 Vol-22, Special Issue-07

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