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KAHOOT! AS AN EDUCATIONAL TOOL FOR TEACHING AND LEARNING: A CRITICAL ANALYSIS

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ABSTRACT

Learners' engagement is vital in classroom to learn and progress in education, but the engagement and learning is less. To incorporate engagement and enhance learning, a game-based education may be used to learn grammar instruction. The aim of the study is to analyze Kahoot by means of an instruction and education tool. The analysis is made from a group of 30 students. The participants were split into an experimental group and delayed intervention group. Thereafter, a pretest on English grammar was conducted to determine the participants at English grammar knowledge. Following the pretest, both groups had two distinct types of teaching. While the delayed intervention group was taught grammar with old-fashioned teaching and the experimental group was taught utilizing the Kahoot. After completing 20-session course on grammar, the two groups took a posttest on grammar. It was conducted to see how Kahoot has increased engagement and learning. The outcomes indicated that here remained significant variances in favor of the experimental group between the pretest and posttest. The findings of this study suggest that teachers may achieve superior learning outcomes when using Kahoot.

Keywords: Kahoot, Teaching, Learning, Tools

1. Introduction

One of the learning strategies of the twenty-first century is game-based learning. The introduction of cutting-edge games in higher education instruction has been facilitated by the quick expansion of technological availability. Technology enhances the educational process's entire efficiency as well as effectiveness. The game designed educational system Kahoot! is used to assess students' knowledge and comprehension. Kahoot is a free student response system that may be used to administer exams, facilitate discussions, and compile data for surveys. Kahoot! offers unique benefits such as engagement, active learning, and formative assessment, it is essential to critically analyze its limitations and ensure thoughtful integration with other teaching and assessment practices. Educators

should carefully design Kahoot! activities and consider its impact on student learning, motivation, and equitable access to education.

Traditional teaching refers to the conventional approach to education, where the teacher imparts knowledge to students through lectures, textbooks, and other instructional materials. In this method, the teacher is typically the central authority figure in the classroom, and students are passive recipients of information. The focus is on delivering content, and student engagement may vary.

On the other hand, Kahoot game-based teaching is an interactive and technology-driven approach that leverages the Kahoot platform—a game-based learning tool. Kahoot allows teachers to create and administer quizzes, discussions, and surveys in a game-like format. Students use their devices to participate actively in the learning process. Here are some key differences between traditional teaching and Kahoot game-based teaching:

1. **Engagement:** Kahoot game-based teaching emphasizes active participation and engagement. It incorporates elements of gamification, such as points, leaderboards, and time limits, to make learning more interactive and enjoyable. Traditional teaching, in comparison, may not always prioritize the same level of active engagement.
2. **Interactivity:** Kahoot fosters student interaction and collaboration. Students can compete against each other or work in teams, encouraging peer-to-peer learning. Traditional teaching often involves one-way communication from the teacher to the students, limiting opportunities for active participation and collaboration.
3. **Immediate feedback:** In Kahoot, students receive immediate feedback on their performance through the game interface. They can see their scores and rankings in real-time, which motivates them to improve and allows for instant reinforcement of concepts. Traditional teaching usually provides feedback through assignments, quizzes, or tests that may take longer to assess and return to students.
4. **Use of technology:** Kahoot game-based teaching relies on technology, specifically the Kahoot platform, which requires devices such as computers, tablets, or smartphones. Traditional teaching can be conducted without extensive use of technology, although it may incorporate multimedia resources to enhance instruction.
5. **Informal learning environment:** Kahoot creates a more informal and relaxed learning environment, which can reduce students' anxiety and promote a positive attitude towards learning. Traditional teaching typically maintains a more formal classroom setting.
6. **Flexibility:** Kahoot allows for customization and adaptation of content to suit different learning objectives and student needs. Traditional teaching follows a structured curriculum and may have less flexibility in terms of pacing and individualization.

It is important to note that both traditional teaching and Kahoot game-based teaching have their own merits and may be appropriate for different learning contexts. The effectiveness of each approach depends on various factors, including the subject matter, learning goals, and student preferences. Kahoot! methods can create a well-rounded learning experience.

2. Literature Review

Kahoot! is characterized in this study as a tool that supports video, graphics, music, scoring, and ranking. Gains in accomplishment scores and the development of vital complex cognitive processes, such self-regulation, are two advantages of utilizing the tools. According to Muntean (2011), gamification encourages intrinsic motivation by providing a feeling of dominance, independence, and connectivity via the usage of external features such as levels, points, and badges. The investigation

looked at the real learning effects of Kahoot! and how, in contrast to other tools and methods, it influences learning.

Alsawaier (2018,) argued that many students who feel alienated by conventional teaching approaches might find some relief in the application of gamification in an educational environment.

While reviewing writing structure, terminology, and expertise, Almusharraf (2021) looked at how undergraduate students in ESL online English literature courses in Saudi Arabia assessed the impact of Kahoot on boosting engagement and classroom dynamics. Learners appeared to have positive views towards a game-based learning environment. The game-based environment benefited every participant in the experimental group, and participants of different ages and genders had no discernible variations in their opinions of Kahoot as an ESL learning tool. All of these investigations demonstrate superior educational results for non-conventional teaching methods that included Kahoot! as a tool. The research findings do not, however, specifically state how Kahoot! enhanced their educational outcome.

3. Benefits of Kahoot!

1. Engagement and Motivation: Kahoot! utilizes gamification features, for instance points, leaderboards, and a time limit, to mark learning additional pleasurable and competitive. It can increase student engagement and motivation, as it taps into the natural inclination for play and competition.
2. Active Learning: Kahoot! requires learners to actively participate in the tests and activities, which promotes active learning. They are not passive recipients of information but instead actively process and recall knowledge.
3. Formative Assessment: Kahoot! can serve as a formative assessment tool, allowing teachers to gauge student understanding and identify areas of improvement. Real-time feedback and immediate scoring help students and teachers track progress and identify learning gaps.
4. Social Interaction: Kahoot! promotes social interaction and collaboration in the classroom. Students can work in teams or compete against each other, fostering a sense of communal and inspiring peer-to-peer learning.

4. Research goal, questions, and approach

The investigation looks into how Kahoot! for Teaching and Learning impacts the education of learners. Particularly how Kahoot! impacts academic achievement, classroom relationships, anxiousness, and views of both teachers and students. The study aims:

- i. to examine the effectiveness of using Kahoot! in the teaching of grammar.
- ii. to examine the effectiveness of using Kahoot! on the achievement of students.

5. Research design

Students who took part in educational activities for language acquisition made up the sample. A random sample of 30 participants was recruited, and they were split into two groups: a control group that took a typical formative assessment (a paper-based exam) and an experimental group that took a Kahoot! test. A pre-test and a post-test were given to both groups in order to evaluate the students' development. Students were assessed on the same grammatical concepts and objects that had previously been covered in class during the same testing week.

The delayed intervention group took the pretest in class and got their results in the subsequent lesson. The bulk of the participants in the experimental group had never utilised Kahoot! before the study's execution. To get a feel for the gamification technology, the students took part in a Kahoot! test session. The study's intended participants will be 30 learners from Oman's University of Technology

and Applied Sciences - Al Musanna. The experimental group and the target group will be the two groups to use in the study.

For consecutive 4-weeks, Present simple, Present continuous, Past simple, Pronouns, Conjunctions, Adverbs of frequency, Prepositions, Articles and basic determiners, Adjectives were taught. A grammatical post-test is administered a week following the final intervention. The information gathered is documented in frequency counts along with test results. The study is approved by the institution and the participants. The learners' involvement is completely optional, and their privacy and confidentiality is protected.

The researcher used the Kahoot game to teach the experimental group some concepts as part of the study. The students were given a multiple-choice test on its utilization. Students were asked to make guesses and choose the correct interpretation from a list of four possible interpretations. The students chose the appropriate answers to 25 multiple-choice questions about different grammar exercises in each session. The quiz results were displayed after all students had responded and made their selections to determine the game's winner.

Traditional method of teaching was observed to grammar to the control group. They were given explanations of the grammar, and rules of grammar to aid in their deeper understanding. The same was taught to this group in each session. Both groups took the immediate posttest after learning all grammar exercises, and then two weeks later, both groups were given the delayed posttest to see how well the study had helped retain the understanding grammar.

6. Conclusion

According to the findings of the current study, while the experimental group and control group performed differently on the posttests, they both received the same scores on the pretest. In fact, in the immediate and delayed posttests, the experimental group who got the instruction through the Kahoot game outscored the control group. As a result, the study's hypothesis claimed that utilizing Kahoot significantly improved t grammar recollection and preservation.

The findings of this study examined Kahoot's impact on grammar learning and initiated that using a game-based knowledge stage improved grammar retention. It looked at how well learners learned grammar when given game-based instruction (Kahoot). The results showed that utilizing Kahoot is successful. The overall findings of this study emphasize the value of utilizing Kahoot as a substitute for more conventional resources while learning grammar. Game-based training must be a prearranged priority in any linguistic program since research has demonstrated that it has a positive and significant influence on vocabulary learning. Therefore, utilizing games in learning can help to lessen their nervousness, make them feel at ease, and encourage them to want to learn more.

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