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ASSESSING THE ROLE OF KAHOOT IN ENGLISH ACCESS CLASSES: A RESEARCH INQUIRY INTO STUDENT ENGAGEMENT

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ABSTRACT

This study investigates the effectiveness of Kahoot as a tool to enhance student engagement within English Access classes. The core objectives are to assess the influence of Kahoot on student participation and scrutinize student perceptions concerning its utilization in Access classes. A total of twenty-four Access students from the University of Education Lahore, Faisalabad Campus, actively participated in this research initiative. The primary instrument for data collection was a questionnaire survey. The findings underscore the positive impact of integrating Kahoot into Access classes, particularly noting its advantageous effect on students' active involvement in the learning process. The study suggests that the incorporation of Kahoot not only enhances students' participation but also contributes to a deeper understanding of the English language learning process. Moreover, it recommends considering a larger sample size to further strengthen the study's implications.

KEYWORDS

Kahoot, Student Engagement, Access Classes, English Language Learning.

INTRODUCTION

The English Access Scholarship Program stands out as a transformative initiative aimed at providing English language education to economically disadvantaged students around the world. Unlike traditional classroom settings, the Access Program operates as an innovative and immersive learning experience designed to empower students with the linguistic skills needed to thrive in a globalized world. Sponsored by the U.S. Department of State, this unique program prioritizes inclusivity and diversity, ensuring that students facing economic barriers can access quality language education. By employing dynamic and interactive teaching methodologies, the Access Program goes beyond conventional classroom boundaries, fostering an environment that nurtures language proficiency, cultural understanding, and cross-cultural communication skills. This introduction sets the stage for exploring the distinctive features that set the English Access Scholarship Program apart from traditional classroom approaches, emphasizing its impact on creating educational equity and preparing students for success in an interconnected global community.

English teaching methods exhibit diversity, with some educators favoring teacher-centered approaches, others opting for student-centered methods, and an increasing number integrating instructional technology. Technology, particularly multimedia, plays a vital role in amplifying student engagement (Maesaroh et al., 2020). Aligned with the preferences

of the Y and Z generations, adept at leveraging technology for learning, the use of technology and gamification significantly contributes to students' social, emotional, motivational, and cognitive development (Muhridza et al., 2018). Advances in science and technology enable the creation of engaging learning environments, consequently improving overall learning outcomes (Prawira & Mukhaiyar, 2020). Games in the classroom, focusing on knowledge and information rather than mere dexterity, foster active participation and enhance quick thinking and problem-solving skills (Licorish et al., 2017). Platforms such as Kahoot!, grounded in gamification, are well-suited for educators transitioning to online teaching.

Previous research has illuminated the utilization of learning platforms to enhance online learning, with Brown (2018) emphasizing the necessity for a rigorous instructional design process when teaching ESL classes through online platforms. Game-based learning presents a pathway for educators to infuse active learning into ESL lessons, augmenting student interest and providing rapid performance feedback. Online game-based learning platforms, like Kahoot, present an opportunity for teachers and organizations to create engaging web-based learning experiences for students, injecting an element of excitement into English lessons. This research centers on Kahoot's application as a game-based learning platform in Access classes and evaluates its impact on improving

students' engagement. The study aims to discern students' participation through the use of Kahoot and explore their perceptions of its effectiveness.

Problem Statement

In traditional English classrooms, maintaining technology-based and innovative approaches poses challenges, resulting in reduced student participation and hindering comprehension of English lessons. When students transition from traditional to online classrooms, difficulties arise in understanding English lessons. Online game-based learning platforms like Kahoot, with diverse mini-games, provide an avenue for reviewing theory, ideas, and terminology. As indicated by Hasram et al. (2021), Kahoot can enrich students' experiences, retaining their attention and enhancing participation in lessons. This study focuses on identifying the impact of using Kahoot on students' participation in Access classes and examining students' perceptions of its efficacy.

Research Objectives

The purpose of this study is to identify the impact of using Kahoot on students' participation in the Access classes. Besides, the researcher carried out this study to examine the students' perception of using Kahoot in the Access classes.

Research Questions

This research is conducted based on the following questions:

- i. Does Kahoot improve students' participation in an Access classes?
- ii. What are the students' perceptions of using Kahoot in the Access classes?

Significance of the Research

This research allows Access teachers to have insights about the use of Kahoot and its impact towards the students in learning English in Access classes. By looking into the impact of using Kahoot, teachers are able to create more creative and interactive activities by using Kahoot to enhance the students' participation in Access classes.

LITERATURE REVIEW

Game-based learning has attracted considerable attention from educators aiming to enhance student engagement in online classes (Portela, 2020). The incorporation of gamification is deemed crucial for elevating student participation and involvement in a class, as enjoyable lessons captivate students' attention (Portela, 2020). Language games, as revealed in various studies, not only aid in boosting confidence but also contribute to better academic outcomes by addressing attention retention issues (Anderson-Cooper, 2020). Games, by focusing students on specific tasks, have been proven to enhance attention and consequently improve academic performance.

Games, being excellent learning tools, provide learners with a simulated environment where they can explore different options without the fear of failure (Anderson-Cooper, 2020). The game-based learning platform offers students ample opportunities to rectify mistakes, further stimulating their interest in language learning. Chapman and Rich (2018) endorse the idea that online games encourage problem-solving and interactive learning, integrating critical thinking with gaming dynamics, thereby enhancing students' cognitive abilities.

While technology integration is known to sustain student engagement, Tapia-Nunez (2021) emphasizes the importance of distinguishing engagement from distraction during game-based learning. Despite the potential distraction posed by game goals, Anderson-Cooper (2020) contends that well-planned games provide opportunities for active student engagement, aligning with the positive outcomes observed in various studies.

Research consistently indicates that game-based learning platforms enhance enjoyment, engagement, and motivation, helping students sustain attention and comprehend topics effectively (Cameron & Bizo, 2019). Features embedded in games contribute to vocabulary learning experiences for ESL learners, fostering enthusiasm and motivation (Cameron & Bizo, 2019). Green (2020) further supports the idea that games promote creativity, collaborative problem-solving, and a deeper understanding of concepts while motivating students. Game-based learning, with its immersive nature, not only positively impacts language learning but also nurtures creativity, exploration, and initiative.

Motivation, as defined by Dichev and Dicheva (2017), is a psychological process giving behavior purpose and direction. The use of game-based learning not only enhances motivation but also serves as a stimulus for language use (Dichev & Dicheva, 2017).

METHODOLOGY

A mixed-methods approach was employed in this research to comprehensively address the research objectives, incorporating both quantitative and qualitative data analysis (Shorten & Smith, 2017).

A survey served as the quantitative instrument, focusing on students' perceptions of using Kahoot in

Access classes. The survey comprised three sections: Part A collected respondent information, Part B included questions about using Kahoot in Access classes, and Part C featured ten items gauging students' perceptions of Kahoot usage. The survey utilized a 5-point scale, ranging from "strongly agree" to "strongly disagree," prompting participants to express their agreement or disagreement with the statements. Responses were then categorized and tabulated to derive insights into Kahoot's potential to enhance students' participation.

DISCUSSION

The impact of Kahoot on students' participation in Access classes was profound, as evidenced by increased engagement, motivation, and active involvement. The introduction of Kahoot resulted in heightened participation during lessons, reflecting positively on student motivation. The observation indicated a notable rise in student engagement post-Kahoot activities, fostering a more open and comfortable classroom atmosphere. Students provided feedback affirming that Access classes became more interesting and enjoyable with the integration of Kahoot, underscoring its potential to motivate students for future participation. The absence of negative feedback suggests Kahoot's efficacy in sustaining student engagement, aligning with Felszeghy et al.'s (2019) assertion that technology inclusion enhances sustained student engagement.

Students' Perception of using Kahoot in Access classes

A survey involving students from various Access classes aimed to gauge their perceptions of using Kahoot. The findings from the survey demonstrated students' positive attitudes toward Kahoot, confirming

its effectiveness in enhancing engagement and overall learning experiences. The research provides a comprehensive understanding of the multifaceted

impact of Kahoot on students' participation and perceptions in Access classes.

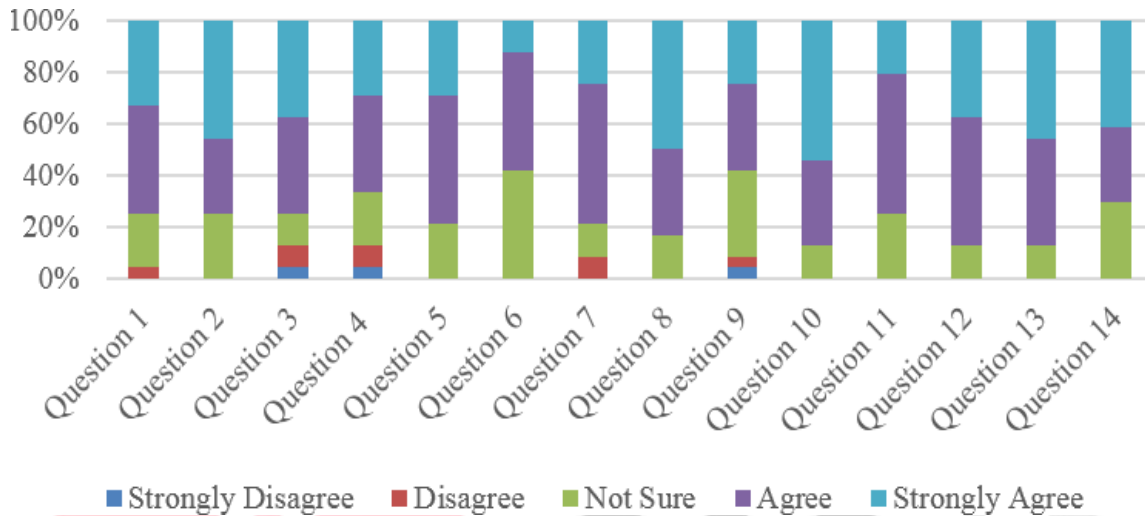


Fig 1

According to Figure 1, a notable 42% of respondents believe that Kahoot contributes significantly to enhancing their engagement in class. This underscores the effectiveness of Kahoot in actively involving students during activities, fostering a more engaging classroom environment. Additionally, a substantial 46% of respondents express a strong belief that Kahoot facilitates independent student work. The clarity of instructions provided by Kahoot for completing quizzes (50%) and the immediate provision of answers after quiz completion (54%) contribute to this perception. Equally significant is the agreement among respondents, with 38% agreeing and another 38% strongly agreeing that Kahoot plays a role in developing students' confidence in learning English. Key factors contributing to this confidence include the ability to check the leaderboard for scores (46%) and the option for students to play the game more than twice (42%).

Furthermore, 38% of respondents concur that Kahoot proves effective in teaching vocabulary. This sentiment aligns with the belief held by 50% of respondents that Kahoot aids in enhancing students' understanding of English lessons and vocabulary. The outcomes suggest a positive impact on vocabulary learning and language comprehension with the incorporation of Kahoot. Additionally, 46% of respondents acknowledge Kahoot's role in promoting interactive learning, emphasizing the platform's ability to engage students actively. A significant 54% of respondents express agreement with the idea that the use of Kahoot motivates them to participate more enthusiastically in class activities. This alignment demonstrates the positive influence of Kahoot on student motivation in the learning process.

Moreover, when addressing concerns about internet data usage, 33% of respondents express uncertainty,

while another 33% believe that Kahoot does not consume excessive internet data. This indicates a balanced perspective among students regarding the potential impact on internet data usage. Furthermore, a substantial 54% of respondents agree that the diverse range of topics available on Kahoot attracts students

to actively participate in classroom activities. The interesting design of Kahoot, as noted by 50% of respondents, contributes to its attractiveness. These collective responses showcase a prevalent positive sentiment among students regarding the use of Kahoot in Access classes.

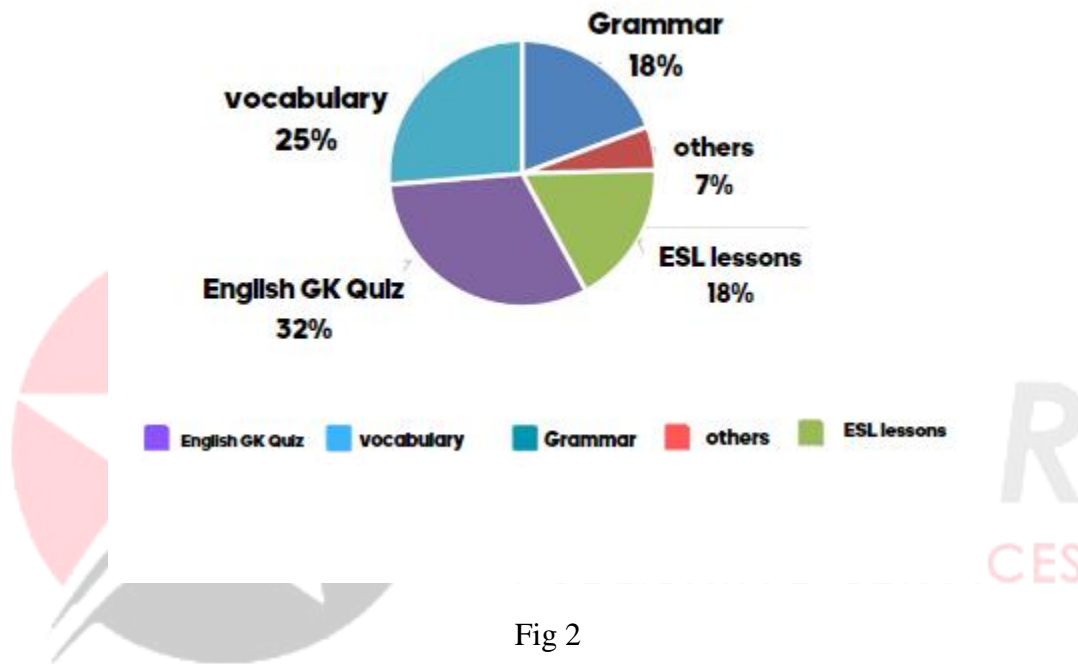


Fig 2

Figure 2 illustrates the breakdown of students' preferences for Kahoot activities. Notably, 32% of form 1 students, totaling 18 respondents, favored English GK quiz as their primary choice on Kahoot. Following closely, 25% or 15 respondents expressed a preference for vocabulary quizzes. Grammar revision garnered the preference of 18%, with 11 respondents, while 18% or 10 respondents favored engaging in overall ESL lessons. Lastly, a smaller proportion, 7% or 3 respondents, opted for other categories. These findings underscore the popularity of English GK quiz and vocabulary revision among students.

CONCLUSION

This research explored the impact of incorporating Kahoot on students' participation in Access classes through observation and surveys. The positive impacts observed indicate that Kahoot enhances students' active engagement and motivation, particularly in discussions and vocabulary revision.

Students actively participated in discussions following the introduction of Kahoot, displaying increased comfort, engagement, and motivation. The interactive nature of Kahoot contributed to a more dynamic

classroom environment, with students readily answering questions and expressing opinions.

Majority of students believe that Kahoot aids in better understanding ESL lessons, providing immediate answers and allowing multiple attempts. Kahoot also supports independent work, offering clear instructions and allowing students to monitor their progress through leaderboards. The platform's effectiveness in teaching vocabulary and attracting students' active participation was evident.

Students favor English GK quizzes and vocabulary revision over grammar, ESL lessons, and other categories. The competitive nature of these activities, as observed through Kahoot, appeals to students' interest and precision in answering quizzes.

RECOMMENDATIONS

1. Conduct additional research on diverse game-based learning platforms to support a comprehensive analysis of student engagement.
2. Expand the study to encompass different learning platforms, ensuring a broader understanding of their impact on classroom participation.

In conclusion, while the study provides valuable insights into the positive influence of Kahoot on student engagement, further research is needed to explore a wider array of learning platforms and include a larger and more diverse sample size to ensure comprehensive findings.

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