

THAI HIGH SCHOOL STUDENTS' PERCEPTIONS ON THE USE OF KAHOOT AS AN EDUCATIONAL TOOL IN THE ENGLISH LANGUAGE CLASSROOM

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Abstract - This paper examines Thai high school students' perceptions on the use of Kahoot as an educational tool in the English language classroom. Classroom research has been conducted by distribution of a survey to 86 high school students from Demonstration School of Suan Sunandha Rajabhat University, Thailand. The research findings show that the majority of Thai high school students perceive the use of Kahoot as highly beneficial in all aspects, in particular regarding the students' motivation level to learn English in the classroom, the attention paid to the teacher's language instruction and also as a tool that helps improve the students' proficiency level. Based on the research discoveries, suggestions are made that Kahoot is a valuable tool to implement in the Thai English language classroom, since the development of 21st century skills in students is supported and because teachers are assisted in providing language lessons that motivate students to engage in the use of English language and to participate in the lesson.

Keywords - Kahoot, Thailand, ICT, 21st Century Skills

I. INTRODUCTION

The English language has not only been established as the lingua franca all over the world but also been made a compulsory subject to be taught in Thailand's schools in the year 2000 (Office of the National Education Commission, 2000). Moreover, Thailand's Office of the National Education Commission implemented a revised national curriculum in which the criteria, according to which the English language is to be taught are clearly outlined (Office of the Basic Education Commission, 2008), and can be summarised as the need to implement modern teaching strategies, in which the language learner is enabled to acquire 21st century skills such as communication, collaboration, creativity and critical thinking (Trilling & Fadel, 2009).

In order to be able to achieve these objectives, the need to integrate computer and information technology (ICT) in the English as a foreign language (EFL) classroom has been identified and English language instructors been advised to familiarise with ICT teaching strategies to successfully introduce this concept to Thai English language learners. Among the many technology-based tools that can be integrated into the EFL classroom, is Kahoot, an application that is game-based and not only serves as an interactive classroom response system but also as a tool that enables instructors to conduct formative assessments on the learners (Kahoot, 2017). Furthermore, Kahoot is a tool that provides teachers the opportunity to create individualized quizzes, enables students to work collaboratively and even

encourages students to create own quizzes that can be completed by either the classroom peers or everyone who is invited to participate in the quiz. Whether Kahoot is perceived an encouraging and beneficial tool by Thai high school students regarding the acquisition of the English language and complies with the directives of the National Commission of Education is investigated in this research among 86 high school students between 15 and 17 years from Demonstration School of Suan Sunandha Rajabhat University, Thailand.

II. LITERATURE REVIEW

Several factors have been identified as being closely related to successful second language acquisition. Among those factors is the language learner's readiness to receive language input in an environment that encourages and motivates the student to participate, also known as a concept described in Stephen Krashen's affective filter hypothesis (Krashen, 2011 A). Krashen established that language acquisition is more successful if a language learner's affective filter is low, meaning that a student is in a mental state and learning environment in which the production of language and the participation in the teaching process are not interfered with by a learner's anxiety or stress. Since Kahoot is a tool that students use by means of computers or mobile phones, language is not required to be produced in front of the instructor or the entire class, which is one of the major criteria that cause anxieties and insecurities in students (Jones, 2004). Thus, Kahoot lowers a foreign language learner's affective filter and is therefore a

suitable tool to supplement English language instruction.

Moreover, using ICT in foreign language teaching usually goes along with peer or group work, as well as with the incorporation of activities that focus on the development of a learner's creativity and critical thinking skills (Olibie, 2013). Developing these 21st century skills are crucial to meet the various learning styles of students in a global world. Kahoot provides a platform that assists English language instructors to promote aforementioned 21st century skills and is therefore not only classed beneficial regarding the achievement of Thailand's Office of the National Education Commission's objectives but also for the acquisition of English language skills.

85.9% of young Thai people between 15 and 24 years use the Internet on a daily basis (National Statistical Office Thailand, 2016), thus implying a huge level of familiarity regarding the use of electronic devices such as computers, laptops, tablets or mobile phones. Being used to using computer technology in daily life situations, language learners not only adopt to such tools in the classroom easily but are also highly motivated to participate in lessons that are conducted by incorporating ICT as opposed to lessons that are taught according to conventional teaching methods (Carlson & Winquist, 2011). Consequently, Kahoot is an appropriate computer application in the English language classroom to motivate students of engaging in class activities.

The main objective of learning a foreign language is to achieve communicative competence, that is the ability to communicate by incorporating grammatical, sociolinguistic, discourse and strategic competences (Canale, 1983). To incorporate this complex construct into 21st century instruction is challenging for language teachers as a large amount of details have to be taken into consideration to cover all relevant areas. Kahoot, with its easy to operate user interface, enables language instructors to design activities that address all relevant competences according to the learners' abilities and characteristics; therefore, presenting a teaching tool that can easily be adapted towards the teaching context, consequently resulting in a more effective teaching outcome mainly due to the increased motivation level in the students (Tomlinson, 1998).

III. METHODOLOGY

This study investigates Thai high school students' perceptions on the use of Kahoot as an educational tool in the English language classroom. The method according to which primary data was gathered and the

reasons for selecting this approach are elaborated on in this chapter.

Primary Data Collection

This research was conducted by distributing surveys to 86 high school students between 15 and 17 years from Demonstration School of Suan Sunandha Rajabhat University, Thailand. The research was conducted in the classroom and the survey questions presented in English and Thai language in order to avoid misunderstandings. All research participants are personally known to the researcher and familiar with the use of Kahoot in the EFL classroom.

Research Strategy

Despite the large amount of available secondary data regarding the use of ICT in language teaching, the researcher was not able to locate previous conducted research that investigates the perceptions of high school students concerning Kahoot in a Thai EFL context. Therefore, this study's findings are not able to be compared with already existing data and consequently serves as future reference for subsequent investigations on this topic. The study followed a positivist approach as the research findings are displayed by means of tables and graphs in numerical terms and because the aim of the study is to solely document Thai high school students' perceptions on Kahoot and not to interpret the reasons for the research outcome (Welman, Kruger, & Mitchell, 2005).

Sampling

The sample population for this study comprises 86 Thai High School students from Demonstration School of Suan Sunandha Rajabhat University, Thailand between 15-17 years. All respondents are known to the researcher and familiar to using Kahoot in the EFL classroom, which was a requirement in order to qualify for this survey. Therefore, the researcher applied non-probability sampling, that is that only participants that match the criteria of being Thai high school student with exposure to Kahoot in the EFL classroom qualified to take part in the survey as opposed to probability sampling, where each individual of an entire population has equal chance to participate in a research (Wilson, 2010).

Questionnaire Design

To design the survey for this study, the researcher adapted surveys of previous research that investigated the use of ICT in the EFL classroom. The survey questions were modified to match this research's objective and all non-demographic questions were presented by means of a 5-point Likert-Scale. The 5-point Likert-Scale in this study measures the degree to what the respondents agree to statements made about the use of Kahoot in the EFL classroom and

general question regarding English language acquisition, as well as on the use of ICT. The Likert-Scale has been chosen by the researcher as the scale is easy to construct and to read by the students. Furthermore, the Likert-Scale is academically recognised as a measure scale that produces reliable outcomes (Bertram, 2008).

IV. DATA

This chapter presents the survey's data analysis. The findings are generated through Microsoft Excel and displayed in graphs and charts. 86 Thai high school students between 15 and 17 years participated in the survey. The surveyed population comprises of 47 males and 39 female respondents.

Demographics

Gender Distribution

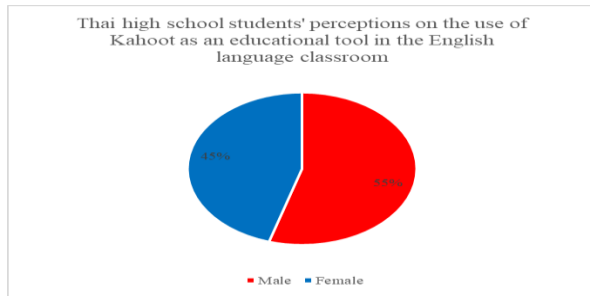


Figure 1

Figure 1 displays the gender distribution, showing that 55% of the respondents are males, while 45% of the survey participants are females.

Table 1: Learning English is important

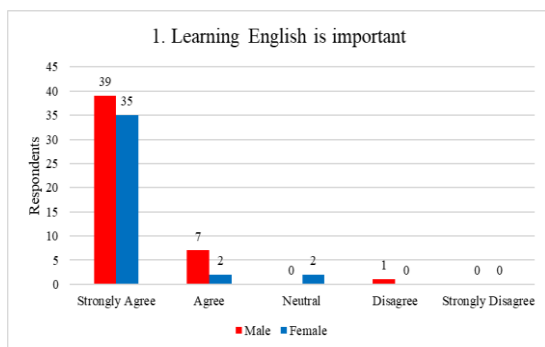


Figure 2

As seen in Figure 2, 86% of all respondents strongly agree and 10% agree that learning English is important. 3% are neutral or disagree with this statement.

Table 2: Use of technology during free time

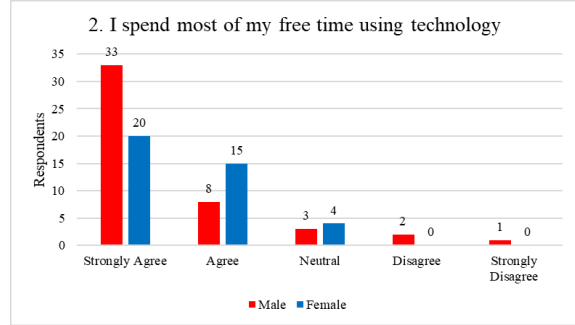


Figure 3

Figure 3 illustrates that 88% of all respondents agree and strongly agree that most of the free time is spent on using technology, while only 12% of all respondents are rather neutral or disagree with this statement.

Table 3: Perception of English language class at school

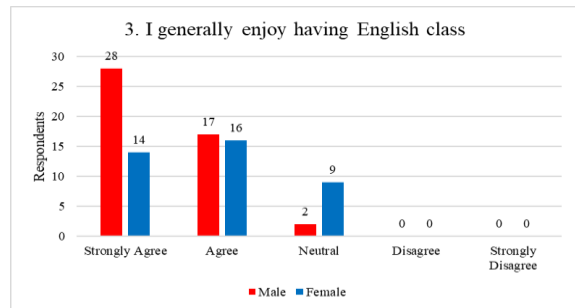


Figure 4

According to figure 4, roughly 87% of all respondents strongly agree or agree that English classes are enjoyable. Nearly 13% have a neutral attitude towards enjoying English class. No respondent disagrees or strongly disagrees with this statement. The data also shows that nearly 96% of the male respondents rather strongly agree and agree with the statement, while female respondents only strongly agree and agree to roughly 77%.

Table 4: Use of ICT to improve English proficiency

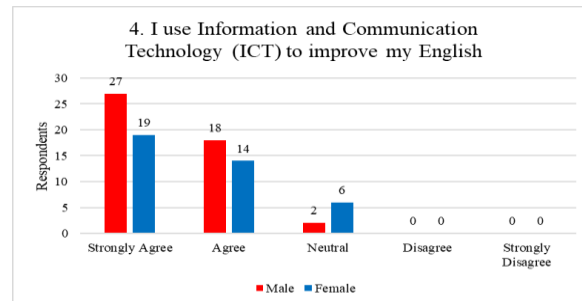


Figure 5

Figure 5 displays that almost 91% of all respondents strongly agree or agree that ICT is being used to improve own English skills. Roughly 9% have a neutral attitude towards using ICT concerning the improvement of English proficiency, while no

respondent disagrees or strongly disagrees with this statement.

Table 5: Effect of Kahoot on English language learning

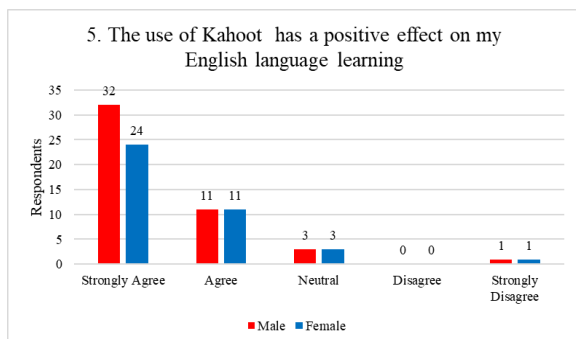


Figure 6

Figure 6 shows that nearly 91% perceive the use of Kahoot as beneficial for the own language acquisition, while 7% perceive no positive or negative effect, and a mere 2% perceive Kahoot as not beneficial.

Table 6: Impact of Kahoot on motivation

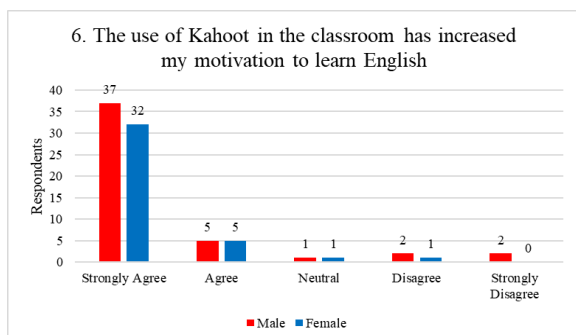


Figure 7

Figure 7 shows that the use of Kahoot has a huge impact on the participants' motivation level to learn English. About 92% of all respondents agree and strongly agree that Kahoot increases the motivation level to learn English. Roughly 2% do not perceive any changes in their motivation level, while approximately 6% disagree that Kahoot results in a higher motivation level to learn English.

Table 7: Kahoot impacts positively on vocabulary enrichment

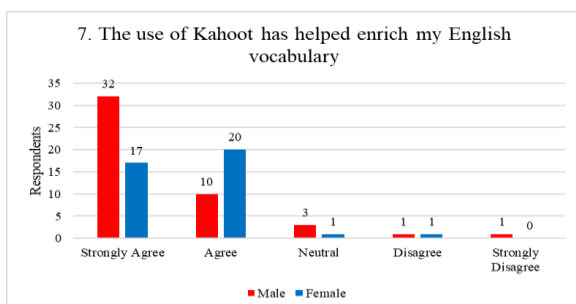


Figure 8

Figure 8 reveals that nearly 57% strongly agree and almost 35% agree that Kahoot has helped to enrich their English vocabulary, while only 3 participants disagree or strongly disagree with this statement. 4 participants, or the equivalent of nearly 5%, display a neutral attitude regarding this statement.

Table 8: Kahoot impacts positively on the improvement of English communication skills

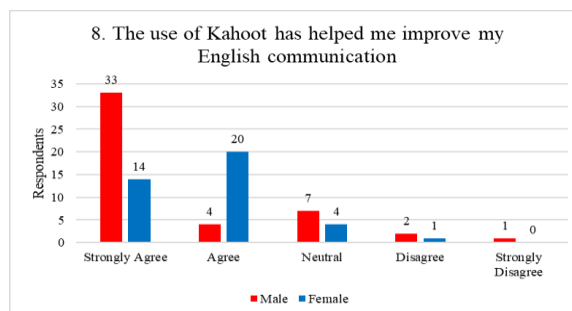


Figure 9

Figure 9 illustrates that both male and female respondents agree or strongly agree with this statement to 79% and 87% respectively. However, there is a considerable discrepancy between male and female respondents in terms of strong agreement towards this statement that is that male respondents strongly agree to 70%, whereas female participants strongly agree to only roughly 36%. Almost 13% show a neutral attitude towards Kahoot concerning improvements of communication skills, while not even 5% disagree or strongly disagree with this statement.

Table 9: Kahoot is a good tool to interact between teachers and students

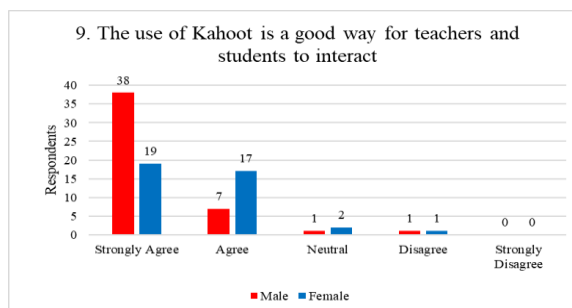


Figure 10

As seen in figure 10, 94% of all respondents agree or strongly agree with Kahoot representing a good tool for student-teacher interaction. 3.5% show a neutral attitude and 2.5% disagree with this statement. Again, a substantial difference in agreement levels between male and female respondents is determined, as nearly 81% male respondents strongly agree with this statement, female respondents on the other hand only strongly agree to 49%.

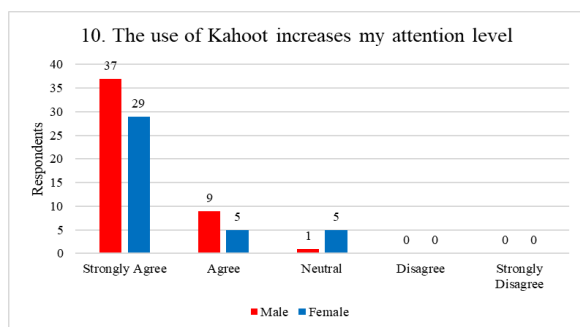
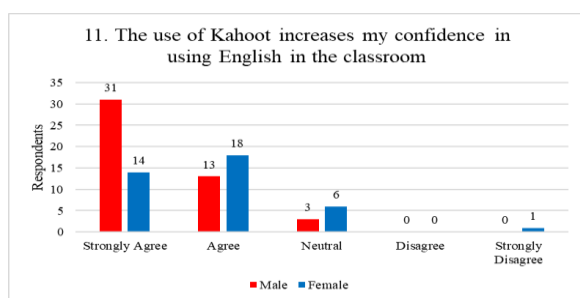
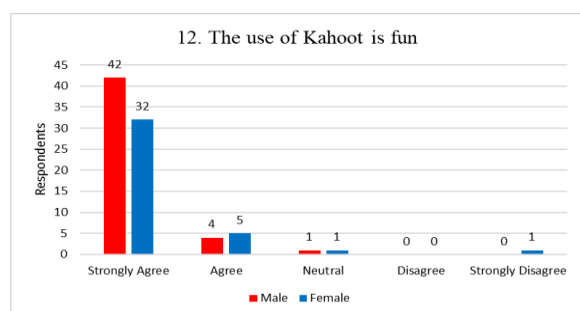
Table 10: Kahoot increases attention level

Figure 11

Figure 11 illustrates that nearly 77% strongly agree with the statement that Kahoot increases the attention level in class. Slightly more than 16% still agree with this statement and 7% show a neutral attitude in this matter.

Table 11: Kahoot increases the level of confidence in using English in the classroom

Figure 12

88.5% of all participants agree or strongly agree that Kahoot increases their confidence level of using English in the classroom. 10.5% show a neutral attitude towards this statement and 1 respondent strongly disagrees with this claim. Male respondents show with 66% a noticeably higher 'strong agreement' level than their female counterparts who strongly agree with the statement to nearly 36%.

Table 12: Kahoot is fun

Figure 13

86% strongly agree that Kahoot provides fun in the classroom. 10.5% agree with this statement, nearly

2.5% display a neutral attitude and only 1% perceives Kahoot as not providing fun at all.

V. ANALYSIS

First of all, the research established that English is not only perceived an important subject by the vast majority of the participating students but also a subject that is enjoyable to learn in the EFL classroom. Furthermore, the findings revealed that 88% of the students use computer technologies in their free time to huge extent, which is nearly identical with the data published by the Thai National Statistical Office in 2016.

Most importantly, the findings of this survey strongly suggest to implement Kahoot in Thailand's English language classrooms, as Kahoot is found to be beneficial for Thai high school students, as well as for English language instructors. Approximately 90% of Thai high school students perceive Kahoot as having a positive impact on English learning, and nearly 92% of all respondents consider Kahoot responsible for the enrichment of their very own vocabulary and an increased motivation level to learn English. 81% of all students identified Kahoot as a tool that helped improve English communication and 88% of the participants deem Kahoot responsible for increasing the confidence level of using English in the classroom.

In addition, Kahoot is also identified a beneficial classroom management tool for language instructors, since 95.4% of all students perceive the use of Kahoot a fun activity in the English language classroom and consequently not only increase their attention level significantly, as stated by 93% of all students, but also the interaction with the instructor; a phenomenon perceived by 94% of the entire population.

However, the findings also show a vastly stronger agreement level in male participants in the areas of language-use confidence, student-instructor interaction and vocabulary enrichment, which is likely due to the fact that adolescent males are more outgoing by nature than their female counterparts.

Table 13: Mean and Standard Deviation

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Valid Responses
1	74	9	2	1	0	86
2	53	23	7	2	1	86
3	42	33	11	0	0	86
4	46	32	8	0	0	86
5	56	22	6	0	2	86
6	69	10	2	3	2	86
7	49	30	4	2	1	86
8	47	24	11	3	1	86
9	57	24	3	2	0	86
10	66	14	6	0	0	86
11	45	31	9	0	1	86
12	74	9	2	0	1	86

Mean	Standard Deviation	Mean
4.81	0.52	Strongly Agree
4.45	0.84	Agree
4.36	0.70	Agree
4.44	0.66	Agree
4.51	0.82	Strongly Agree
4.64	0.88	Strongly Agree
4.44	0.79	Agree
4.31	0.91	Agree
4.58	0.68	Strongly Agree
4.70	0.60	Strongly Agree
4.38	0.77	Agree
4.80	0.59	Strongly Agree

CONCLUSION

Based on the research findings, conclusions can be drawn that Thai high school students perceive Kahoot as beneficial for numerous reasons. First of all, Kahoot provides fun and creates a classroom environment in which the students are encouraged to participate in the lesson and to interact with the English language instructor. Thus, implementing Kahoot complies with Krashen's affective filter theory (Krashen, 2011 A), since the students' anxieties to produce language during the lesson is lowered.

Moreover, the research findings indicate that Thai high school students develop 21st century skills by means of Kahoot as the students' lexica are enriched and communicative skills improved. These positive effects from the use of Kahoot in the classroom likely result from collaboration with peers. Consequently, using Kahoot not only benefits on the English language learners but also adheres with the directives of Thailand's Office of the National Education Commission, as stated in the national curriculum that 21st Century skills are required to develop in the English language classroom.

In addition, the data analysis reveals that Kahoot also serves as a classroom management tool as the students' attention and motivation levels are vastly increased. Therefore, Kahoot is recommended as a teaching tool that is beneficial for all parties involved in the process of teaching English as a foreign language.

Since this survey investigates Thai high school students, no conclusions can be drawn whether

Kahoot is as beneficial in other teaching contexts as it is in Thailand. Thus, further research is recommended, also whether Kahoot can effectively being used in other subjects that are instructed in English, as English language teaching in a modern environment not only takes place in the subject of English language but also cross-curricular because the main objective is to generate meaning through achieving communicative competence.

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APPENDIX

Questionnaire

Directions: Read the statement. Tick (✓) the column representing your level of agreement with each sentence.

Male Female 15 years old 16 years old 17 years old

Statement 1	Learning English is important.
Statement 2	I spend most of my free time using technology. (mobile phone, tablet, computer).

Statement 3	I generally enjoy having English class.
Statement 4	I use Information and Communication Technology (ICT) to improve my English.
Statement 5	The use of Kahoot has a positive effect on my English language learning.
Statement 6	The use of Kahoot in the classroom has increased my motivation to learn English.
Statement 7	The use of Kahoot has helped enrich my English vocabulary.
Statement 8	The use of Kahoot has helped me improve my English communication.
Statement 9	The use of Kahoot is a good way for teachers and students to interact.
Statement 10	The use of Kahoot increases my attention level.
Statement 11	The use of Kahoot increases my confidence in using English in the classroom.
Statement 12	The use of Kahoot is fun.
