

PERCEPTIONS OF THE USE OF “KAHOOT” AND “SLIDO” AS LEARNER ENGAGEMENT TOOLS FOR TERTIARY-LEVEL ENGLISH LANGUAGE LEARNERS

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Abstract

The purpose of this present study was to investigate the tertiary level undergraduates' perception of the use of Kahoot and Slido as learning tools for English language learning. 45 undergraduates from the Faculty of Science, University of Kelaniya were taken as the sample. The quantitative data were collected through questionnaires whereas qualitative data were collected through semi-structured interviews. Quantitative data were analyzed using SPSS and qualitative data were analyzed using thematic analysis. It is found that both Kahoot and Slido are interesting tools to engage the students in tasks and motivate them to be involved in the tasks. The findings of this study can be incorporated to enhance virtual learning in tertiary-level English language classes.

Keywords: *Kahoot, Slido, Perceptions, Online learning*

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Introduction

Due to the changes in the education system from on-site classes to virtual classes during the COVID-19 pandemic situation in the country, teaching and learning have been a challenge for both teachers and learners. The lack of learner engagement is one such challenge in virtual classrooms. Moreover, the enhancement of technology has shed the light on the education field with various innovative tools, especially during the pandemic situation. By choosing the right tools and methods, teachers can enhance the teaching and learning process while making the learning context more interested and engaged. Therefore, teachers can incorporate such technological tools, especially in virtual classes depending on the learner's needs and preferences.

Nowadays, the emergence of gamification or game-based learning plays a vital role in the classroom. Sailer et al (2017) defined gamification as “the process of making activities in non-game contexts more game-like by using game design elements” (p. 372). According to them, learning through gamification creates enthusiastic, engaged, motivational, more interactive and authentic communicative practices in the learning context. Hence, technological tools which have gamification features can be used in any classroom context to enhance the learning experiences. *Kahoot* and *Slido* are two such technological tools which have gamification features. *Kahoot* is an educational web-based software for learning which allows teachers to integrate instructional content through quizzes with game design elements such as graphics, scoreboards, competitive leaderboards, and points to motivate the learners and enhance their interaction (Wang, 2015). On the other hand, *Slido* is a web-based Q and A and polling platform which ensures more engagement and interaction with the tasks. Hence, both *Kahoot* and *Slido* can be used in the classroom context to enhance learner engagement.

In varied disciplines across the world, studies have been carried out to identify both students' and teachers' perceptions of the use of *Kahoot* and *Slido* in language learning (Wang, 2015; Muthmainnah, 2019; Nicilaidou, 2018; Guardia et al 2019; Goksun and Gursoy, 2019). However, regarding the Sri Lankan context, only a few studies have been conducted. Therefore, further investigation into the perceptions on the usage of *Kahoot* and *Slido* as learning tools to enhance learner engagement at the tertiary level English class is required. Hence, the present study has aimed to answer the following two research questions: RQ1: What are the perceptions of the undergraduates on the usage of *Kahoot* and *Slido* as learner engagement tools? RQ 2: To what extent do *Kahoot* and *Slido* enhance learner engagement in the classroom?

Materials and Methods

The study employed a missed method research design which involved 45 undergraduates from the Faculty of Science, University of Kelaniya. The quantitative data were collected through questionnaires whereas qualitative data were collected through semi-structured interviews. Semi-Structured Interviews were conducted only for 10 selected students and they were audio-recorded, transcribed and coded. Quantitative data were analyzed using SPSS and qualitative data were analyzed using thematic analysis.

Results and Discussions

The data gathered from the semi-structured interviews found four major themes: (1) learner interaction (2) learner engagement (3) maintaining focus and attention and finally (4) interesting and happening classroom context. A summary of the themes identified is presented in Table 1 with a few example comments.

Table 1:

Findings of qualitative data analysis

Themes	Example Comments
Learner Interaction	<p><i>“I loved using Kahoot more than Slido but both methods helped me to maintain the interaction with the given tasks”</i></p> <p><i>“Slido and Kahoot sessions had the more interaction”</i></p> <p><i>“Both Kahoot and Slido could get everyone’s interaction into the tasks”</i></p> <p><i>“I could get the feedback once we completed the task. So, it helped me to see my mistakes”</i></p>
Learner Engagement	<p><i>“Everyone engaged in the tasks as they were very interesting games”</i></p> <p><i>“I became more active and tried to get my name into the leadership board”</i></p> <p><i>“I think it is also important to use such technological tools in the course, as it makes more learner engaged classroom”</i></p>
Maintaining Focus and Attention	<p><i>“I prefer Kahoot as it helped me to revise the lesson contents”</i></p>

	<i>“Having background music helped me to be focused on the task”</i>
	<i>“Fun competition among us made me maintain the focus while doing the task”</i>
Interesting and happening classroom context	<i>“Everyone enjoyed each session with Kahoot and Slido”</i>
	<i>“Kahoot and Slido have interesting games”</i>
	<i>“I loved to learn using Kahoot because it is very interesting”</i>
	<i>“I like Slido as I can post the questions”</i>

The qualitative data findings indicated that all the participants seem to enjoy the usage of *Kahoot* and *Slido* to enhance learner engagement. These findings are in line with the findings of Goksun and Gursoy's (2019) study in which they found that the incorporation of *Kahoot* created more learner interaction and engagement in the classroom. Moreover, Licorsih et al (2018) highlighted the fact that *Kahoot* contributes to teacher-student interaction and student-student interaction creating a more competitive learning environment. Many students stated that receiving immediate feedback facility helped them to identify their mistakes. This finding is in line with previous research study (Bury, 2017) which found that the students desired to have gamification tools like *Kahoot* as they get immediate feedback on how they have performed the task.

Table 2:

Findings from quantitative data analysis

Emotional Engagement	1	2	3	4	5
1. When I worked on gamification tools, I felt interested	60%	20%	20%	-	-
2. I thought that this class was fun because of the gamified tools	70%	15%	15%	-	-
3. I felt enthusiastic to participate in a gamified learning activity	65%	20%	15%	-	-
4. I enjoyed learning new things in this class	65%	20%	15%	-	-
Behavioral Engagement	1	2	3	4	5

5. I actively participated during the tasks	75%	10%	10%	5%	-
6. I worked hard to answer quiz questions on the gamification application	40%	20%	30%	10%	-
7. I was able to answer quiz questions independently	60%	30%	10%	-	-
8. I tried to be active in asking and answering question during the learning process	60%	20%	15%	5%	-
9. I paid attention to other students' questions, comments, and feedback	50%	30%	10%	10%	-
Cognitive Engagement	1	2	3	4	5
10. They were a form of friendly competition	65%	15%	10%	10%	-
11. I could track my performance	70%	15%	15%	-	-
12. It improved my critical thinking skills	60%	12%	25%	3%	-
Agentic Engagement	1	2	3	4	5
13. I asked questions to make the class more active	45%	10%	35%	10%	-
14. I expressed my suggestions, opinions and comments during the tasks	50%	15%	22%	13%	-
15. I let my teacher know what I was interested in	60%	20%	20%	-	-

To answer RQ 2, quantitative data were collected through a survey questionnaire which consisted of fifteen statements using a 5-point Likert Scale. Those questions were divided into four types of engagement such as emotional engagement, behavioural engagement, cognitive engagement and agentic engagement. Quantitative data analysis found that about 75% of the participants strongly agreed that the use of *Kahoot* and *Slido* allowed them to actively participate in the tasks. About 65% of the participants strongly felt enthusiastic to participate in learning activities through *Kahoot* and *Slido*. However, about 13% of the participants disagree with the statement that the

usage of *Kahoot* and *Slido* allowed them to express their suggestions, opinions and comments during the task. Overall, the majority of the participants agreed that the usage of *Kahoot* and *Slido* could enhance their engagement and interaction during the class and highly recommended their usage in the English language teaching process. Both qualitative and quantitative data analysis indicate the necessity of using *Kahoot* and *Slido* as learner engagement tools in English language classrooms.

Conclusions and Recommendations

In conclusion, the data analysis of the present study confirmed that the usage of *Kahoot* and *Slido* has a positive impact on the enhancement of learner interaction and engagement during classes creating a fun-filled interesting, competitive learning atmosphere. Further, the usage of *Kahoot* and *Slido* can have a positive impact on active learning, immediate feedback, recalling the learning points and independent and collaborative learning. Therefore, based on the above findings it can be concluded that students desired to use *Kahoot* and *Slido* as learning tools to enhance their interaction.

However, as this present study is small-scale research, the findings of this study cannot be used to have generalized findings and extensive research into the matter need to be conducted to have a clearer picture of the enhancement of learner engagement through *Kahoot* and *Slido*. The findings of the present study imply that the instructors, teachers, and educators can use these two gamified tools as learning tools to enhance learner engagement in their English language classes.

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