# AN INVESTIGATION INTO USING KAHOOT! FOR GRAMMAR PRACTICE FROM LEARNERS' AND INSTRUCTORS' PERSPECTIVES

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AN INVESTIGATION INTO USING KAHOOT! FOR GRAMMAR
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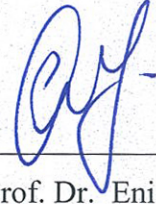
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Hacer PUĞ

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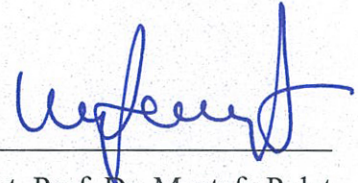JANUARY 2020
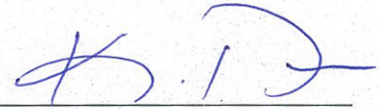
Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Masters of Art.

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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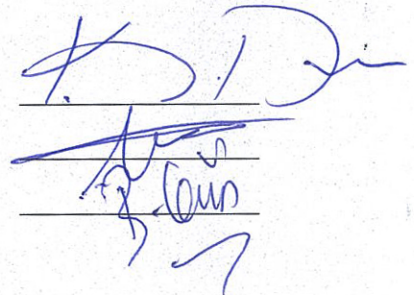Assoc. Prof. Dr. Kenan Dikilitaş

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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# ABSTRACT

## AN INVESTIGATION INTO USING KAHOOT! FOR GRAMMAR PRACTICE FROM LEARNERS' AND INSTRUCTORS' PERSPECTIVES

Puğ, Hacer

Master's Thesis, Master's Program in English Language Education

Supervisor: Assoc. Prof. Dr. Kenan DİKİLİTAŞ

The purpose of this study was to analyze the place of Kahoot! learning platform in the process of learning and teaching English grammar. It aimed to identify some common approaches to Kahoot! use among English academics and students at tertiary level. An additional aim was to examine the perspectives of preparatory class students and instructors about Kahoot! use in grammar lessons and whether these perspectives are related to teachers' years of experience in teaching and students' level of English. The study was conducted on a group of academics working at different universities and teaching English preparatory classes and a group of preparatory class students who are at the same university and both use the Kahoot!.For the purposes of this study, a survey was given to 340 participants. In the quantitative research conducted within the scope of this thesis, a survey prepared by making use of the five-point Likert scale was conducted. Unal's (2018) and Skøien's (2018) works were used to determine the questions used for this research. The findings indicate that there was a positive attitude towards the use of Kahoot! for grammar practice. according to the results, as the years of experience get higher for instructors, they prefer to use Kahoot! less in their lessons. Likewise, students with higher proficiency levels reported that they prefer using Kahoot! in classes less than the students with lower proficiency levels. Data obtained as a result of this process has been supported with findings from the literature review and research findings with supporting evidentiary examples are hereby presented.

**Keywords:Technology Integration, Gamification, Grammar, Kahoot!**

# ÖZ

## GRAMER ÖĞRENİMİ İÇİN KAHOOT! KULLANIMININ ÖĞRENCİLER VE EĞİTİMCİLER AÇISINDAN İNCELENMESİ

Puğ, Hacer

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Bu araştırmanın amacı: Kahoot! uygulamasının İngilizce gramer pratiği öğretme ve öğrenme süreci üzerine etkilerini incelemektir. Buna ek olarak hazırlık sınıfı öğrencileri ve akademisyenlerinin aynı sorulara yönelik yaklaşımlarının araştırılması amaçlanmıştır. Çalışmanın diğer bir hedefi ise Kahoot! kullanımını hazırlık sınıfı öğrencileri ve akademisyenlerin dil bilgisi derslerindeki bakış açısını incelemek ve bu bakış açılarının öğretmenlerin deneyim yılı ve öğrencilerin İngilizce seviyleri ile bağlantısını incelemektir. Bu çalışma devlet üniversitelerinde çalışan, derslerinde Kahoot! uygulamasını kullanan, hazırlık sınıflarında ders veren akademisyen ve öğrencilerden oluşan bir araştırma grubunda gerçekleştirilmiştir. Araştırma esnasında 340 (230 Hazırlık Sınıfı Öğrencisi ve 110 Akademisyen) katılımcı üzerinden anket çalışması kullanılmıştır. Tez kapsamında gerçekleştirilen araştırmanın nitel kısmında beşli Likert ölçeğinden faydalanarak yapılan anket çalışması kullanılmıştır. Araştırma kapsamında kullanılacak sorular belirlenirken Unal'ın (2018) ilgili çalışması ve Skøien'in (2018) ilgili çalışmasından yararlanılmıştır. Elde edilen veriler literatür taraması ile desteklenmiş ve araştırma ile alakalı sonuç ve örnekler ortaya koyulmuştur. Bulgular gramer pratiği açısından Kahoot! kullanımına karşı olumlu bir tutum olduğunu gösteriyor.Öğretmenlerin tecrübesi arttıkça, derslerinde Kahoot!'u daha az kullanmayı tercih ediyorlar.Benzer bir şekilde daha yüksek İngilizce seviyesine sahip öğrenciler de Kahoot!'u daha az kullanmayı tercih ediyorlar.

**Anahtar Kelimeler: Teknoloji Entegrasyonu, Oyunlaştırma, Gramer, Kahoot!**

*To My Family*

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# Chapter 1

## Introduction

Many scholars agree that because of fast improvement in Information and Communication Technologies (ICT), which uses modern tools instead of traditional methods, teaching and learning environments have been greatly affected. Plump, Anderson, Law and Qualex (2009) have found that over the past three decades, governments and education systems around the world have viewed the use of information and communications technologies (ICTs) as an important influential factor to enhance the effectiveness of teaching and learning (p. 12). Furthermore, there are many practical benefits of using technology in the classroom because when it is used appropriately, students can develop the abilities which are essential to exist in a world which is full of technology.

The new generation of students are digital natives and are constantly distracted by their devices. They find it increasingly challenging to focus on traditional methods of teaching. They need constant stimulus. Because of this, computerized technology has taken over our classrooms, and language teachers are looking for increasingly effective ways to integrate it to help their learners interact with the language in a modern way. Smartboards allow teachers to use audio and video sources more consistently in their lessons, and smartphones allow students to take more responsibility for their learning with the many learning applications. Mobile phones are especially important nowadays because they take so much of learners' attention, and they can be either a distraction or a resource. In this study, Kahoot!, and online application is reviewed which is popular among students and instructors and is considered to be one of the most engaging and instructive tools.

### 1.1 Statement of the Problem

English language education has always been different from the education of other subjects taught at school in that it creates a new sense of identity in Turkish learners. Speaking a different language rather than your own may enrich one's native language may enrich his/her overall perspective on education. However, some students enrolled in these universities may find it hard to achieve academic success

while learning the language and may even be opposed to learning it. As it was stated by Prensky (2001) " todays' students are no longer the people our educational system was designed to teach because learners have changed radically with technology" (p. 1). Digital zone covered with many tools and applications makes today's students indispensable part of this evolution. Moreover, students who want to be part of international and national level projects can benefit from the most of the efficient functions of technology in terms of planning, analyzing and improving their skills with regards to communication. (Bingimlas, 2009, p.242)

Grammar is not only the essential part of teaching English but also the core point of learning. The scholar Crystal (2003) states that "the more we aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language" (p. 29). Whitney and White (2013) also argue that in language teaching, grammar is and will continue to be very important. Wang (2015) emphasizes the necessity of teaching grammar explicitly, as well. In addition to Wang's emphasis, Dalil (2013) states that grammar learning is vital because it helps the learners both learn and understand sentences and texts. Considering its significant role in teaching and learning grammar can be supported with the digital integration of the applications and other tools. As technology is integrated into contemporary learners' every aspect of lives, the use of technology in classroom practices has become an indispensable part of all the realms of language teaching. Therefore, the teaching and practice of grammar through technology cannot be considered separate from these realms. That's why, this study examines the use of Kahoot! to reinforce the use of grammar.

Within this scope, the benefits of technology in the classroom work out successfully in correlation with the usage of not only the application but also the proper implementation of the application. In this fast pacing world where people get distracted and bored easily, being able to motivate and engage the students in lessons is one of the biggest problems schools have, which gamification could offer a cure for.(Lee & Hammer, 2011, p. 1) Gamification is important in terms of increasing users' engagement and providing learners with more memorable lessons. As gamification is trying to find ways to improve people's motivation and engagement, it is also a promising area for education to be more applicable. (Deterding, O'Hara, Sicart, Dixon, & Nackle, 2011, p. 2426). In this respect, to ensure the obtainment of above mentioned outcomes, Kahoot! could be considered as an effective tool.

Kahoot! also provides learners with the opportunity to recognize their strengths and weaknesses regarding their English knowledge. According to Than (2018) when Kahoot! is incorporated in to the lesson, it is helpful in terms of improving student metacognition thanks to immediate feedback. Moreover, according to Wang (2015) just like other educational games Kahoot! makes use of music and lively and colorful graphics to attract the learners' attention. Therefore, it can be concluded that the Kahoot! GSRS (Gamification Student Respond System) was designed with Malone's theory of intrinsic motivation (1981) so as to create curiosity and belonging in to the game thanks to the graphics and audio which also provides the learner with answer to the unknown questions.

Furthermore, to create student curiosity and engagement several instructors and learners gave feedback by pointing out the necessity for extra online practices in classes. Both students and teachers' views were important to take into consideration because if their attitudes towards online practices were negative, it could affect their learning and teaching ability and motivation. For this reason, it was necessary for me to search if online practices in the classroom was a beneficial teaching practice or not. More importantly, a lot of research was conducted in EFL classrooms but none was carried out in order to explore both learners and instructors' perceptions about online practices at different proficiency levels. As a result, this research played an important role in this area because there were very rare investigations in Turkish contexts.

## 1.2 Purpose of the Study

The purpose of this study was to analyze the place of Kahoot! learning platform in the process of learning and teaching English grammar. Specifically, it aimed to identify some common approaches to Kahoot! use among English academics and students at tertiary level. An additional aim was to examine the perspectives of tertiary level students and instructors about Kahoot! use in grammar lessons and whether these perspectives are related to teachers' years of experience in teaching and students level of English.

## 1.3 Research Questions

The following four research questions were used in the present study:

1. What are some common attitudinal approaches to Kahoot! use in grammar lessons among English Teachers' and students at tertiary level?

2. What are English Teachers' and their tertiary level students' perceptions about the impact of Kahoot! use on learning grammar?

3. How does the frequency of Kahoot! use in grammar lessons correlate with the academics' years of experience in teaching?

4. How does the frequency of Kahoot! use in grammar lessons correlate with the students' level of English?

## 1.4 Significance of the Study

Grammar acquisition plays a significant role when learning a language. Besides, teaching it also plays a crucial part in language teaching. As a result, more research should be done in order to find ways that can promote grammar learning because instructors continually search for new efficient ways of teaching grammar. Considering the constant change in learners' learning styles and attitudes as well as continuous development in educational technologies instructors would like to experience new innovative methods in EFL classrooms. The more technology becomes an integrated part of learners and instructors' daily lives, the more imperative it becomes for teachers to incorporate new technological applications in grammar teaching. As people use technology in their daily lives, both learners and instructors want to try new technological devices in grammar acquisition. Although smartphones might be a source of distraction in classroom depending of how they are used, they can also be considered as an opportunity for further practice when used appropriately. Online games that are compatible with smartphones can increase learner engagement and involvement, thus; learners' motivation can increase and a friendly classroom atmosphere might be maintained .However the literature review suggests that there has been a lack of studies on Kahoot! online games regarding grammar teaching and practice examining student motivation and engagement as well as investigating the correlation between Kahoot! use and instructors' years of experience or learners' proficiency levels in English.

When we considered all the things, this research was a case study which showed a local perspective if Kahoot! was productive or not. Moreover, this research

constructed a bridge by searching Turkish university students' and Teachers' perceptions towards the utilization of Kahoot! in EFL classes by employing quantitative research design .

**1.5 Definitions**

**Application:** A piece of computer software which does a particular job (Longman, 2010)

**Gamification:** The designing of an activity such as learning,solving a problem, or being a costumer so that it is like a game (Longman, 2010)

**Kahoot!:** "Kahoot! is a digital game-based student response system that allows teachers and learners in classroom settings to interact through competitive knowledge games using existing infrastructure" (Lin, Ganapathy &Singh, 2018, p. 566).

# Chapter 2

## Literature Review

Using technology in the classroom creates opportunities for learners to achieve in a computerage. Mavili (2018), who has recently completed an in-depth study on the use of technology states that:

> It is necessary for the practitioners in the field of foreign languageteaching to keep up with the current needs of learners and make use of new opportunities enabled by technology to meet these needs, by integrating technology to provide meaningful environments for genuine use of the target language (Mavili, 2018, p. 16).

Due to differences between the new and old generation it became a "must" rather than a "should".

## 2.1 Technology Integration

Technology integration is a multifaceted concept which can be viewed in many different ways. Ntuli and Blankson (2013) define technology integration as "the incorporation of computer technology into the learning experience as a medium for instruction to enhance and support learning processes across all subject areas" (Ntuli & Blankson, 2013, p. 300). Hew and Brush (2007) provide examples for the devices which enable us to integrate technology and learning teaching processes such as desktop computers, laptops, handheld computers, software and the internet. Some specific examples of this technology in use for language learning might be desktop and smartphone language learning applications such as Edmodo and Kahoot!, online game websites such as Second Life, live learning programs such as Cambly and everyday communication and conferencing tools such as Skype, Messenger and Google Hangouts. Both Dias (1999) and Mısırlı (2016) build on Ntuli and Blankson's (2013) definition by adding that these technologies need to be incorporated seamlessly and to be closely connected to the existing curriculum in order to be effective.

Hertz (2011) identifies the goal of seamless technology integration in 4 levels. Sparse integration is the random and minimal use of technology by students to

complete their tasks. Basic integration is the occasional use of technology mostly in a lab, outside of the classroom by learners who mostly have a few tools to develop or complete projects to demonstrate their knowledge of the content. Comfortable integration is even more common use of technology, up to several times in a week, when learners have enough chance to use technology to develop similar projects. And the ultimate goal is seamless integration, which can be seen as a high level of technology use. In seamless integration learners have several types of tools to complete their tasks or projects. They are expected to use technology to develop or complete their tasks or projects and technology is available daily in their classroom.

Technology integration is extremely important to modern day language learning because learners and cultural contexts are changing. Since the learners use technology in every other aspect of their lives, they expect to use it in the classroom as well. According to Prensky (2001) "today's students are no longer the people our educational system was designed to teach because learners have changed radically with technology" (Prensky, 2001, p. 1). Millennials have almost completely digital lives. Computers, video games, digital music players, video cams, smart phones, and all tools of the digital age are indispensable for them. On average-by the time they reach 21 years old- they will have already, spent 10,000 hours playing video games, sent 200,000 emails and text messages spent 20,000 hours watching TV, spent 10,000 hours on their cell phones, and spent under 5,000 hours reading(Wolfe, 2009, p. 57.). This is one of the reasons why education systems have been being adapted for more than a decade and technology has started to be integrated into education.

Furthermore, there are many practical benefits of using technology in the classroom because when it is used correctly, students can develop the abilities which are essential to exist in a world which is full of technology. In other words, technology assists in making teaching and learning more effective and enjoyable. For example, by using technology in the classroom, students get similar experiences to how projects are handled in modern offices. Developing this skill in English might help them in future job searches. Using technology for projects also helps students develop important life skills such as planning, critical thinking and strong communication skills (Bingimlas, 2009, p. 242).

Technology integration additionally benefits the students because it provides more engaging and varied materials to the learners and lecturers. Furthermore,

according to Cortez, Werb and Hertz (2007) interactive media technologies and computer networks which coalesce in the w.w.w are developing very quickly and can give easy access to a wide range of sources from historical records to breaking news. Thus, the more we encourage students to develop their ability to navigate this information, the better we are preparing them for the realities of the future.

Even once an educator realizes the importance of technology integration, there are still challenges regarding the incorporation of technology use. Bitner and Bitner (2002) recommend eight areas of consideration to help teachers successfully integrate technology: fear of change, training, personal use, teaching models, learning based outcomes, climate, motivation and support. An important consideration would be to recognize that in-service teachers might have a fear of change. According to Bitner and Bitner (2002), it may not be easy for people to change and the thought of change causes fear and consequently resistance. Changing classroom procedures and the attempts to incorporate unfamiliar technologies may bring about more fear. Therefore, to be successful in integrating technology, it is very important to defeat teachers' fear, concerns and anxiety. Bitner and Bitner's (2002) following considerations will also help alleviate teachers' fears. Adults tend to be resistant to change. Change of any kind brings about fear, anxiety, and concern. Using technology as a teaching and learning tool in the classroom does so to an even greater extent since it involves both changes in classroom procedures and the use of often-unfamiliar technologies. Helping teachers overcome their fears, concerns, and anxiety is crucial to the success of the program.

The first important strategy is training the teachers in the basic technology. Walters (1992) argues that when teachers are given the opportunity to improve their skills with technology, they will be more successful in developing their students. The initial training that most teachers need is learning how to use a computer hardware basic, such as a mouse, keyboard and even how to turn on and log into the computer. Being able to use the standard gadgets like disk drives, printers, speakers, and knowing how to do basic system activities like program installation, deletion is essential.

Once teachers are confident with basic technology, they need the opportunity to experiment with it in an individual and personal way. Having teachers use personal productivity programs like word processors and databases means that

teachers get accustomed to computer operations. When these skills are improved, teachers are ready to incorporate technology into their curriculum and to share it with their students and other teachers.

As teachers become more comfortable using the technology, they can start to learn how this technology can be used in their lessons. As Earle (2002) says:

> Integrating technology is not about technology – it is primarily about content and effective instructional practices. Technology involves the tools with which we deliver content and implement practices in better ways. Its focus must be on curriculum and learning. Integration is defined not by the amount or type of technology used, but by how and why it is used.

Vu (2015) suggests that teachers should not forget that using several programs can improve not only their teaching practices but also their learners' outcomes. Furthermore, it is important for teachers to apply diverse programs for that can be targeted to large and small group instruction depending on the teaching context.

Any successful teaching is based on learning outcomes. With this in mind, learners need to learn to find information and to solve problems in order to be beneficial to the society. According to Harris (2005):

> Effective integration of technology is achieved when students are
> able to select technology tools to help them obtain information in a
> timely manner, analyze and synthesize the information, and present
> it professionally. The technology should become an integral part of
> how the classroom functions as accessible as all other classroom
> tools. (p. 116).

For example, if students need to write a research paper, they might need to get information from academic sources released online on platforms such as ResearchGate and Science Direct, identify what information is most important and relevant, and synthesize it effectively to meet their purpose.

Two additional interrelated criteria mentioned by Bitner and Bitner (2002) are creating a good climate for teachers to use technology and providing them with the appropriate motivation. Integrating something very new into curriculum isn't always

easy. However, if managers or directors encourage teachers to include the technology into their lessons and set common aims, they could motivate them. One example of this that I personally experienced was when a director at my former school assigned each teacher the goal of creating four activities using technology in one month. Having the same clear and accomplishable goal as my colleagues, and creating shared resources, helped to motivate us and helped us succeed regardless of our technological ability level. Also, it is important to create a friendly environment for teachers in order to hinder fear of failure and so that they will not be afraid of making mistakes while they use the technology in their teaching environments. Even if they make mistakes in front of their students, they need to know that it is not something that might lose them esteem or credibility.

One practical way to provide this strong environment is to provide teachers with support to continue to integrate technology successfully .According to Hoffman (2006), team development and technical support have an important place in terms of achieving a fruitful technology integration. They are also important in terms of providing the knowledge and skills which are essential for teachers to start to use the technology and to maintain using it in their classroom. In Bitner and Bitner's views there may be many unpredictable hardware and software problems. That's why it is important that there should always be support available outside of the classroom, such as a designated IT department.

Overall, it's important to remember that technology is being used to improve education. According to Akayoglu, Satar, Dikilitas, Cirit and Korkmazgil (2020);

With rapid changes in information and communication technologies, it is no longer sufficient for language teachers and pre-service teachers (PTs) to know how to use existing digital tools. They also need to be digitally literate in order to critically evaluate such tools and platforms for safe, wise, and productive use. (p. 87).

Mısırlı (2016) says that when technology is integrated into the curriculum or lesson successfully, the teacher does not think about how to use it but thinks how to increase learning without a complication via technology .It is also stated that if technology is used appropriately it enables effective learning (Perkins, 2010, p. 18).Technology can bring to students whole games to which they would otherwise

not have access. For instance, Perkins (2010) stated that online research tools and computer simulations can help learners pursue "collaborative investigations or thoughtful critical discussions about tricky issues" (Perkins, 2010, p. 18). In other words, it's the students' perspective that is most important, and it's essential not to forget that as new technologies continue to be introduced into the classrooms.

## 2.2 Grammar Teaching

Grammar in its sense has different meanings. To the layman it means being able to speak a language correctly. To a learned person or student it means being able to follow and use the right terminology. Grammar is imperative when we start to learn English.

In common usage, grammar refers either to the collection of principles regarding the way that words are combined in sentences, or to the study of these principles. This may be driven by strict formulae, or by usage; grammar as a term may therefore also refer to the knowledge that a native speaker has of his or her language, and to descriptions of that knowledge. These contradictory definitions of grammar can present a challenge to language learners and teachers. On the one hand, it is useful for learners to learn the "set of rules typically taught in school about 'appropriate usage' and about writing".

On the other hand, the English language doesn't have specific or concrete grammar or spelling rules, making elements of real language usage equally important as English has become the lingua franca for our times. That being said, there are still common patterns that can be learned to help people communicate accurately and meaningfully in English. As Crystal (2003) writes, "The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English."

In parallel to the two definitions of grammar, there are two main 'types' of grammar; descriptive grammar and prescriptive grammar. Descriptive grammar describes the ways we actually use a language in day to day communication. Because this is the kind of language used in real life, it tends to describe spoken and written language as it is as opposed to what or how it ought to be. For example, a native speaker of English may say, "I seen 'im" instead of "I saw him" in certain informal contexts, and still be understood. A more far reaching example is the increased use of

"was" in second conditional sentences such as "If I was rich, I would buy a Ferrari." This is a change that even some grammar reference books are beginning to accept as proper usage (Crystal, 2003, p. 30-31).

The second type is prescriptive grammar, where set rules must be learned and practiced to make language acceptable. This grammar prescribes what should and shouldn't be used. Do not say: Only I and my daughter are present. Say: Only my daughter and I are present (Kalati, 2014, p. 16).

In reality, neither of these grammar types exists independently. The balance of learning grammar through descriptive or prescriptive strategies is closely connected to the balance of acquiring language by being exposed to it and by learning language formally, and can be related to both first and second language acquisition. People learn their mother tongue as they grow and observe others communicate effectively. By noticing patterns, they are naturally able to make effectively communicative sentences. However, effective communication doesn't necessarily lead to efficient or accurate use of language, making it important to learn grammar more formally (Kalati, 2014, p. 18-19).

The professional perspective on teaching grammar is constantly shifting. At certain times, and in some contexts, explicit language teaching is encouraged. With the Communicative Approach growing in popularity, more scholars have argued to teach grammar more implicitly, through lexical chunks, but this opinion seems to change all the time. Both sides of this debate are valid, depending on the context and the learners, and both sides seem to support the concept of developing learners' grammatical knowledge.

Whitney and White (2013) argue that, in language teaching, grammar is and will continue to be very important. They show how the zero grammar approach was popular for a while, as is obvious in some previous language learning textbooks, but it never had a permanent place in common language teaching, although its impact can be felt in ongoing theories ofL2 acquirement, such as the communicative method. Wang (2015) states the necessity to explicitly teach grammar. Because of the structured form of the English language, learning grammatical rules has proven to be essential. Excluding grammar in language teaching affects the learners' ability to make meaningful sentences. If they don't give a necessary amount of focus to grammar, they can be misconceived when they are talking or writing. This issue is

especially relevant when the grammatical forms L1 and L2 are very different from each other.

Dalil (2013) states that grammar learning is vital because it helps the learners learn to both produce and understand sentences and texts. Grammar's impact may differ from one condition to another and a flexible understanding can help learners with both receptive and productive skills. Without teaching grammar, learners may not be able to write or speak in a professional and competent way or understand a variety of reading and listening texts adequately for their professional, academic or personal purposes. For example, many learners don't use 'lie' and 'lay' correctly, frequently confuse 'who' and 'whom', have double negatives, and mismatch subjects and verbs. These mistakes don't really affect the person's ability to communicate, but they do affect their ability to do so accurately and professionally, and these mistakes may have a negative effect in a professional setting. Because these errors are unlikely to be corrected through exposure alone, the need for improvement in these areas supports grammar teaching and learning (Tabbert, 1984, p. 39).

Tabbert (1984) also states that grammar is absolutely crucial for the learner in terms of correcting the errors and improving the writing. He argues that it almost impossible for a person to acquire the target language correctly. When target language is acquired incorrectly, as in the examples above, it could be corrected with grammar instruction. Also, it cannot be denied that some learners acquire language rules without being taught.

For instance, there are foreigners in Turkey who learn Turkish on their own. While some learners acquire the language on their own and without difficulty, other learners suffer from not being able to produce accurate sentences and from lack of proficiency. It would be a good question to answer if it is achievable to teach Turkish to the ones who could not accomplish it on their own.

In conclusion, it can be time-consuming and tedious to learn English, and it is almost impossible to learn it by merely mirroring others. So, one needs to be intentional about learning English grammar, especially for support when linguistic habits fails (Saidvaliyevna, 2018, p. 2743). It is possible that some students may be well informed or generally more knowledgeable when learning grammar, or have different needs and language goals. This makes it likely that each student will have different learning capabilities and different needs when it comes to grammar teaching (Zhang, 2009, p. 184-185).

**2.3 Gamification**

For this study I am focusing on the use of Kahoot! in the classroom, so it's necessary to look specifically at how games based technologies are being used in modern education.

Simoes, Redondo, Vilas and Aguiar  (2013) simply put that 'gamification' is a "way to use game thinking and game elements in learning contexts." (p. 171).  This can be achieved by including "game elements and game design techniques in non-game contexts" (Werbach & Hunter, 2012, p. 26). The logic behind the use of gamification in educational contexts is to improve the user experience and user engagement integrating game dynamics and game mechanics (Suh, Wagner, & Liu, 2015, p. 672).

The concept of gamification was initially applied to business practices, but due to its incredible success since it has been applied to other fields, such as education and marketing. One example of the early success of gamification in business was Starbucks.  After registering with Starbucks, consumers gain points with every purchase and with these points clients get drinks and food for free.

At its root, gamification applies the mechanics of gaming to nongame activities to change people's behavior. According to Werbach (2012), who has developed a framework for gamification, two of the most important elements are dynamics and mechanics. To simply put, "game dynamics" satisfy users' desires. This is usually in the form of a reward or achievement system such as winning the game or getting the highest score. Game dynamics can satisfy desires in other ways as well, such as by allowing self-expression (e.g. choosing a team name), encouraging competition (e.g. with friends online) or through altruism (e. g by working together or helping weaker users)

"Game mechanics" are what motivate users' behaviors within the game itself. It is stated in a Bunchball article "some of the most common game mechanics include points, levels, challenges, virtual goods and spaces, and gifts" Successful game mechanics have rules and rewards that cause certain feelings in the players like

happiness or curiosity (Bicen & Kocakoyun, 2018, p.73). I recently experimented with DuoLingo, a language learning phone application, to help my son learn English and we were both motivated by unlocking new topics and earning Lingots.

When game dynamics and mechanics are applied successfully for educational purposes both teachers and learners may become more engaged. Language learning requires a lot of repetition and gamification is one way to make this necessary process less boring for the students.

After the Internet was introduced, people became more interested in games and, therefore, gamification has a stronger place in other parts of human life. Now, it can be used not only to teach but also to convince and to stimulate. There are many different areas where you can find gamification elements where normally you would not believe that gamification would be used, such as: Frequent Flyer Programs, Nike+ and iPod, Starbucks and Foursquare.

In frequent flyer programs, users are able to earn points by purchasing flights which can then be used to get future discounts. For instance, the Nike+ software allows runners to compete with themselves and against each other in distances run and calories lost. They can also set themselves goals and challenge each other. These are clear examples of game mechanics and dynamics listed above.

As gamification is trying to find ways to improve people's motivation and engagement, it is also a promising area for education in terms of its applicability.(Deterding et al, 2011, p. 2426). Nowadays, being able to motivate and engage the students in lessons is one of the biggest problems schools have, gamification could be a cure for this problem (Lee & Hammer, 2011, p.1). Simoes et al. (2013) suggest that gamification tools can develop important behaviors and attitudes in students and teachers, such as:

- Motivate and engage students in their learning processes;
- Allow students to try new identities and roles;
- Develop a school-based identity;
- Motivate students to improve their skills with social rewards and other incentives;
- Motivate teachers to reward students' progress;

- Help students to deal with failure as part of the learning process;
- Allow students to experience flow when learning a subject or performing a school activity.

All of these to a certain degree focus on engagement, and to address issues of engagement, it's important to first look at what motivation means in a language learning classroom.

Motivation has a strong effect in learning a second language. Intrinsic and extrinsic are the categories of human motivation. Intrinsic motivation occurs when people want something because it makes them naturally happy. For example, you wash the dishes before you go to bed because you are happy when the kitchen is clean in the morning. On the other hand, extrinsic motivation happens by external reward, for example if a student studies for an exam in order to a get high mark to please his or her parents it is an external reward. Iaremenko (2017) claims that educators tend to prefer their students' to be motivated intrinsically. Online games could both improve learners' intrinsic motivation and make them more engaged in the classroom because winning a game is really its own reward (Iaremenko, 2017, p.1). The importance of engagement is unquestionable. Without it, students wouldn't have the energy or motivation to study effectively.

Malone's (1981) theory of intrinsically motivating instruction lists three categories to make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through graphics and sound, and cognitive curiosity where the player should solve something unsolved).

According to Lee and Hammer (2011), gamification stimulates and engages students during lessons by providing better tools and awards. Instead of primarily text-heavy books, we have engaging, competitive and interactive activities. Instead of rewards being solely based on exam and paper grades, gamification adds visuals, fun and the celebratory atmosphere of winning. Also, he asserts that gamification helps students become more determined to learn because in addition to getting high marks, or developing important skills, they want to win the game! Licorish, Owen, Daniel and George (2017) agree with Lee and Hammer (2011) that gamification increases learners' motivation and adds that it will also increase their learning.

Gamification provides a student-centered learning environment and so learners are more involved in the lessons. This active participation helps students to improve their learning because it makes the lesson fun and memorable and because they will be less easily distracted. Many other leading researchers have reiterated the same idea. Lin, Ganapathy, Singh (2018) say "game-based learning or gamification rests on the experiential nature of a game that allows learners the opportunity to be fully involved in the learning cycle." They add that, "game-based learning also garners learners' full attention and promotes knowledge retention due to its 'play nature'." Lin et al (2018) point out that learning takes place more successfully when gamification is integrated into the lesson because games get students' attention naturally and gamification enables learners to concentrate more which helps maintain knowledge retention. Game-based learning or gamification rests on the experiential nature of a game that allows learners the opportunity to be fully involved in the learning cycle. Game-based learning also garners learners' full attention and promotes knowledge retention due to its 'play nature'.

Piskorz (2016) asserts that gamification increases learner motivation and helps learners retain information they have learnt. The engagement and fun factors of game-based learning have been found to boost learner motivation and sustain retention. Kapp (2012) sums it up perfectly by saying that gamification allows instructors to "situate learners in authentic environments in which they can practice their skills and gain immediate feedback on progress and accomplishments, earn recognition for doing well, and feel good for overcoming a challenge" (Kapp, 2012, p. 21-22).

Kahoot was designed by Brooker and Brand in 2013. Lin, Ganapathy and Singh (2018) state that "Kahoot! is a digital game-based student response system that allows teachers and learners in classroom settings to interact through competitive knowledge games using existing infrastructure" (Lin, Ganapathy and Singh, 2018, p. 566). In other words it is an online application which is free and available for the educators and students and it could be used with different levels. As it was mentioned above before, it contains game elements such as reward, leader board and points. Kahoot! allows teachers to create their own questions and these questions can be adjusted to the level and skills of their learners. (Zarzycka-Piskorz, 2016, p. 18).

According to Kahoot! website some statistical data related with the number of the users and games is as follows:

Since the day it was launched in 2013, the site hosted about 2 billion players. In 2018 alone a total of more than 1 billion people played Kahoot!. More than 600 million Kahoot! games on a variety of limitless subjects and topics in any language have been played in all of the countries in the World which makes above 200 countries in total. The popularity of Kahoot expands from classroom settings to corporational and organizational settings. According to the site, 97% of Fortune 500 companies use Kahoot!.

Through Kahoot! learners may repeat or review the knowledge and they can evaluate their existing knowledge via different kinds of Kahoot! form, quiz, jumble and survey. These three forms could be created according to student needs and interest areas. As it is one of the easiest ways of gamification and getting popular among students and teachers, it is a promising application. Kahoot! is remarkable by reason of being free to create, play and share, applicable to different learning environments, offering a fun and challenging way to engage learners into learning (Sabandar, Supit & Suryana, 2018, p. 129).

In order to play Kahoot! players need a smartphone, a tablet or a computer and the Internet connection. Either downloading the application or simply browsing the Kahoot.it, students go online and enter the pin code along with their nicknames. The teacher's computer screen is displayed on a larger screen so that the students can see the questions and the options. Players are expected to answer each question as fast and correct as possible by clicking on the icons representing each option. A distribution chart showing the distribution of students' answers by each option is displayed between each question. A scoreboard showing the nicknames and total scores of top 5 participants appears after each distribution chart. The game finishes with the announcement of top 3 players.

Kahoot provides learners with immediate feedback which helps them to recognize their own strengths as well as gaps in their knowledge. In addition to increasing the students' self-awareness, Kahoot provides the teacher with useful information that can inform their future lesson planning to address weaker areas.

According to Thanh (2018) when Kahoot! is incorporated into the lesson it is helpful in terms of improving student metacognition thanks to immediate feedback. It is also possible to check students' theoretical knowledge about topics while it allows students to build their existing knowledge more powerfully with clarifications during or after the game. Moreover, Than (2018) mentions that Kahoot! has a lot of benefits such as improving student participation, motivation, fulfillment and engagement. It also encourages students to have an active role in learning and it allows pupils to answer and analyze the questions

According to Wang (2015) as it is in other educational games, Kahoot! has music, lively and colorful graphics which attracts the learners attention. Additionally, Wang (2015) argues that teachers "get feedback on how much the class knows about a topic and opens an opportunity to explain better the parts where students lack knowledge" (Wang, 2015, p. 2). The designers of the game report that Kahoot! was designed to promote competitiveness in students to motivate them intrinsically. Therefore, it can be concluded that the Kahoot! GSRS was designed with Malone's theory (1981) of intrinsically motivating instruction in mind, where the challenge is to answer unknown questions and try to beat other players, the fantasy is to be part of a game show, and the curiosity is provided both through inviting graphics and audio as well as solving a cognitive puzzle (finding the correct answer and wait to see if it was correct or not). Thus, this study intends to use Malone's theory of intrinsic motivation as a theoretical framework.

From a teacher's perspective, language teaching becomes more manageable thanks to technological tools such as digital recorders and phones, reducing both the teacher's and students' paperwork. Also, lecturers can dedicate more time to considering students' needs since material is more readily available and diverse. In this way it helps teachers change their teaching methods as they can address different types of students and evaluate learner understanding via numerous methods. It also provides a good rapport between learner and educator. If technology harmonizes appropriately with subject areas, educators build new roles such as adviser and coach.

# Chapter 3

## Methodology

This chapter outlines the methodology of the current study and provides detailed information about research design, setting and participants, procedure of the study and data collection instruments, data analyses techniques, validity and reliability and limitations in detail.

### 3.1 Research Design

In order to examine the impact of game-based learning platform Kahoot! on English grammar learning processes and to collect data about the learners attitudes, opinions and characteristics, a quantitative survey research design was used. Quantitative research method is among the most widely used research methods between researchers. It involves descriptive or numerable data that could be statistically analyzed. Creswell (2002), defines surveys as follows "Surveys help identify important beliefs and attitudes of individuals, such as college students' beliefs about what constitutes abusive behaviors in dating relationships"(p.376).

Conducted in a unilateral manner, this research examines the frequency of Kahoot! use, the types of grammatical structures used, approaches to Kahoot!, and the impact of Kahoot! on grammar learning by focusing separately on participating students and academics, and translates its findings into data by using the survey method which is the primary data collection technique. In the survey questions, a five-point Likert scale was used.

### 3.2 Setting and Participants

The study was conducted on a group of academics working at different universities and teaching English preparatory classes and a group of preparatory class students who are at the same university and both use the Kahoot! application. It was conducted in foreign languages department in the fall semester of 2018-2019 academic year in Izmir, Turkey. At the beginning of the term, students have a language placement test and then according to their test results, they are placed in

classes in as per their levels. If students get 65 or above, they can pass the prep class and continue their education in their departments. The mother tongue of all learners is Turkish.

Tables 1, 2, 3, 4, 5, and Figure 1 present the details about participants.

Table 1

*Gender Distribution of Academics*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Women | 93 | 84,5 | 84,5 | 84,5 |
| Men | 17 | 15,5 | 15,5 | 100,0 |
| Total | 110 | 100,0 | 100,0 |  |

The gender distribution of academics is 84,5 percent women (93 women in total) and 15,5 percent men (17 men in total). The number of female academics is 5,45 times more than the number of males.

**Table 2**

*Gender Distribution of Students*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Men | 105 | 45,7 | 45,7 | 45,7 |
| Women | 125 | 54,3 | 54,3 | 100,0 |
| Total | 230 | 100,0 | 100,0 |  |

The gender distribution of participating students is 45.7 percent woman and 54.3 percent men. The total number of respondents is 230. 100 percent of students answered this section.The female students' group is 8.6% more populated than the male students' group. Compared to the academics gender distribution table, the total gender distribution is quite small.

**Table 3**

*Students' Average Age*

|  | N | Minimum | Maximum | Mean | S.D. |
|---|---|---|---|---|---|
| Age | 230 | 17 | 35 | 19,90 | 2,718 |
| Experience | 230 | 2 | 23 | 9,45 | 3,185 |
| Valid N (Listwise) | 230 |  |  |  |  |

The students' average age table shows the students' age limits and means. The average age of students is 19.9 and the average of their English language learning period is 9.45 years. The Questionnaire was applied on a total of 230 students. All of them answered the age and experience sections. So totally 230 valid, 0 invalid data were gathered.

**Table 4**

*Teachers' Average Age*

| N | Valid | 110 |
|---|---|---|
|  | Missing | 0 |
| Mean |  | 35,66 |
| Median |  | 35,00 |
| S.D. |  | 5,739 |
| Range |  | 29 |
| Minimum |  | 25 |
| Maximum |  | 54 |

The Teachers' average age table shows the Teachers' age limits and means. The youngest academic age is 25 while the oldest is 54, resulting in an average age of 35,66. Thus, age range is 29 while median age is 35. Standard deviation is 5,74. 110 English teachers answered every single item in the questionnaire.
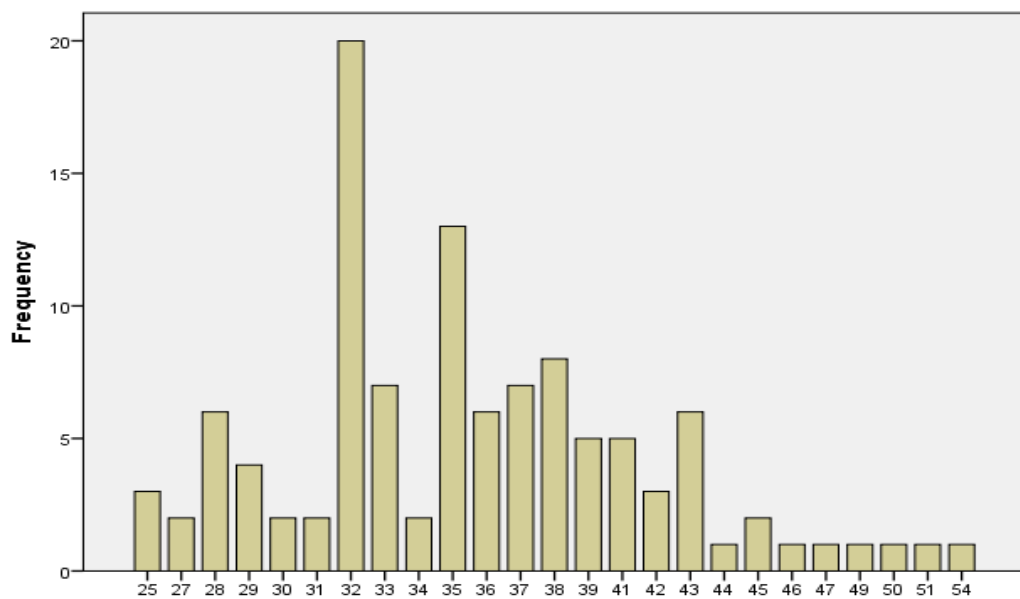


*Figure 1. Teachers' age distribution.*

Although the mean age of the results was 35, the most common age was 29. The largest age group was between 32–35. The eldest English teacher is 54 years old, the youngest is 25 years old. This table is necessary to realize which age groups affect the mean.

**Table 5**

*Teachers' Average Experience*

| N | Valid | 110 |
|---|---|---|
| | Missing | 0 |
| Mean | | 8,01 |
| Median | | 6,00 |
| S.D. | | 5,982 |
| Range | | 29 |
| Minimum | | 1 |
| Maximum | | 30 |

The most experienced academic has 30 years of experience while the least experienced one has one year's experience. The average experience is 8.01 years.

As a result of this research, verifiable quantitative data has been obtained from a total of 340 participants (230 preparatory class students and 110 academics).

## 3.3 Procedures

In the quantitative research conducted within the scope of this thesis, a survey was used which had been prepared by making use of a five-point Likert scale(see Appendix A). To determine the questions used for this research, Unal's (2018) and Skøien's (2018) works were used.

Special attention was given in preparing these questions so that participants could easily understand and respond to them. Data obtained as a result of this survey has been analyzed with the correlation analysis method as discussed in a study by Altunisik et al. (Altunisik, Coskun, Bayraktaroglu, & Yildirim, 2012, p. 228).

**3.3.1 Sampling.**The subjects of this research are preparatory class students at a public university and academics who currently work or have previously worked at different universities in the city of İzmir. According to the Cohen, Lawrence and

Marrison (2007) there are two types of sampling. The first one is called probability sampling that indicates to select participants randomly from a group of people and each of them has equal probability of being chosen. The second one is named non-probability sampling which indicates to select the participants in terms of some criteria and it has three important types that are purposive, convenience and quota sampling (Cohen et al, 2007, Creswell & Clark, 2017). According to the information above, it could be said that this study carried out convenience sampling type of non-probability sampling because of the convenience of finding the participants as the university where the research was conducted was the previous working place of the researcher. The sampling, includes 230 preparatory class students at a public university and 110 academics who currently work or have previously worked at public universities in İzmir, totaling 340 participants.

**3.3.2. Data collection instruments.** Quantitative methods were utilized in the data collection process so as to achieve thenecessary data for the findings of the study. Data was gathered through the questionnaires.

**3.3.2.1 Questionnaire.** When conducting research in SLA, questionnaires are one of the most common and preferred methods of collecting data. Questionnaires are often defined as 'a set of questions which can be answered by the research participants in a set of ways' and are 'designed to gather already structured data' (Matthews & Ross, 2010, p.201). These questions can be either open or close ended. One of the benefits of using a questionnaire is in its ability for participants to demonstrate their beliefs, attitudes and experiences. The following questionnaire has been designed to assess students' and instructors' attitudes and beliefs surrounding the use of Kahoot! in the English classroom. The items in the survey were adopted from studies by Skøien (2018), Unal (2018).

The aforementioned questionnaire given to students and instructors is comprised of general statements which have been chosen to gather information about how and in which settings Kahoot! was used, to ascertain students' and instructors' perceptions and attitudes toward Kahoot, and to identify impacts of Kahoot! use on learning grammar.

The questionnaire was administered in two languages; Turkish and English. Students were given the opportunity to respond in the language of preference. The three major parts of the questionnaire are divided into thirty-two items.

At the beginning of the questionnaire, students and instructors answered three questions regarding their demographic information: gender, experience, language learning and teaching in years, and proficiency levels in English majored by six level according to CFR (Common European Framework of Reference for Languages). Throughout the questionnaire, students' scores were rated using a Likert-Scale with five responses to choose from. The five responses were: Strongly Agree(5), Agree(4), Not sure(3), Disagre(2), Strongly Disagree(1). The intention of the first part of the questionnaire was to identify how and in which settings Kahoot! was used. This consisted of four items. The sixteen items in the second part of the questionnaire were intended to measure common approaches to Kahoot! use. From these items, two statements were intentionally given in order to measure the same situation and with the aim to control participant responses. As statements may create multiple binding, only one response was taken as the basis in data collection. To ensure that the scale is complete in the reliability analysis, reverse coded questions have been rephrased to have 'positive' meanings. The third part of the questionnaire is comprised of twelve items which were intended to measure the impacts of Kahoot! use on the acquisition of grammar skills. Students' and instructors' evaluations for items were based on a Likert-Scale, with 5 prompts ranging from 1 (strongly disagree) and 5 (strongly agree). The prompts were as the following: Strongly Agree, Agree, Not sure, Disagree, Strongly Disagree. The research questionnaires were adapted from Skøien's (2018) investigation of user engagement in game-based student response systems. In order to ensure coherence within the context of the student, adaptations were made to the questionnaire.

**3.3.3 Data collection procedures.** The study was conducted during the fall semester of academic year 2018 - 2019 in the School of Foreign Languages, Izmir, Turkey. In the first instance, reliability was verified through the means of distribution of a pilot study. The number of participants (N=30) in the pilot study was able to accurately establish external validity. At the conclusion of the pilot study, students' self-reported that the questionnaire was fair, clear and appropriate in its questioning and that the language choices were not an obstacle to understanding. In order to

overcome the obstacle of language barrier, an optional Turkish translation version of the questionnaire was provided for students. The questionnaires were distributed in a university at the school of foreign languages in İzmir following an appointment regarding the scope of the study with school management. The completion of the students version of the questionnaire was carried out with the assistance of the teachers after a brief explanation of the instructors. The questionnaire process took approximately 10 minutes and included explanations of both Kahoot! and how to complete the questionnaire, and the completion of the statements in the questionnaire itself. After the completion of students questionnaires, data collected from academics obtained using two different ways: 1) paper based survey(N=22) 2) online questionnaire using Survey Monkey software(N=88) that a group of academics took the survey on paper, another group took it through the online Survey Monkey software.

The surveys are composed of three major sections. The first section includes 4 questions aiming to identify how and in which settings Kahoot! was used. The second section includes 16 questions aiming to determine the Teachers' and students' attitudes toward Kahoot! Some of these questions in this section are control questions that are designed to test the same topic. Finally, the third section includes questions that seek to determine direct effects of Kahoot! use on grammar practice. This section contains 12 questions. Reverse coded questions in the survey have been rephrased to have "positive" meanings to ensure that the scale is complete in the reliability analysis. The second and third section survey questions: These were prepared with (5-point) Likert scale. 1 corresponds to "Strongly disagree" while 5 corresponds to "Strongly agree." If a participant indicates a high score, that shows their positive views regarding Kahoot!.

**3.3.4. Data analysis procedures**    Firstly, the learners' and lecturers' average scores were analyzed in order to understand if they were distributed normally or not. All participants took the same survey. Mainly a 5 scale Likerd is used for survey. The answers of the learners' and teachers' to the questionnaire were the quantitative data and were analyzed through IBM SPSS (Statistical Package for Social Sciences ) version 25. A factor Analysis (KMO and Bartlett's Test) statistics was utilized for every items in order to measure the reliability. Some of the items

were also checked to see the correlation between "Teacher's Motivation of Teaching Grammar After Using Kahoot!" and "Teacher's Experience"

**3.5.5 Reliability.** Joppe (2000) states that, in order to achieve an accurate representation of the total population through this study, reliability needed to be ascertained through the repeated questioning of similar ideas and concepts through different means. The intention behind this was that if the results of the study could be reproduced under a similar methodology as so, then research would be considered reliable. Cronbach's Alpha score for students' is .91 and for teachers' . .92. Survery reliability is high on Cronbach's Alpha test.

The second and third section survey questions: These were prepared with (5-point) Likert scale. 1 corresponds to "Strongly disagree" while 5 corresponds to "Strongly agree." If a participant indicates a high score, that shows their positive views regarding Kahoot!

**Table 6**

*Statistics of Students' Questionnaire Second Section*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| 1 | 5 | 4,5 | 4,5 | 4,5 |
| 2 | 42 | 38,2 | 38,2 | 42,7 |
| 3 | 29 | 26,4 | 26,4 | 69,1 |
| 4 | 24 | 21,8 | 21,8 | 90,9 |
| 5 | 10 | 9,1 | 9,1 | 100,0 |
| Total | 110 | 100,0 | 100,0 | |

To test the reliability of the survey, questions 1 and 12 are included as different questions that have similar meanings. This one was question 1. Question 12 is below.

**Table 7**

*Statistics of Teachers'Questionnaire Second Section*

*Second Section - Question 12*

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 4 | 3,6 | 3,6 | 3,6 |
|  | 2 | 39 | 35,5 | 35,5 | 39,1 |
|  | 3 | 33 | 30,0 | 30,0 | 69,1 |
|  | 4 | 24 | 21,8 | 21,8 | 90,9 |
|  | 5 | 10 | 9,1 | 9,1 | 100,0 |
| Total |  | 110 | 100,0 | 100,0 |  |

As stated above, questions 1 and 12 are included as different questions that have similar meanings to test the survey's reliability. While "(3) Neutral" has been selected by 26.4% of participants in response to question 1, it has been selected by 30% in response to question 12. The difference is only 2.7%, indicating that the survey is reliable.

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response to question 12. The difference is only 2.7%, indicating that the survey is reliable.

## 3.4 Limitations

The research study achieved its intended aims through consistency, validity and reliability of data collection and analysis, however in spite of this it still meets a number of limitations. First of all, this was only conducted at a state university to the voluntary students and teachers in 2018-2019 academic year with the aim of obtaining higher validity .We can add private universities and high schools. So, we cannot generalize the results for all the students and teachers in Turkey. After filling in the questionnaires, students and teachers were not interviewed .Besides no classroom observation was conducted.

The limitations of this research also include negative possibilities such as physical and mental status of the individuals in the sampling group during the length of this study, environmental circumstances, and high research costs. The sample size is limited to 340 subjects, including 230 preparatory class students at a state university and 110 academics who currently work or have previously worked at public universities in Izmir. In addition to these limitations, a scale that directly measures the impact of Kahoot! on English grammar use could not be identified after literature review of English language sources.

# Chapter 4

## Findings

### 4.1 Research Analysis

The data was interpreted in accordance with the research questions that were developed for the study. The aim of this chapter is to examine the answers to these research questions. While a group of academics took the survey on paper, another group took it through the online Survey Monkey software. Both versions of the survey contained the same set of questions. Students, on the other hand, were given the survey in class upon receiving permission from the relevant university. All students who were present in a class while the survey was being administered were asked to fill out the questions in one session. The research conducted for the purposes of this study sought to answer three questions, aiming to collect data through the responses given.

#### 4.1.1 Research Question 1 : What are some common attitudinal approaches to Kahoot! use in grammar lessons among English Teachers' and students at tertiary level?

In order to answer this question, a set of sixteen questions presented in part 2 of the survey was utilized (see Table 8)

**Table 8**

*Teachers' Questionnaire Second Section Analysis*

*Answers of 16 Questions From 'Teachers' Questionnaire Second Section'*

| Question | Mean | N | S.D. |
|----------|------|-----|------|
| Q1 | 2,90 | 110 | 1,0 |
| Q2 | 4,41 | 110 | ,64 |
| Q3 | 4,00 | 110 | 1,01 |
| Q4 | 4,24 | 110 | ,71 |
| Q5 | 4,05 | 110 | ,81 |
| Q6 | 3,67 | 110 | ,79 |
| Q7 | 4,15 | 110 | ,75 |
| Q8 | 3,95 | 110 | ,85 |
| Q9 | 4,20 | 110 | ,64 |
| Q10 | 4,22 | 110 | ,62 |
| Q11 | 4,06 | 110 | ,70 |
| Q12 | 2,97 | 110 | 1,04 |
| Q13 | 4,34 | 110 | ,56 |
| Q14 | 3,95 | 110 | ,83 |
| Q15 | 3,11 | 110 | 1,3 |
| Q16 | 3,59 | 110 | ,95 |

Answers to question 2 have the lowest threshold with an average of 3.03. Answers to question 10 have the highest threshold with an average of 3.79. The average scores of responses from academics to are illustrated in Table 9 below:

**Table 9**

*Students' Questionnaire Second Section Analysis*

*Answers of 16 Questions From 'Students' Questionnaire Second Section'*

| Question | Mean | N | S.D. |
|----------|------|-----|------|
| Q1 | 3,68 | 230 | 1,18 |
| Q2 | 3,03 | 230 | 1,21 |
| Q3 | 3,69 | 230 | 1,17 |
| Q4 | 3,04 | 230 | 1,21 |
| Q5 | 3,84 | 230 | 1,12 |
| Q6 | 3,59 | 230 | 1,10 |
| Q7 | 4,69 | 230 | ,99 |
| Q8 | 3,76 | 230 | 1,07 |
| Q9 | 3,38 | 230 | 1,42 |
| Q10 | 3,79 | 230 | 1,42 |
| Q11 | 3,61 | 230 | 1,34 |
| Q12 | 3,76 | 230 | 1,13 |
| Q13 | 3,77 | 230 | 1,48 |
| Q14 | 3,78 | 230 | ,98 |
| Q15 | 3,77 | 230 | 1,12 |
| Q16 | 3,62 | 230 | 1,07 |

Answers to "question 1" have the lowest threshold with an average of 2.93. Answers to "question 13" have the highest threshold with an average of 4.34. As it can be seen in the charts above, the responses given by students and academics suggest that they have a positive attitude towards the Kahoot! application.

**4.2 Research Question 2: What are English Teachers' and their tertiary level students' perceptions about the impact of Kahoot! use on learning grammar?**

To this end, surveys comprising of 12 questions labeled under section 3 of the questionnaire were given to preparatory class students and academics who teach preparatory class courses. According to data obtained:

**Table 10**

*Students' Questionnaire Third Section Analysis*

*Answers of 12 Questions From 'Students' Questionnaire Third Section'*

| Question | Mean | N | S.D. |
|---|---|---|---|
| Q1 | 3,58 | 230 | 1,04 |
| Q2 | 3,59 | 230 | 1,31 |
| Q3 | 3,88 | 230 | 1,20 |
| Q4 | 3,87 | 230 | 1,17 |
| Q5 | 3,66 | 230 | 1,15 |
| Q6 | 3,94 | 230 | 1,12 |
| Q7 | 3,88 | 230 | 1,14 |
| Q8 | 3,87 | 230 | 1,13 |
| Q9 | 3,56 | 230 | 1,29 |
| Q10 | 3,64 | 230 | 1,13 |
| Q11 | 4,04 | 230 | 1,11 |
| Q12 | 3,77 | 230 | 1,11 |

In this test, which elicited only positive responses, none of the 110 participants selected the "(1) Strongly disagree" option. Thus, there is no data indicating negative impact of Kahoot! application on learning grammar.

Answers to "question 9" have the lowest threshold with an average of 3.56.

Answers to "question 11" have the highest threshold with an average of 4.04.

**Table 11**

*Teachers' Questionnaire Third Section Analysis*

*Answers of 12 Questions From 'Teachers' Questionnaire Third Section'*

| Question | Mean | N | S.D. |
|---|---|---|---|
| Q1 | 3,62 | 110 | ,88 |

| | | | |
|---|---|---|---|
| Q2 | 4,25 | 110 | ,73 |
| Q3 | 4,26 | 110 | ,71 |
| Q4 | 4,35 | 110 | ,72 |
| Q5 | 3,86 | 110 | ,85 |
| Q6 | 4,20 | 110 | ,63 |
| Q7 | 4,21 | 110 | ,74 |
| Q8 | 4,20 | 110 | ,64 |
| Q9 | 3,74 | 110 | ,84 |
| Q10 | 3,98 | 110 | ,69 |
| Q11 | 4,21 | 110 | ,63 |
| Q12 | 4,25 | 110 | ,75 |

Answers to "question 1" have the lowest threshold with an average of 3.62.

Answers to "question 3" have the highest threshold with an average of 4.26.

According to this data, using Kahoot! has a positive influence on learning grammar.

### 4.3 Research Question 3: How does the frequency of Kahoot! use in grammar lessons correlate with the teachers' years of experience in teaching?

For the purposes of this question, data obtained from the answers of preparatory class students and academics who teach in preparatory classes have been examined to understand the correlation and differences that emerged in some answers.

The correlation between "Learning grammar through Kahoot! helps me be motivated to teach grammar" (Question 1, Teachers' Questionnaire Third Section) and experience is as shown below:

**Table 12**

*Correlation Between "Teacher's Motivation of Teaching Grammar After Using Kahoot!" and "Teacher's Experience"*

| | | Experience | Q1 |
|---|---|---|---|
| Experience | Correlation | 1 | -,209 |
| | Sig. (2-tailed) | | ,029 |

| | | | |
|---|---|---|---|
| | N | 110 | 110 |
| Q1 | Correlation | -,209 | 1 |
| | Sig. (2-tailed) | ,029 | |
| | N | 110 | 110 |

As it can be seen, there is a significant and negative correlation. As the data clearly indicate, the influence of Kahoot! in increasing an academic's motivation to teach decreases as the academic's experience, therefore age, increases.

However, as can be seen in the table below, a positive correlation emerges in question 4. The question's statement is, "Learning grammar through Kahoot! helps me have my students produce grammatically sentences."

**Table 13**

*Correlation Between "Kahoot!'s Aid on Teachers' For Helping On Student's Correct Sentence Production" and "Teacher's Experience"*

| | | Experience | Q4 |
|---|---|---|---|
| xperience | Correlation | 1 | ,173 |
| | Sig. (2-tailed) | | ,071 |
| | N | 110 | 110 |
| Q4 | Correlation | ,173 | 1 |
| | Sig. (2-tailed) | ,071 | |
| | N | 110 | 110 |

Even though Kahoot! use decreases as years of experience increase, there is an

increase in the number of views supporting that Kahoot! has a positive influence on grammar practice. In other words, there is a positive correlation between the years of experience of academics and their positive views on the influence of the application on students' grammar practice. The difference between the average of students' and Teachers' responses is shown below:

**Table 14**

*The Difference Between The Average Of Students' And Teachers' Responses*

|  |  | Average Student | Average Academics |
|---|---|---|---|
|  | Mean | 3,6094 | 3,8642 |
|  | N | 230 | 110 |
|  | S.D. | ,76805 | ,36481 |
| Total | Mean | 3,6094 | 3,8642 |
|  | N | 230 | 110 |
|  | S.D. | ,76805 | ,36481 |

All academics who participated in this survey are instructors who teach in preparatory classes. Although participating students did have some level differences, they are all preparatory class students. All participating instructors use Kahoot! for grammar practice in their lessons. Thus, students use Kahoot! at least for an hour per week in their lessons.

The survey is composed of three sections. The first section includes information regarding the participants and their category. The second section includes 16 questions aiming to determine the Teachers' and students' attitudes toward Kahoot! Some of these questions in this section are control questions that are designed to test the same topic. Finally, the third section includes questions that seek to determine direct effects of Kahoot! use on grammar practice. This section contains 12 questions. Reverse coded questions in the survey have been rephrased to have "positive" meanings to ensure that the scale is complete in the reliability analysis.

The second and third section survey questions: These were prepared with (5-point) Likert scale. 1 corresponds to "Strongly disagree" while 5 corresponds to

"Strongly agree." If a participant indicates a high score, that shows their positive views regarding Kahoot!.

The number of valid results in the survey conducted on academics is 110. Their gender distribution is shown in the table below.

**Table 15**

*Teachers' Average Age and Experience*

|  | N | Min. | Max. | Mean | S.D. |
|---|---|---|---|---|---|
| Age | 110 | 25 | 54 | 35,66 | 5,739 |
| Experience | 110 | 1 | 30 | 8,01 | 5,982 |
| Valid N (listwise) | 110 |  |  |  |  |

This table shows both Teachers' age and experience. The most experienced academic has 30 years of experience while the least experienced one has one year's experience. The average experience is 8.01 years. Age mean is 35,66, standard deviation is 5,73.

**Table 16**

*Average Age Of Students And English Language Learning Period*

|  | N | Min. | Max. | Mean | S.D. |
|---|---|---|---|---|---|
| Age | 230 | 17 | 35 | 19,90 | 2,718 |
| Experience | 230 | 2 | 23 | 9,45 | 3,185 |
| Valid N (listwis | 230 |  |  |  |  |

e)

The usage rate of Kahoot! was 100% in both surveys for participants of all ages and genders. A total of 230 students answered the questionnaire. As previously mentioned the youngest is 17 years of age and the eldest is 35 years old. The most experienced student has 23 years of experience whereas the least experienced students has only 2 years of experience.

**Table 17**

*The Correlation Of Instructors' Kahoot! Use And Their Experience*

|  |  | Experience | Usage Frequency |
|---|---|---|---|
| Experience | Pearson Correlation | 1 | -,546** |
|  | Sig. (2-tailed) |  | ,000 |
|  | N | 110 | 110 |
| Usage Frequency | Pearson Correlation | -,546** | 1 |
|  | Sig. (2-tailed) | ,000 |  |
|  | N | 110 | 110 |

**. Correlation is significant at the 0.01 level (2-tailed).

A significant and negative correlation exists between the level of experience and the frequency of Kahoot! use. As an instructor's level of experience increases, the frequency of their Kahoot! use decreases.

For students, however, there is no significant correlation between their experience and usage frequency. This is because a student's level of English is not directly related to the length of their study.

## 4.4 Research Question 4: How does the frequency of Kahoot! use in grammar lessons correlate with the students' level of English?

**Table 18**

*The Correlation of Students' Kahoot! use and Their English Level*

|  |  | Level | Usage Frequency |
|---|---|---|---|
| Level | Pearson Correlation | 1 | -,076 |
|  | Sig. (2-tailed) |  | ,254 |
|  | N | 230 | 230 |
| Usage Frequency | Pearson Correlation | -,076 | 1 |
|  | Sig. (2-tailed) | ,254 |  |
|  | N | 230 | 230 |

The frequency of the most intensive lesson when academics prefer to use the application is 38.2% which correspond to 2 hours per week. 26.4% of participants use the application for 3 hours per week while 21.8% use it for 4 hours per week. The least preferred answers are 1 hour and 5 hour use, totaling 13.6% of overall responses.

Similarly, according to students' responses, the most frequent use of the application is 2 hours per week, with a rate of 46.1%.

In the table below, an analysis is shown of the answers given to the 16 questions in Section 2 which aim to determine the Teachers' and students' attitudes towards using Kahoot! application. All participants answered all the questions, leaving no question unanswered. There are some options, however, that have not been marked in some questions containing responses prepared with 5-point Likert scale.

**Table 19**

*General Statistics of Teachers' Questionnaire Second Section*

| N | Valid | 110 |
|---|---|---|
| | Missing | 0 |
| Mean | | 3,8642 |
| Median | | 3,9375 |
| S.D. | | ,36481 |
| Range | | 1,75 |
| Minimum | | 2,94 |
| Maximum | | 4,69 |

General statistics will help us understand the basic results of the questionnaire and the general approach to Kahoot! As shown above, the average is 3.86, with a minimum of 2.94 and a maximum of 4.69. The standard deviation rate is less than 0.5. This indicates that all answers are accurate. The minimum rate is 2.94, and maximum is 4,69. It also shows that general approach to Kahoot! application is positive.

**Table 20**

*Statistics of Teachers' Questionnaire Second Section - Question 1*

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 5 | 4,5 | 4,5 | 4,5 |
|  | 2 | 42 | 38,2 | 38,2 | 42,7 |
|  | 3 | 29 | 26,4 | 26,4 | 69,1 |
|  | 4 | 24 | 21,8 | 21,8 | 90,9 |
|  | 5 | 10 | 9,1 | 9,1 | 100,0 |
| Total |  | 110 | 100,0 | 100,0 |  |

To test the reliability of the survey, questions 1 and 12 are included as different questions that have similar meanings. As mentioned "difference" almost has no value. "Strongly agree" has the same results in both question 1 and 12. This is also proof of test reliability and it supports the questionnaire results.

**Table 21**

*Statistics of Students' Questionnaire Second Section and Teachers' Questionnaire*
*Second Section - Question 12*

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1 | 4 | 3,6 | 3,6 | 3,6 |
|  | 2 | 39 | 35,5 | 35,5 | 39,1 |
|  | 3 | 33 | 30,0 | 30,0 | 69,1 |
|  | 4 | 24 | 21,8 | 21,8 | 90,9 |
|  | 5 | 10 | 9,1 | 9,1 | 100,0 |
| Total |  | 110 | 100,0 | 100,0 |  |

As stated above, questions 1 and 12 are included as different questions that have similar meanings to test the survey's reliability. While "(3) Neutral" has been selected by 26.4% of participants in response to the question 1, it has been selected by 30% in response to question 12. The difference is only 2.7%, indicating that the survey is reliable.

Based on the rate and percentage of answers given to question 12, it has been observed that academics have highly positive attitudes towards Kahoot!.The answers have yielded positive results except for the two issues which concern the application's role in distracting the academics from keeping track of the time and in making them forget to keep track of the time. 50.4% of those taking part in the survey stated that they would recommend Kahoot! use to their friends and family.

Question 10 is about the application being rewarding. All the academics who answered this question said they strongly agree, agree, or are neutral. No participant gave a negative response (by saying that they disagree or strongly disagree). Therefore, according to the academics, Kahoot! is a rewarding and effective learning tool.

**Table 22**

*Statistics of Students' Questionnaire Second Section and*

*Teachers' Questionnaire Second Section - Question 10*

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 3 | 12 | 10,9 | 10,9 | 10,9 |
|  | 4 | 62 | 56,4 | 56,4 | 67,3 |
|  | 5 | 36 | 32,7 | 32,7 | 100,0 |
| Total |  | 110 | 100,0 | 100,0 |  |

The average and distribution in student survey is as follows: Average is 3.60, with a range of 3.31. %54,6 of English teachers selected the "agree" option. "Disagree" and "strongly disagree" options were not chosen. This is a reflection of the teachers' approaches to Kahoot! Application. In short this is a positive sided question and answers have relatively high points.

**Table 23**

*The Average Distribution In Student Survey*

| N | Valid | 230 |
|---|---|---|
| | Missing | 0 |
| Mean | | 3,6094 |
| Median | | 3,6875 |
| S.D. | | ,76805 |
| Range | | 3,31 |
| Minimum | | 1,56 |
| Maximum | | 4,88 |

Table 26 shows the students' results. The mean of the answers is 3.6. Since it is greater than 2.5 we can clearly state that their approach to Kahoot! application is possitive. The standart deviation is less than 1, that is 76 which indicates similar answers and that students' approaches are close to each other.

**Table 24**

*Test of Survey's Reliability In Scope Of Question 1 and Question 12*

| N | Valid | 229 |
|---|---|---|
| | Missing | 1 |
| Mean | | 3,76 |
| Median | | 4,00 |
| S.D. | | 1,136 |
| Range | | 4 |
| Minimum | | 1 |
| Maximum | | 5 |

This part is essential to observe reliability of the results of questions 1 and 12 difference in the average of these two questions is 0.08. This comparison has been included to test the survey's reliability as well as the reliability of students' responses. Median is 4 and mean is 3,76. This part has one missing data/ student answer.

**Table 25**

*Test of Survey's Reliability In Scope Of Question 10*

| N | Valid | 228 |
|---|---|---|
| | Missing | 2 |
| Mean | | 3,79 |
| Median | | 4,00 |
| S.D. | | 1,421 |
| Range | | 4 |
| Minimum | | 1 |
| Maximum | | 5 |

As is the case with instructors, the average of students' response scores to question 10 is above 3.5.

No significant statistical differences emerge in terms of experience as a result of Anova testing.

**Table 26**

*ANOVA Testing of Survey*

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3,274 | 21 | ,156 | 1,221 | ,254 |
| Within Groups | 11,233 | 88 | ,128 | | |

| Total | 14,507 | 109 |
| --- | --- | --- |

The reliability of the scales was also tested in this study. To this end, the scale was considered in its entirety and each of its components was examined. The necessity and reliability of items contained in the scale, to avoid possible items that might have rendered the scale invalid or irrelevant, were determined through verifiable factor analysis and their correlation. Those items that had negative correlation were tested for having reverse codes and questions 2, 4, and 13 were rephrased as positives to ensure the completeness of the scale.

Data obtained from the survey has been evaluated for reliability and verifiable factor analysis.

**Table 27**

*Factor Analysis (KMO and Bartlett's Test)*

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,914 |
| --- | --- | --- |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1002,232 |
| | df | 66 |
| | Sig. | ,000 |

As one of the factor analysis and common IBM SPSS analysis Chi-Square value is 100

**Table 28**

*Communalities*

|  | Initial | Extraction |
|---|---|---|
| Test 2 - Q1 | 1,000 | ,743 |
| Test 2 - Q2 | 1,000 | ,462 |
| Test 2 - Q3 | 1,000 | ,905 |
| Test 2 - Q4 | 1,000 | ,775 |
| Test 2 - Q5 | 1,000 | ,515 |
| Test 2 - Q6 | 1,000 | ,777 |
| Test 2 - Q7 | 1,000 | ,732 |
| Test 2 - Q8 | 1,000 | ,799 |
| Test 2 - Q9 | 1,000 | ,569 |
| Test 2 - Q10 | 1,000 | ,573 |
| Test 2 - Q11 | 1,000 | ,663 |
| Test 2 - Q12 | 1,000 | ,618 |

Extraction Method: Principal Component Analysis.

We can say that the acceptable value is assumed to be 5. In the table there is only one question which has a value of less than 5. Communalites analysis results are relatively high.

**Table 29**

*Report*

|  | Test 1 - Q2 | Test 1 - Q4 | Test 1 - Q13 |
|---|---|---|---|
| Mean | 4,41 | 4,24 | 4,34 |
| N | 110 | 110 | 110 |
| Std. Devi. | ,640 | ,716 | ,563 |

The average of reverse coded questions after they were rephrased as positives. The difference is 10 in 1,000. This section supports that questionnaire questions are accurate

**Table 30**

*T-Test*

|  | N | Mean | S.D. | Std.Error Mean |
|---|---|---|---|---|
| Test 1 - Q6 | 110 | 3,67 | ,779 | ,074 |
| Test 1 - Q8 | 110 | 3,95 | ,855 | ,082 |

The result of the T-Test conducted on the answers given to parallel questions that have similar wording are as shown above.

The difference between the averages is quite small. The data shows that participants have positive attitudes toward Kahoot! platform because they perceive it as helpful in teaching grammar in an active and engaged manner.

# Chapter 5

# Discussion and Conclusions

Data obtained from analyses of the questionnaires provided some key explanations and insights into the three questions explored within the scope of this thesis.

## 5.1 Discussion of the Findings for Research Questions (RQ)

The primary purpose of this study was to analyze the place of the Kahoot! learning platform in the process of learning English grammar. To achieve this aim, data were collected through a quantitative instrument. In this chapter of the study, the results gathered from the questionnaires are displayed.

**5.1.1 Discussion of the Findings for Research Question 1 (RQ1).**The first research question is "What are some common attitudinal approaches to Kahoot! use in grammar lessons among English Teachers' and students at tertiary level?". The aim of this question is to learn Teachers' and students' positive or negative attitudes towards Kahoot! use regarding grammer so that the study can have a solid base and to understand Teachers' and students' general beliefs about Kahoot! .In order to answer this question, a survey containing 16 questions was given to preparatory class students and academics who teach preparatory class courses. According to the data obtained, although the average scores of intructors (M=3.59, SD=,364) are slightyl lower than the socees of students (M=3,62, SD=,768) regarding section 2 of the questionnaire, the attitudes of both groups towards the use of Kahoot! For grammer teaching and learning are positive. In the student survey taken by studetns, the 3th question has the lowest value. At 3.03 ("I tend to get really drawn into Kahoot! when I play it"). As suggested by the positive results, the general approach to using Kahoot! is positive. Both instructors and students have confirmed the benefits of this application's use in their classes, showing positive attitudes towards it. Since not using Kahoot! is not an option for

survey volunteers, answers are expected to be positive. However, from 1 to 5 points with average over 3.5 is clearly reflects how useful Kahoot! is as an English education tool. These findings are consistent with Licorish's, Owen's and Daniel's (2018) study. They evaluated the effectiveness of Kahoot! in engaging students during lessons. They conducted the study with fourteen students four months at a state university. Kahoot! was used by seven lecturers for approximately 30 minutes in different ways. First they checked students' existing knowledge on the topic and then tested the learners' knowledge after topics were delivered. Finally, they used it to approve learners' comprehension of the topic. They analyzed learner's attitudes with semi-structured interviews about Kahoot's effect on motivation and learning process. They also measured contribution of Kahoot! in terms of better engagement and enhanced learning experience. The results suggest that learners found Kahoot! a useful learning tool. Additionally, these findings resonate that of Wang's (2018) who argues that as it is in other educational games, Kahoot! has music, lively and colorful graphics which attracts the learners attention.

From the results, it can be understood that Teachers' and students' positive attitudes herald that more accountable and efficient data could be achieved for the further studies . When using Kahoot!, Yürük (2019) obtained similar results. She used Kahoot! as a revision tool for foreign language classes to collect data on students' opinions about this application. At the end of every 3 units, Kahoot! was used to reinforce what the students had learned. Because university students had easy access to technology and the internet, Kahoot!, which utilizes gaming and makes learning more fun, was a very effective tool. Traditional methods of assessment created a stressful environment for students, so because there was more access to technology, the children had the opportunity to learn in a nontraditional way which proved to increase learning and engagement in the classroom. Kahoot! improved on this by creating a friendlier atmosphere in class.

However, according to Ghavifekr, Kunjappan, Ramasamyand Anthony (2016) the main troubles that present themselves are related to network connections,

limited accessibility, limited technical support, lack of effective training, limited time and lack of teachers' competency, all of which prevent the integration of technology into our lessons. However, because this generation is accustomed to using technology, no one would refuse the growing trend of using technology in classroom. As it was mentioned before by Prensky (2001), this new generation of digital natives relies heavily on technology in education which allows better connectivity between students and facilitates collaborative learning. That is why, it is imperative to remedy this issue and bring technology to the masses of school children around the world because the findings of the question of the thesis suggest positive attitudes towards the use of Kahoot! for grammar learning and teaching.

**5.1.2 Discussion of the Findings for Research Question 2 (RQ2).** The second research question is "What are English Teachers' and their tertiary level students' perceptions about the impact of Kahoot! use on learning grammar?" The aim of this question is to gather data if there are positive effects of Kahoot! Regarding grammar teaching and learning. To this end, a survey consisting of 12 questions was given to preparatory class students and academics who teach preparatory class courses. In this test, which elicited only positive responses, none of the 110 participants selected the "(1) Strongly disagree" option. The fact that no participant chose the lowest-value answer in a five-point Likert scale survey question shines a light on the benefits of Kahoot! on grammar practice. As research findings suggest, then, there is no data showing negative impact of Kahoot! use on grammar practice.

Descriptive analysis of 12 questions measured by section 3 of the questionnaire suggest positive perceptions about the use of Kahoot!. According to these results the Kahoot! application has positive impact on grammar acquisition for students(M=3,73, SD=1,06) and grammar teaching for instructors( M=3,09, SD=,544). The question with the lowest threshold of 3.56 is question 9 of the students' survey. ([Learning grammar through Kahoot! helps me] become more successful in grammar exams.) In the instructors' survey, however, the lowest threshold is question 1 ([Teaching grammar through Kahoot! helps me] be motivated to teach grammar.) Compared to the average of answers obtained for the first

research question, the average of answers obtained for the second research question on grammar practice is higher. In the final analysis, Kahoot! application has impact on grammar practice both for students and teachers. This was expected according to Bicen's and Kocakoyun's (2018) study. They conducted a study to assess the effect of gamification and student perceptions with 65 students in a prep class. Every week, the questions given in the course were provided through Kahoot!. According to the data collected from students, gamification increases student interest in the lesson and stimulates students to become more enthusiastic for success. Also, it was found that the gamification approach has a positive effect on student motivation and it helped students learn more easily the topics which were difficult to learn and remember them later without difficulty. It is also stated that if technology is used appropriately it enables effective learning (Perkins, 2010, p. 18). Moreover, Thanh (2018) mentions that Kahoot! has a lot of benefits such as improving student participation, motivation, fulfillment and engagement. It also encourages students to have an active role in learning and it allows pupils to answer and analyze the questions

Furthermore, Wang's study assessed the wear off effect of a student response system which the students acquired knowledge from a lecture through the medium of gaming. He proposed the idea that the wear off effect would cause problems if the same GSRS is utilized frequently in many courses. According to the results, there was very little wear off effect on motivation and engagement, and perceived learning showed no wear off effect at all. The outcome of this study proved these findings to be exceptionally favorable. Therefore it could be offered that more technological tools could be integrated into English lessons while practicing English grammar in the future.

**5.1.3 Discussion of the Findings for Research Question 3 (RQ3).** Within the scope of this study, the third question examined is "How does the frequency of Kahoot! use in grammar lessons correlate with the Teachers' years of experience in teaching?" It has been found that the correlation between '' (Learning grammar through Kahoo! helps me ) be motivated to teach grammar '' (Question 1 , Section 3, Teahers' Survey) and the instructiors' level of experience is -,0,29 (sig.(2-tailed)). As the graphs showing the results of Teachers' survey question indicate, there is

significant and negative orrelation in between. As it can be seen, the more experience an instructor has, therefore the older an instructor is, the role of Kahoot! application in motivating them decreases. In question 4, however, a positive correlation can be observed. The question is, "It aids me in helping my students produce grammatically correct sentences."

Although Kahoot! use decreases as the years of experience increase, positive views regarding the influence of the application on grammar practice increase. Thus, eventually, there is positive correlation between years of experience and the impact of Kahoot! application on student's grammar practice.

As research findings suggest, although the average value of the survey questions on the role of technology and use of applications are not 100% the same, they are parallel and have considerably similar values. Both preparatory class students and instructors who teach preparatory class courses find Kahoot! application useful in general, deeming it to have positive impact on grammar practice. As it was stated before, being able to motivate and engage the students in lessons is one of the biggest problems schools have, gamification could be a cure for this problem (Lee & Hammer, 2011, p.1). The findings of these question tend to encourage the use of technology in English language and specifically more active use of Kahoot! and other similar applications in English learning. as it can be seen there is a significant and negative correlation. As the data clearly indicates the influence of Kahoot! in increasing an academic's motivation to teach decreases as the academic's experience, therefore age, increases.

### 5.1.4 Discussion of the Findings for Research Question 4 (RQ4).

Within the scope of this study, the third question examined is "How does the frequency of Kahoot! use in grammar lessons correlate with the students' level of English?" It has been found that there is a negative correlation between the students' level of English and Kahoot! Use. The higher students' level is, the more she/he does not want to be get involved in playing Kahoot! (Question 1 , Section 3, Students' Survey) and the students' level of English is -,635 (sig.(2-tailed)). As the graphs showing the results of Students' survey question indicate, there is significant and negative correlation in between.

As research findings suggest, although the average value of the survey questions on the role of technology and use of applications are not 100% the same, they are parallel and have considerably similar values. Both preparatory class students and instructors who teach preparatory class courses find Kahoot! application useful in general, deeming it to have positive impact on grammar practice. As it was stated before, being able to motivate and engage the students in lessons is one of the biggest problems schools have, gamification could be a cure for this problem (Lee & Hammer, 2011, p.1). The findings of these question tend to encourage the use of technology in English language and specifically more active use of Kahoot! and other similar applications in English learning. as it can be seen there is a significant and negative correlation. As the data clearly indicates the influence of Kahoot! in increasing an academic's motivation to teach decreases as the academic's experience, therefore age, increases.

## 5.2 Conclusions

The primary purpose of this study was to analyze the place of the Kahoot! learning platform in the process of learning and teaching English grammar. The reasons for differences between preparatory class students and instructors responses to the study's research questions were also examined. As a result the effect of integration of gamification for grammar teaching and learning thrugh technology has been further examined in this study.

Since education without technology has become a less common place practice, this study and similar studies illustrate how this new perspective can be understood for both academics and students. Technology is a must for education. There are many practical benefits to using technology in the classroom. When it is used correctly, students can develop the abilities which are essential to exist in a world that is interdependent with technology. This study aims to directly highlight the effects of the use of Kahoot!, one of these technologies, on English practice of grammar.

This study also compares the survey answers given by preparatory class students and academics teaching preparatory class courses who use Kahoot! As a result, nuances of attitudes towards the Kahoot! application used among different groups have been identified and hereby documented.

The results show some interesting preferences according to certain criteria. The study found that a high percentage of low level learners respond well to Kahoot! as a motivating and engaging way to revise previously learned grammar. Also, younger, more technologically capable teachers enjoy integrating Kahoot! into their lessons.

Alternately, the data indicates a strong negative correlation between the variables of teacher's experience and their motivations to teach grammar using Kahoot!. As the academic's experience and age increases, motivation to teach using Kahoot! decreases. A similar correlation occurs between the level of students and interest in using Kahoot! A higher English level for students correlates with less interest in using Kahoot!.

This study can be an informative source for academics and students interested in similar research subjects. As a result of the findings in this study, it can be suggested that revisions need to be made in the types of teaching models, and given the benefits of using online learning platforms on perspectives to language education, technology should be better integrated in education.

Generally, people consider Kahoot! as a way to practice vocabulary.However, this study focuses on its benefits for grammar learning. As it can be understood from the students and instructors' responses, it is an effective tool in grammar learning as well.

In conclusion, a high percentage of both preparatory class English students and academics teaching these courses find Kahoot! useful in making language education and grammar practice more engaging, although a few interesting exceptions exist. Considering the increased integration of technology in our lives, studies supporting the effective use of applications in education, with cross referencing, should be increased. Therefore an additional implication of this study

could be promoted the use of technologhy in English teaching and to encourouge more active use of applications like Kahoot! to support English learning.

## 5.3 Suggestions For Further Research

In a more comprehensive study, the findings of this research can be further examined to expand and deepen our understanding of the role of online learning platforms on language education. The study's scope can also be broadened by giving the same survey questions to participants from all public universities who study in similar circumstances such as class size, classroom technology, and other physical elements. Moreover, researchers could consider interviewing the learners and instructors in order to gather more data into using Kahoot! for grammar practice from learners' and instructors' perspective.

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## A.    Questionnaire in Turkish

**Değerli katılımcı,**

**Bu anketin amacı internet üzerinden erişilebilen Kahoot! isimli oyununun kullanıcılara gramer pratiği yaptırma konusunda ne kadar faydalı olduğunu belirlemektir. Katılımınız tamamen gönüllülük esasına bağlıdır ve verdiğiniz cevaplar isimsiz olarak kaydedilecektir.**

**İsim:**

**Sınıf:**

**Cinsiyet** :     ( )Kadın                ( ) Erkek

**Yaş:**

**Düzey:** ( )A1 ( )A2   ( )B1  ( )B2  ( )C1 ( )C2

**İngilizceyi ….…..yıldır öğreniyorum.**

*1. BÖLÜM*

**Lütfen aşağıdaki ifadelerden size uygun olanı seçiniz.**

**1) (Öğretmeniniz daha önce size İngilizce öğretirken Kahoot! kullandı mı?**

( ) Evet

( ) Hayır

**Bu bölüm Kahoot! oyununun derslerde uygulanması ile ilgilidir.**

**3**) **Öğretmeniniz Kahoot! oyununu derslerde ne sıklıkla kullanır?**

( )Haftada bir kez

( )Haftada bir iki kez

( )Haftada üç-dört kez

( ) Haftada beş veya fazla

# İKİNCİ BÖLÜM

**Lütfen aşağıdaki seçeneklerden birini işaretleyiniz**

**1)Kesinlikle Katılmıyorum  2)Katılmıyorum  3)Kararsızım 4)Katılıyorum**

**5)Kesinlikle Katılıyorum**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Kahoot! oynarken o kadar hevesli oluyorum ki zamanınnasılgeçtiğini unutuyorum. | | | | | |
| Kahoot! oynarken kendimi isteksiz hissediyorum. | | | | | |
| Kahoot! oynamaya başladığımda kendimi oyuna kaptırıyorum. | | | | | |
| Kahoot! oyununu sırf meraktan oynuyorum. | | | | | |
| Kahoot! oyunu bana çok ilgi çekici geliyor. | | | | | |
| Kahoot! oyununda kullanılan grafik ve resimler hoşuma gidiyor. | | | | | |
| Kahoot! oyunundaki içerikler merakımıuyandırmayayardımcı oluyor. | | | | | |
| Kahoot! oyunu tasarımsalaçıdan bana hitap ediyor. | | | | | |
| Kahoot! oynarken kendimi oynamaya gönüllü hissediyorum. | | | | | |
| Kahoot! oynamanın birçok faydası var. | | | | | |
| Kahoot! oynamak oldukça eğlenceli. | | | | | |
| Kahoot! oynadığım zaman oyuna dalıp gidiyorum. | | | | | |
| Kahoot! oynarken moral bozukluğuyaşıyorum. | | | | | |
| Kahoot! oyununu arkadaşlarıma ve aileme tavsiye ederim. | | | | | |
| Kahoot! oynarken zamanın uçup gittiğini fark ettim. | | | | | |
| Kahoot! oynarken kendimi o anki konuya karşı ilgili hissediyorum. | | | | | |

*ÜÇÜNCÜ BÖLÜM*

*Lütfen aşağıdaki ifadelerden birini seçiniz.*

**1)Kesinlikle Katılmıyorum  2)Katılmıyorum  3)Kararsızım 4)Katılıyorum
    5)Kesinlikle    Katılıyorum**
     **Gramer konularını Kahoot aracılığıyla öğrenmek bana şu açılardan
yardımcı olur :**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Gramer konularını öğrenmede istekli olmamısağlar. | | | | | |
| Gramer kurallarını hatırlamama yardımcı olur. | | | | | |
| Gramer kurallarını tekrar etmeme yardımcı olur. | | | | | |
| Gramer açısındandoğru cümleler kurmama yardımcı olur. | | | | | |
| Grameri belirli bir bağlam içinde kullanmama yardımcı olur. | | | | | |
| Grameri aktif bir şekildeöğrenmemisağlar. | | | | | |
| Gramer öğreniminden keyif almamısağlar. | | | | | |
| Gramer kurallarını kendim keşfetmemisağlar. | | | | | |
| Sınavların gramer bölümlerinde daha başarılı olmamı sağlar. | | | | | |
| Okuduğumu daha iyi anlamamısağlar. | | | | | |
| Gramer hatalarımınfarkınavarmamısağlar. | | | | | |
| Gramer pratiği yaparken daha rahat hissetmemi sağlar. | | | | | |

## B. Students' Questionnaire in English

**Dear participant, the purpose of this study is to gain some insights into the effectiveness of the online game Kahoot! in terms of practicing grammar. Yourparticipation is entirely voluntary and your responses will be anonymous.**

**Name:**

**Sex:( )Female          ( )Male**

**Age: ( ) 17-18 ( ) 19-20 ( ) 21-22 ( ) 23-24 ( )25 and older**

**I have been learning English for…….**

**( )Less than 1 year   ( )1-2 years   ( )3-5 years ( )6-10 years ( ) more than 10 years**

**Your English Level:  A1( )   A2( )   B1( )  B2( )  C1( )  C2( )**

**Please choose your option below**

1) **Has your teacher ever used Kahoot! in teaching English?**

   **Yes ( ) No ( )**

2) **For what purpose(s) has your teacher used Kahoot! in teaching English?**

——To practice grammar

——To present new words

——To present new grammar points

——To practice vocabulary

——Other

**If you have picked "others" option above, please specify your teacher's other purpose(s) for using Kahoot!**

3) **Do you think that Kahoot! can be effective in terms of grammar practice ?**

   **( ) Strongly Disagree    ( )Disagree  ( )Neutral  ( )Agree  ( ) Strongly Agree**

   **Please explain your reason(s) briefly according to your answer to the question above.**

4) **How often does your teacher use Kahoot! in your lessons?**

____ **Once a week**

____ **1-2 times a week**

____ **3-4 times a week**

____ **5 or more times a week**

—— **Never**

### C. TEACHERS' QUESTIONNAIRE

**Dear participant, the purpose of this study is to gain some insights about effectiveness of the online game Kahoot! in terms of practicing grammar. Your participation is entirely voluntary and your responses will be anonymous .**

**Name:**

**Sex: ( )Female                ( )Male**

**Age: ( ) 17-18 ( ) 19-20 ( ) 21-22 ( ) 23-24 ( )25 and older**

**I have been teaching English for…….**

**Have you ever used Kahoot! to teach English?**

**Yes ( ) No ( )**

**How often do you use Kahoot! in your lessons?**

_____ **Once a week**

_____ **1-2 times a week**

_____ **3-4 times a week**

_____ **5 or more times a week**

—— **Never**

**Please choose your option below**
**1)Strongly Disagree  2)Disagree 3)Neutral  4)Agree 5) Strongly Agree**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1- I tend to get so involved in Kahoot! when I play it, so I lose track of time. | | | | | |
| 2- I feel discouraged while playing Kahoot! | | | | | |
| 3- I tend to get really drawn into Kahoot! when I play it. | | | | | |
| 4- I use Kahoot! out of curiosity. | | | | | |
| 5- Kahoot! is attractive. | | | | | |
| 6- I like the photos and graphs used on Kahoot! | | | | | |
| 7- I use Kahoot!'s content to exploit my students' curiosity | | | | | |
| 8- Kahoot! is aesthetically appealing. | | | | | |
| 9- I also get involved when using Kahoot!. | | | | | |
| 10- Using Kahoot! is rewarding. | | | | | |
| 11- Using Kahoot! is fun. | | | | | |
| 12- I tend to lose myself when I use Kahoot!. | | | | | |
| 13- I feel frustrated while playing Kahoot!. | | | | | |
| 14- I would recommend Kahoot! to my friends and family. | | | | | |
| 15- I experience that the time just slips away when I play Kahoot!. | | | | | |
| 16- I am feeling interested in what I teach when I use Kahoot!. | | | | | |

**Please choose your option below**

**1)Strongly Disagree  2)Disagree 3)Neutral  4)Agree 5) Strongly Agree**

**Learning grammar through Kahoot! helps me**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1- Be motivated to teach grammar | | | | | |
| 2- Have my student remember grammar rules | | | | | |
| 3- revise grammar rules | | | | | |
| 4- Have my students produce grammatically sentences | | | | | |
| 5- Have my students use grammar in context | | | | | |
| 6- Teach grammar actively | | | | | |
| 7- Have my students enjoy learning grammar | | | | | |
| 8- Make my students discover grammar rules | | | | | |
| 9- Help my students to become more successful in grammar exams | | | | | |
| 10- Make my students comprehend what I read better | | | | | |
| 11- Make my students understand their grammar mistakes | | | | | |
| 12- Make my students feel more comfortable when practicing for grammar | | | | | |

# CURRICULUM VITAE

**PERSONAL INFORMATION**

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Nationality: Turkish (T.C.)

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**EDUCATION**

| Degree | Institution | Year of Graduation |
|---|---|---|
| BA | Kayseri Erciyes University | 2012 |
| High School | Private Diltas High School | 2007 |

**WORK EXPERIENCE**

| Year | Place | Enrollment |
|---|---|---|
| 2015-2016 | Izmir Katip Celebi University | English Instructor |
| 2017-2018 | Manisa Celal Bayar University | English Instructor |
| 2017-2018 | Izmir Katip Celebi University | English Instructor |
| 2019- | Izmir University of Economics | English Instructor |