

PHILOLOGICAL SCIENCES

ENHANCING LANGUAGE EDUCATION THROUGH MULTIMEDIA TECHNOLOGIES: SETTING KAHOOT GAME-BASED LEARNING PLATFORM

Amalyan G.

Armenian State Pedagogical University after Khachatur Abovyan

Chair of Romance and Germanic Languages and

Their Teaching Methods, Applicant

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Abstract

The application of multimedia technologies in teaching English has become one of the most innovative and effective strategies in language learning. This approach greatly enhances the chances of achieving the objectives of language education. These new approaches have made language learning more productive, effective, and communicative. Additionally, further exploration of the potential uses of multimedia applications for effective English learning is necessary. It is widely accepted that English grammar is a fundamental component of learning English as a foreign language. Achieving a high level of proficiency in English grammar allows students to express themselves accurately and fluently in both classroom settings and real-life social situations. Effectively teaching English grammar is a critical issue that requires careful consideration from educators. This research examines recommendations for effectively integrating technology into English learning and teaching contexts, with a particular focus on the Kahoot game-based learning platform to enhance student engagement and mastery of English grammar.

Keywords: multimedia technologies, learners' attitude, language skills, communicative language teaching, English grammar teaching, integrating technology, Kahoot tool

INTRODUCTION

The internet provide new possibilities to enhance the quality and accessibility of teaching materials, based on the latest advances in computer and internet technology. As a result, innovative techniques leveraging these technological advances challenge conventional methods in language education (Bui, 2020). However, embracing new and interactive tools can engage students more effectively in teaching activities. Lomicka & Lord (2019) mentioned that the enthusiasm for technology in teaching language structures becomes worldwide among the teachers of English. With the rapid development of science and technology, the emergence and development of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into fullest play in English teaching classes and sets a favorable platform to reform and to explore on the English teaching model in the new era. The constant advancements in digital technologies, seen in the introduction of new tools, software solutions,

and interface outlooks, open up opportunities for language teachers in grammar presentation and practice.

Multimedia devices are electronic media devices designed to store and deliver multimedia content, offering a rich and immersive multi-sensory experience. By combining text, graphics, images, audio, and video, multimedia can present information in a dynamic and engaging manner. Research indicates that using a combination of words and pictures enhances people's ability to integrate and retain large amounts of information effectively.

With multimedia teachers can expose not only aural processing opportunities, but also multimodal, simultaneous sight, sound, and test. However, it can also

be a component of live performances, enhancing the experience through real-time integration of various media forms. Multimedia supports teaching English as foreign language. It can enhance the students' ability to communicate orally and in written form with the language being learned. This introduction highlights the transformative impact of multimedia in English language education, setting the stage for further exploration into its benefits, particularly in grammar instruction and language acquisition. The subsequent sections will delve into the diverse advantages offered by multimedia, emphasizing its role in shaping contemporary language teaching and learning practices.

Review of Literature

Advances in information and communication technologies, especially the Internet and interactive multimedia technologies, are creating new networking opportunities for students. These advancements enable students to connect, collaborate, and learn in ways that were not possible before, fostering a more interactive and engaging educational environment. Specifically, within language education, the use of multimedia aims to enhance students' motivation and learning engagement (Thamarana, 2015). Various modern communication tools such as computer games, digital technologies, and mobile applications have seamlessly integrated into the learning process, emphasizing their relevance. Therefore, multimedia is as an integration of many types of media on a single medium in the same information unit. Multimedia enables students to view various modes of change in course of time depending on a range of variables (Thamarana, 2016, p. 51). Researchers have explored the role of multimedia in language education, emphasizing its potential to activate intercultural communicative competence. Furthermore, investigations into audiovisual technologies as aids in

foreign language learning reveal their capacity to improve critical thinking skills and foster self-reflection. Visual exposure has been associated with the development of creative skills, encouraging discussion, assumptions, and image analysis.

Multimedia in Teaching and Learning English

Over the past decades, much of the research on technology in English language teaching has emphasized its impact on students' engagement with academic studies. This body of work highlights how technological tools and multimedia resources can motivate students, making learning more interactive and effective. While computer technology and the internet have become important tools in education, still, the central role in teaching belongs to humans. The internet provides access to a variety of resources, such as authentic materials, software, and literature that can be used for independent research or group work. Multimedia has also been recognized as a valuable tool for foreign language learning and promoting information literacy. It has been proved that multimedia presents material in a diversity of modes, and allows students to develop a versatile approach to learning. Multimedia technology also offers greater flexibility and convenience for both teachers and students. Teachers can use online resources to access a vast range of teaching materials, including lesson plans, worksheets, and multimedia presentations. Students can access these resources from home, allowing them to learn at their own pace and review the material as needed. This flexibility supports personalized learning and helps students reinforce their understanding of the subject matter outside the classroom. Students can also use multimedia tools to practice their grammar skills, such as online quizzes and games. In line with this, according to Jeremy Harmer, grammar teaching sometimes occurs as a result of students' engagement with other tasks or materials, such as analyzing language in texts or addressing unexpected grammar challenges during lessons (Harmer, p. 210). This underscores the dynamic nature of grammar instruction and its integration with multimedia platforms, where grammar learning can be seamlessly incorporated into interactive activities and games. Just as Harmer emphasizes the importance of integrating grammar instruction with diverse classroom activities, educators leveraging multimedia tools can harness the versatility of these platforms to engage students in dynamic and context-rich learning experiences.

The Impact of Multimedia Educational Programs on Language Learning

Today, there are countless programs for learning foreign languages, comprising a complex of grammatical rules and exercises, vocabulary, and phonetic exercises. Educational computer programs consist of various teaching methods: texts, graphical images, music, videos, and animations in an interactive mode. Modern high-quality computer programs are an effective means of learning foreign languages. The forms of work with computer educational programs in foreign language classes include vocabulary study, pronunciation practice, monologue and dialogue training, writing practice, and grammar study.

With the increasing prominence of digital tools and multimedia resources, educators are exploring innovative ways to engage students and enhance language learning outcomes. However, amidst these advancements, challenges in teaching grammar persist. Despite its fundamental importance, grammar instruction often faces criticism for being perceived as dry or disconnected from real-world communication. Additionally, the diverse linguistic backgrounds of students pose challenges in addressing individual learning needs effectively. In response to these challenges, educators are adopting more dynamic and contextualized approaches to grammar instruction, leveraging multimedia technologies to create interactive and immersive learning experiences (Smith, 2023). By integrating multimedia platforms into language classrooms, educators aim to not only reinforce grammar concepts but also foster active student participation and engagement in the learning process.

One of the most popular multimedia platforms for learning is the Kahoot program. Founded in 2012 by a group of talented businessmen and scientists, the Kahoot platform serves as a gaming educational tool actively used in educational institutions for multimedia technology integration. With Kahoot, users can create tests, quizzes, educational games, or conduct knowledge marathons. Originally designed for schools, Kahoot has evolved into a phenomenon of learning through games, being utilized in both social and educational contexts. According to the creators' website, the main goal of the program is to improve the quality of education worldwide and establish itself as a leading learning platform globally. One of the main privileges of the program is that during learning, students can freely interact with each other.

Developing Kahoot Quizz for Language Learning

The following is a sample Kahoot quiz to operate the tasks putting students in charge, encouraging them to master linguistic material and common speech utterances in terms of reception and pre-production activities.

Next, we will delve into the process of creating a Kahoot quiz. The website is user-friendly, making the process straightforward.

Step 1: Follow this Internet link <https://getkahoot.com/> and create an account by clicking on the "Sign Up" button (or sign in if you already have an account — Sign In).

Step 2: Next, you will need to choose which type of Kahoot suits your needs:

Quiz: Select this option if you want to create a Kahoot with a series of questions where participants earn points for correct answers.

Discussion: Choose this option if you want to facilitate a discussion or poll among participants. It is ideal for gathering opinions, feedback, or ideas from your audience.

Survey: Opt for this option if you want to conduct a survey to collect data or opinions from participants. It is useful for gathering information or conducting research.

Step 3: After creating the quiz, students open the website Kahoot.it on their smartphones, tablets, PCs, or laptops, and enter the game pin displayed on the teacher's screen. This action allows them to join the shared network and participate in the Kahoot session.

Step 4: Students navigate to the link Kahoot.it from their computers or smartphones, enter the automatically generated game pin, and input their names. Once all students have joined the game under their names, the teacher can start the quiz by clicking "Start."

The teacher cannot begin the game until at least one participant is present in the virtual room (the number of attendees and their names are displayed on the big screen in the virtual room). Once all participants are present, the teacher clicks "Start now," and the quiz begins.

Step 5: Children choose the method of organizing the game: classic (where everyone plays individually) or in teams.

Step 6: On the big screen, students see the question and answer options. On their mobile devices, students see colored rectangles with geometric shapes inside, each corresponding to one of the answers. They need to select one option and tap on it.

The device displays information about whether the answer is correct or not, as well as the number of points awarded to the participant for the correct answer. The big screen shows the total score and the current ranking of the players. Upon completion of the game, students can express their impressions about the experience. Additionally, the Kahoot website not only offers games and quizzes on various topics and subjects but also allows users to access materials created by others. This collaborative feature enhances learning opportunities for educators worldwide. Now, we will delve into an activity that takes advantage of this resource.

Let us take parts of speech and explore the ways how they can be taught through multimedia activity. Traditional grammar classifies words into eight parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection. Each part of speech is best defined not by the meaning of the word but by its syntactic relationship to other words in a sentence. Corpus linguistics provides further understanding of how parts of speech are used by allowing us to see patterns of use across many speakers and genres. Learning parts of speech is necessary to understand the correct definition of a word and to expedite the study of English grammar. (Jim Scrivener p. 252) To construct proper sentences, learners must have a thorough understanding of parts of speech. Without knowing and learning them accurately learners will not be able to join words and make meaningful sentences. In this activity, students will engage in a lively quiz game called "Parts of Speech Party" using Kahoot.

The game aims to test their knowledge of different parts of speech, including nouns, verbs, adjectives, and adverbs. With colorful visuals and engaging questions, students will have the

opportunity to actively engage with the material and apply their understanding of parts of speech in various contexts.

Here is a structured approach to creating and implementing a Kahoot quiz focused on parts of speech:

Activity Objective: To reinforce elementary English grammar concepts related to speech patterns using Kahoot.

Materials Needed:

- Computers or tablets for each student or group of students
- Projector or screen for displaying Kahoot questions
- Internet connection

Creating the Kahoot Quiz: Develop a Kahoot quiz with questions covering various parts of speech, including nouns, verbs, adjectives, and adverbs. Ensure each question is accompanied by colorful images and engaging context to illustrate the respective part of speech. Tailor the questions to be age-appropriate and aligned with the language proficiency level of the students.

Introduction: Present the concept of Kahoot to the students, highlighting its interactive and enjoyable nature. Explain that they will participate in a lively quiz aimed at testing their knowledge of parts of speech.

Playing the Game: Divide the class into teams or allow individual participation. Instruct students to access Kahoot.it on their devices and enter the game pin provided by the teacher. Commence the Kahoot quiz and display each question on the projector or screen. Students must select the correct part of speech for each word or sentence within the given time limit. Points are awarded based on accurate responses and response speed.

Review and Discussion: Following the Kahoot quiz, review each question and answer with the class. Engage students in discussions about the different parts of speech covered, providing explanations or examples as needed. Encourage active participation and questions from the students.

Extension: Provide additional practice exercises or worksheets focusing on identifying parts of speech to reinforce learning. Encourage students to create their own sentences or short stories using different parts of speech and share them with the class.

Utilizing Kahoot quizzes offers an interactive and enjoyable approach for elementary students to learn about parts of speech. By integrating colorful visuals, engaging questions, and reflective discussions, educators can create a dynamic learning environment that fosters comprehension and retention.

CONCLUSION

In conclusion, the integration of multimedia technologies, exemplified by educational computer programs, has significantly advanced language education by offering innovative and effective approaches to teaching and learning.

By simulating real-life language usage scenarios, multimedia platforms such as educational computer programs create immersive learning experiences that effectively reinforce language skills and concepts. Through the activity outlined above, we can see how Kahoot can be effectively utilized to reinforce fundamental grammar concepts in an engaging and enjoyable

manner. By incorporating colorful visuals, interactive questions, and friendly competition, students are motivated to actively engage with the material and apply their understanding in a fun and supportive environment. The accessibility and user-friendly interfaces of these programs make them valuable tools for educators worldwide, facilitating the creation of engaging and interactive learning activities that promote active participation and collaboration among students.

Overall, educational computer programs enhance student engagement, activities, and collaboration, fostering a supportive learning environment that empowers students to become confident and proficient language learners. As educators continue to explore and harness the potential of multimedia tools, it is crucial to consider learners' attitudes and preferences, along with best practices for integrating technology into language pedagogy, to ensure successful outcomes and new solution of the problem.

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