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**USING TECHNOLOGY IN FAVOUR OF TEACHING: AN  
ACTION-RESEARCH ON THE GAME *KAHOOT!***

**CAMPINA GRANDE/PB  
OCTOBER, 2016**

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ACTION-RESEARCH ON THE GAME *KAHOOT!***

Final paper presented for the Modern Languages Course (English), in the State University of Paraíba, as a requirement to graduate as an English teacher, under the supervision of Specialist Professor Thiago Rodrigo de Almeida Cunha.

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**CAMPINA GRANDE/PB  
OCTOBER, 2016**

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## **DEDICATION**

To my parents, who have always supported me in my journey, doing anything they could in order to help me to finish this course. Thanks, Mommy and Daddy.

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“One generation passes away, and another generation comes.”  
Ecclesiastes 1.4



## **LIST OF PICTURES AND TABLES**

Picture 1. Blended Learning .....	14
Picture 2. Homepage of Kahoot! .....	17
Picture 3. Demonstration on how the game works .....	18
Picture 4. Final results of a game on Kahoot! .....	19
Table 1. Promotion of fun, emotion and distraction through games. ....	25
Table 2. Impacts of games in the process of learning.....	26

## CONTENTS

<b>1 INTRODUCTION</b> .....	10
<b>2 THEORETICAL FOUNDATION</b> .....	13
<b>2.1 Blended Learning</b> .....	13
<b>2.2 Bring Your Own Device (BYOD)</b> .....	14
<b>2.3 The use of games in classroom</b> .....	15
<b>2.4 Kahoot! A tool for language learning</b> .....	16
<b>2.4.1 The use of Kahoot! for reviewing contents</b> .....	17
<b>2.4.2 The use of Kahoot! for presenting new topics: Blind Kahoot!</b> .....	19
<b>3 METHODOLOGY</b> .....	20
<b>3.1 Classification of the research</b> .....	20
<b>3.2 Context of the research and its participants</b> .....	21
<b>3.3 Tools and procedures for data collection</b> .....	22
<b>4 DATA ANALYSIS</b> .....	22
<b>4.1 Students' perceptions</b> .....	23
<b>4.2 The impact of games for the promotion of fun, emotion and distraction</b> .....	25
<b>4.3 Impacts of the game in the process of learning</b> .....	26
<b>5 FINAL CONSIDERATIONS</b> .....	27
<b>REFERENCES</b> .....	29
<b>APPENDIX</b> .....	30

USING TECHNOLOGY IN FAVOUR OF TEACHING: AN  
ACTION-RESEARCH ON THE GAME *KAHOOT!*

Lissandro Jonas Tavares de Farias<sup>1</sup>

**ABSTRACT**

This paper brings discussions on the implications of technological creations, more specifically of the game *Kahoot!* in an English as a Foreign Language (EFL) class. The main objective of this research was to analyse the pedagogical implications of the game *Kahoot!* in an EFL class, and its specific objectives were (i) to identify students' general perception of classes with and without *Kahoot!*, (ii) to verify if this game promotes fun, emotion and distraction in class and (iii) to check *Kahoot!*'s impacts in students' learning process. The discussions on the implementation of technologies in classroom – blended learning – is in the light of Sharma (2007) and Alpala & Flórez (2011). We have also used a manual by the Alberta Education Secretary (2012) regarding the implementation of Bring Your Own Device (BYOD) in schools and about the same topic we have also used some ideas of Stavert (2013). At last we have used some contributions of Sigurðardóttir (2010) on the use of games in classroom, and Wang (2014) on the description of *Kahoot!*, which was the object of study of this research. This study consists of an action research done with a group of students from the Extracurricular Course of English at Universidade Estadual da Paraíba (UEPB), in an Intermediate Level of English, and the length of application was a period of three classes of 3 hours each, with the use of the game in all of them. After the application of the game, we collected the data through the use of questionnaires. As a result of the study, we could see that the use of technologies in classroom influenced in students' process of learning, and that it also promotes fun and emotion.

**Keywords:** English Language Teaching. Blended Learning. Games. *Kahoot!*

## 1 INTRODUCTION

Our world has been changing throughout the years, and one of these changes concerns technology, which has given origin to what is called Generations X, Y and Z. This classification is given based on how technology was developed at the time they were born, so as these three offspring of people were born in different periods of time, they have faced different changes in the world.

The changes (or evolutions) in technology have been influencing education as well and if we don't pay attention to these changes in our educational concepts, we might continue doing what Prensky (2010, p. 19) said: "Increasingly, we're failing to deliver what students

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need in the ways they need it.”, which may be considered as a large-scale problem, as our teaching methods may be considered obsolete by our students.

When we say that students may consider our teaching methods obsolete, it does not mean that everything we have learned and all the years of teaching have to be forgotten. It does mean that we simply have to observe that the learners are changing and we must consider that. Demo (2011, p. 15-16) says that

learners are becoming, increasingly, more participatory in their learning experiences, increasingly shaping their educational environments. This transition seems to be a fundamental starting point for today's educators, a crucial condition for them to understand the new generation and its pretensions, without saying, however that the past became useless or that everything has changed.<sup>2</sup>

That is, we have to be opened to this new reality because it can help us to renew or adapt our teaching methods in order to attend the new generation, without abandoning all our experience.

In order to use technology in class, we can use different resources. Among the myriad of technological apparatus that are available for our students nowadays, we have games, which have been proved to be beneficial and interesting for education, as Sigurðardóttir (2010, p.7) states in one of his reasons for the use of games in a classroom environment:

There are a number of reasons that (*sic*) games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

The motivation to start this research came from the researcher's work experiences in a language school in Campina Grande – PB, where he has been presented to the game *Kahoot!*, which has arisen the wish to test it in his classes, due to the fact that it seemed to be funny and also a new way to implement technology in classroom.

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<sup>2</sup>“os aprendizes estão se tornando, cada vez mais, participativos em suas experiências de aprendizagem, moldando crescentemente seus ambientes educacionais. Essa transição parece ser ponto de partida fundamental para os educadores de hoje, condição crucial para poderem entender a nova geração e suas pretensões, sem que daí decorra, porém, que o passado se tornou inútil ou que tudo tenha mudado.” (DEMO, 2011, p.15-16)

The focus of this work will be on the effects of *Kahoot!* in the Generation Y, people who were born between “1980 and 1994” (McCRINDLE, 2011, p.7)<sup>3</sup>. *Kahoot!* is “a game-based student response system that transforms temporarily a classroom into a game show.” (WANG, 2014, p. 2) and in order to be played, the audience has to use their own devices, which is called Bring Your Own Device (BYOD). These new learners – generation Y – think differently from the ways old learners would think, and because of that, they learn in different ways, and they “want to learn differently than in the past” (PRENSKY, 2010, p. 20).

This paper has the main objective of checking out if the game favours the presentation of new contents to students of English as a Foreign Language (EFL) in an extracurricular course at UEPB, which will be based on students’ perceptions regarding the influence of the referred application in their learning.

As our specific objectives, we intend:

1. To check if games may promote fun, emotion and distraction in class; and
2. To analyse the impacts of games in students’ process of learning.

In order to achieve these goals, in this paper we define the concept of blended learning, englobing the Bring Your Own Device (BYOD) trend, the use of games in classroom and also discriminating the main characteristics of *Kahoot!*.

Based on what has been said, the relevance of this research arises, as it will be done using an English as a Foreign Language (EFL) class of the Extracurricular Course of English at Universidade Estadual da Paraíba (UEPB) with the use of *Kahoot!* and because of its current theme, this research is likely to help English teachers to adopt a new view of the ways people learn and also to decide if they need to use technology apparatus in their classrooms.

For a better comprehension of our work, it is divided in six parts consisting of theoretical basis, methodology, analysis and results and final considerations, which will describe deeply about the subject matters discussed in this introduction.

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<sup>3</sup> Many attempts have been made to give alternative labels to Generation Y, from the trendy ‘Millennials’ and ‘Dot.com Generation’, to the more disparaging acronym KIPPERS (Kids In Parents Pockets Eroding Retirement Savings). But the alphabetised theme in naming the generations remains, and so the global label that has stuck is Generation Y. (McCRINDLE, 2011, p. 12)

## 2 THEORETICAL FOUNDATION

The theoretical foundation of this work is divided in 4 sections, which are: Blended Learning, Bring Your Own Device (BYOD), The use of games in classroom and *Kahoot!*: a tool for language learning.

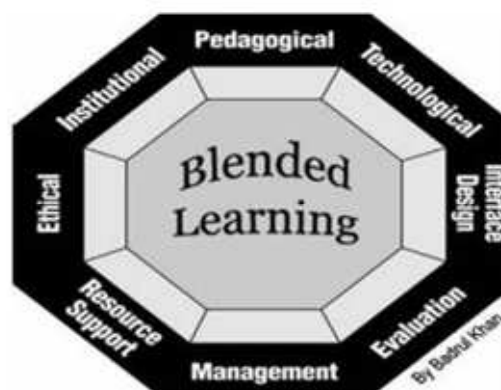
### 2.1 Blended Learning

In the pace that our society is walking to a different future, so is the process of teaching and learning. The new learners who have been born recently – the Generation Y – “want to learn differently than in the past.” (PRENSKY, 2010, p. 20), and we, teachers, need to analyse the new resources that have been appearing amongst us, such as blogs, websites, smartphones etc. in order to include them in our classes – if they are favourable to the process of learning, and this inclusion of technology in class is called Blended Learning (BL).

The term Blended Learning was primarily “used in the corporate sector to refer to a way of allowing workers to study while at work using CD-roms or videos.” (SHARMA, 2007), however throughout the time the term has spread to many different areas of research, including the teaching one. BL does not mean a method by which a teacher has to prepare his/her classes wholly based on technology, but as the name expresses, it is a mix, i.e. face-to-face component with the help of technology.

Sharma (*op.cit.*) also states that we have not to magnify technology as if it is a revolution in our class, but instead, seek what our students needs are, and then look for a way of using it in the right form, because many questions may arise in teachers’ minds when it comes to the use of technological apparatus in our classes, for instance: “How can I involve technology in my classes?” or “Won’t students be distracted by technology instead of learning the proposed content?”, that is why before integrating technology in our classes, we need to “organize all the technological resources in a methodological way to make them work for students in their learning process.” (ALPALA & FLÓREZ, 2011, p. 155).

As it was said before, when we mix face-to-face instructions to web based activities/tasks, we are doing the process of blended learning in our classes, which is not a simple process, because for us to do an effective application of it in our classes, we have to take into consideration all the aspects involved in the process of teaching and learning (ALPALA & FLÓREZ, 2011), which are linked to each other according to a model proposed by Khan (2005 *apud* ALPALA & FLÓREZ, 2011, 156) in picture 1.



*Picture 1. Blended Learning.*

These aspects – pedagogical, technological, interface design, evaluation, management, resource support, ethical and institutional – involve the whole process of planning a class in a blended learning model, because as teachers are doing a mixture between “traditional” classes with the ones that involve the use of technology, they need to be aware of how this mixture is going to happen, that is, what is necessary for them to have an effective use of a blended learning system in their classes.

There are lots of ways for teachers to apply a blended learning model in their classes, e.g. using Google Docs for students to write a text, using podcasts etc. because the number of technological devices which are available is huge, and one of them - and maybe the simplest one is when students are supposed to use their own gadgets in class, which has been denominated Bring Your Own Device (BYOD).

## **2.2 Bring Your Own Device (BYOD)**

Our students are surrounded by this array of technological resources and they generally take them to school in order to access the internet or check their social networks, however there are other ways for students to use their cell phones in class, for example, for the learning of something, and that is exactly what BYOD refers to, as it is written in a manual made in Canada: “Bring your own device (BYOD) refers to technology models where students bring a personally owned device to school for the purpose of learning.” (ALBERTA EDUCATION, 2012).

It was said beforehand that there are lots of ways by which teachers can implement a blended learning system in their classes, and one of them is motivating students to bring their

cell phones to class for the purpose of learning. Those kind of classes that involve this process of students taking their digital gadgets to class is called Bring Your Own Device (BYOD).

There are lots of devices that students can take to their classrooms for that purpose such as laptop computers, netbook computers, smartphones, tablet computers etc. All those devices can be very useful for classes, because students can have access to a world of information by doing only simple clicks, however some people may even ask the reason why we need to accept this trend, and in order to answer this kind of question, Stavert (2013) points out some of the reasons:

- Financial pressures, due to the fact that if it is more expensive for a school that wants to integrate technology with education to buy a lot of laptops - one by student;
- Pressure from students, because they want to use their cell phones in classroom; and
- Digital device ownership and use, because digital and portable devices have become more affordable and most of people can get one.

Considering this trend which has been taking space in our educational systems, we go to the functions of these devices in our classrooms, which may be to write texts, watch videos related to a specific content, to read online texts and also to play games, and that is the focus of this research.

### 2.3 The use of games in classroom

The usage of games in classroom can be considered a controversial subject, because we have been adapting ourselves into technology in classrooms, however many researches such as one made by the Entertainment and Leisure Software Publishers Association (ELSPA) have said that the use of games can bring some advantages for teaching:

Games allow players to enter environments that would be impossible to access in any other way, e.g. going back in history, understanding the complexity of running a major city, managing entire civilisations or nurturing families. They require engagement with complex decisions – exploring the effects of different choices and a multiplicity of variables. They offer ongoing and responsive feedback on choices – calibrating closely to the ability level of the individual and then encouraging them to discover new limits to those abilities. **They stimulate conversation and discussion; players share ideas, hints and tips in what increasingly tend to be lively and supportive learning communities** (ELSPA, 2006, p.5 *apud* GROFF *et al*, 2010, p. 15) – (my emphasis).



Bearing this in mind, we can say that the use of games in classroom promotes a more active understanding of contents by students, and besides that, they can learn in their individual paces, and they can perceive how much they learn just in time of the game. This shows us the possibility that games have their advantages for learning, promoting a faster and more active teaching process, and this can also be applied to language teaching.

Current learners want to learn in different ways that learners in the past would do (PRENSKY, 2010, p. 20), and games are good options to fill in this lack that nowadays students feel. Sigurðardóttir (2010) gives some advantages that the use of them bring to a class environment:

- They are fun;
- They help participants build relationships and feel equal;
- They allow students to use language in real situations;
- They expose students in a variety of situations;
- They involve students emotionally;
- They are good for shy students and students with low confidence;
- They can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students;
- Using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society.

There are eight advantages pointed about by him which attract teachers to adopt games in order to fulfil students' needs that have relation with any of the points he has stated in his paper. However, although there are some advantages, teachers also have to control over classroom environment when he/she is using a game, because in the same way games can make a class fun, they can also promote a competitive or pressurizing environment over students, who may feel that if they do not go well in the “competitions” will be harmed in their grades, for example. That is why teachers must make all the objectives of using a game clear to his/her whole group.

#### **2.4 Kahoot! A tool for language learning**

*Kahoot!* is a platform which works both in the forms of website and application for cell phones (for now, only Android<sup>®</sup> systems). It was designed as

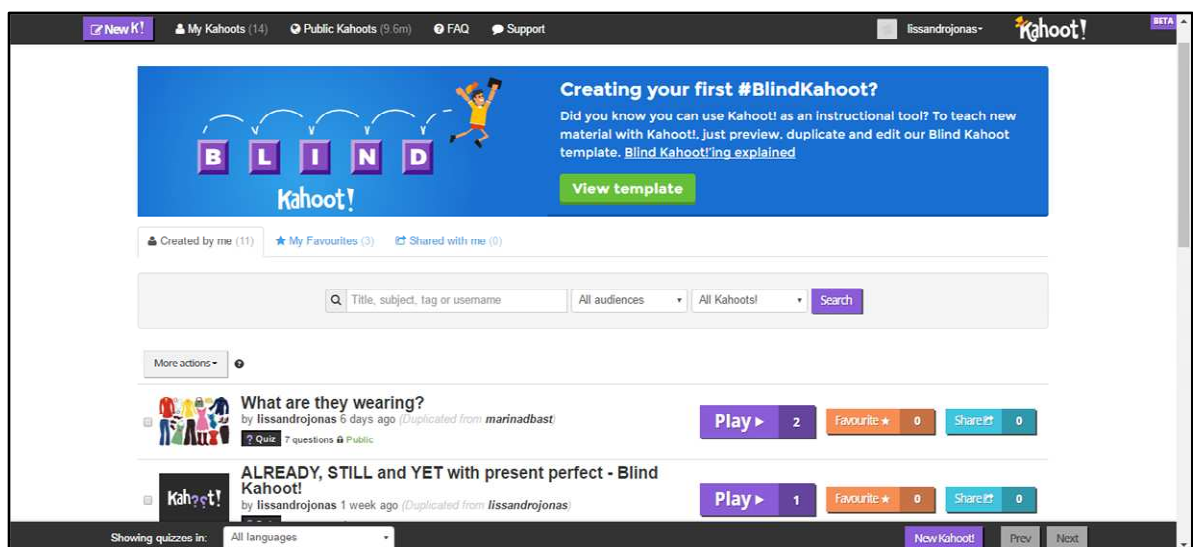
being a result of the Lecture Quiz research project initiated in 2006 at the Norwegian University of Science and Technology (NTNU). The initial idea for Kahoot! was to create a platform where the teacher and the students in a classroom could interact through a competitive knowledge game using the existing infrastructure. The motivation was to engage students through transforming the classroom into a game show, where the teacher would be the game show host, and all the students could compete by earning points through answering correctly on various questions related to the current subject being taught. At the end of a game session, a winner would be announced. (WANG, 2014, p.4)

Through the use of *Kahoot!*, students feel as if they were in a game show, because they compete one with the others at the same time that they should perceive their learning on the contents taught by the teacher.

The system is mostly used to check if students (audience) understand(s) what is taught (or said) in a class/lecture, however the runners of the application have upgraded it and now teachers can introduce new topics through it, which has been being called **Blind Kahoot!**, which is also the resource we are analysing in this research.

#### 2.4.1 The use of Kahoot! for reviewing contents

For a teacher who aims to use *Kahoot!* as a tool to review contents, he/she has to log in to the website [www.getkahoot.com](http://www.getkahoot.com), where he can find a myriad of quizzes about plenty of contents from different areas, and a space for the creation of his own quizzes (pic. 2). When he/she chooses which quiz to use, he orients students to browse the website [www.kahoot.it](http://www.kahoot.it) on their cell phones, or install the application from Playstore.



Picture 2. Homepage of Kahoot!. Source: Screenshot taken by the author.

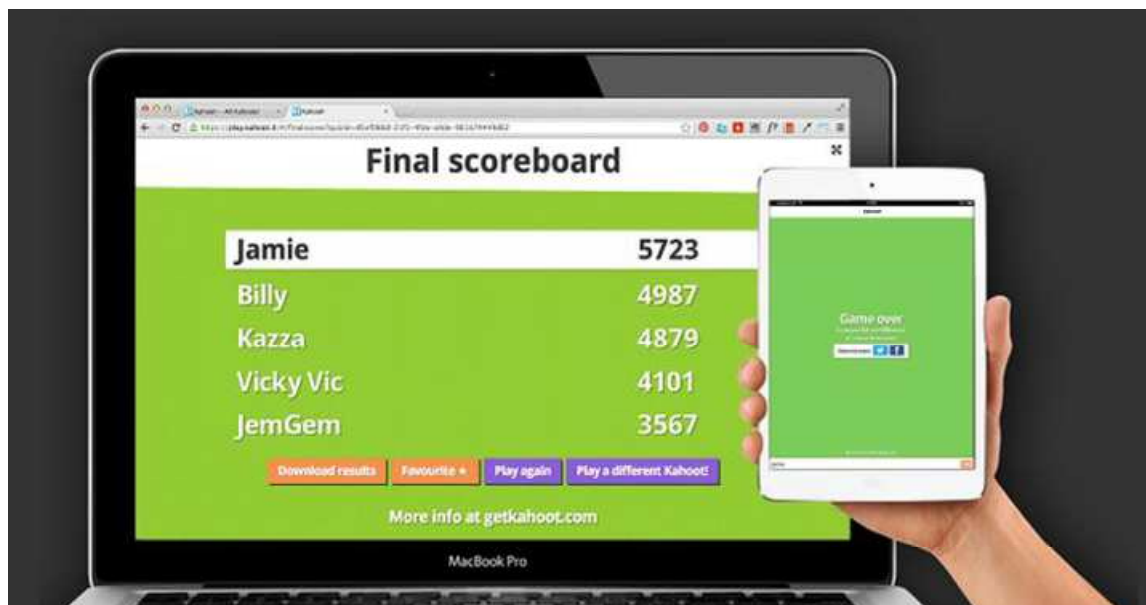
Then, teacher initiates the game using the chosen quiz. Students see the questions and answers on the screen, and select which one they think is the right, on their cell phones (pic.3).



Picture 3. Demonstration on how the game works. Source: <https://getkahoot.com/how-it-works>. Accessed on September 28th, 2016.

When a game finishes on *Kahoot!*, the final results are shown, and students give a feedback<sup>4</sup> to it – also through their cell phones, besides the possibility for the teacher to save the results of the game for a further analysis, depending on his objective in playing the game with students (pic. 4).

<sup>4</sup>Feedback practice can help students to maintain their level of motivation or even, increase it. Since, no effort is so tiny that it cannot be noticed and applauded. A small step a student takes towards their learning improvement for he/she can be considered a great achievement. The most the teacher highlights it, the most motivated student will become. And on the other hand, when their weaknesses are pointed out and the ways to strengthen them are presented, the motivation can operate, as well. (FERNANDES, 2016, p.47)



Picture 4. Final results of a game on Kahoot!. Source: <https://www.smore.com/0628q-norwalk-high-school-library>. Accessed on September 28th, 2016.

#### 2.4.2 The use of Kahoot! for presenting new topics: *Blind Kahoot!*

The use of *Kahoot!* for introducing a new topic was thought by one Biology teacher who wanted to do something different using the game, so she decided to ask students to prepare their cellphones to play *Kahoot!*, and students thought it would be the same system, as she had already used the game other times, however when the first question appeared on the screen, they got totally confused, because it was a **blind question**.

Using *Kahoot!* in this way follows the same instructions as it was previously presented, however the teacher is not going to create quizzes based on what students know, but on what they do not know, what are called blind questions. So, a **blind Kahoot!** follows a more elaborated structure in comparison to a traditional Kahoot! game, for example:

QUESTION 1: Blind question

QUESTION 2: Blind question

QUESTION 3: Not a question. In this one, teacher can couple one video from *Youtube* which explains the topic to be presented, so students can understand it.

QUESTION 4: Here, the teacher can repeat the question 1 in order to make sure students really understood the content after the question 3 (explanation)

QUESTIONS 5-7: Traditional questions on the topic presented

QUESTION 8: Blind question: This one can be about an exception for the topic or a curiosity, for example.

QUESTIONS 9-10: Traditional questions

Based on these theories, in the next section we talk about the steps that were followed to accomplish the objectives of the research.

### 3 METHODOLOGY

In this section, we present the classification of this research, the context and the participants' profiles, and to finish, the tool used to achieve the proposed goal.

#### 3.1 Classification of the research

This research is configured as a case study, more specifically an action-research one with a qualitative analysis. According to Ribas and Fonseca (2008, p. 7)

A case study research is based on the analysis of a real case and its relationship with hypotheses and existing models and theories. It is developed from a detailed study of a specific reality, which may be an institution, a community, a family, a small group of people, a single individual.<sup>5</sup> - **translated by Lissandro Farias.**

Given the definition of a case study research, this research has chosen a small group of people to analyse based on the objectives of this project, which uses a game in an English class.

It is also an action research because we have interfered in a reality, as Moreira and Caleffe (2008) states that an action research needs to be a small scale interference in the real world, and then doing a deep analysis on the results that the intervention causes. The action research also has specific characteristics Moreira and Caleffe (*op.cit.*) which are also reflected in this work.

The characteristics of this kind of research is that it is

- a) (...) situational - it concerns about the diagnosis of the problem in a specific context in order to try to solve it in this same context; b) it is

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<sup>5</sup> “A pesquisa de estudo de caso baseia-se na análise de um caso real e a sua relação com hipóteses, modelos e teorias existentes. É desenvolvida a partir do estudo profundo de uma realidade específica, que pode ser: uma instituição, comunidade, família, grupo reduzido de pessoas, um único indivíduo.” (RIBAS and FONSECA, 2008, p.7)

usually (...) collaborative - groups of researchers work together in the project; c) it is participative - the participants of the group act directly or indirectly in the implementation of the research; and d) it is self-evaluating - the changes are continually evaluated, as the main objective is to improve the practice.<sup>6</sup> (p. 90) - **translated by Lissandro Farias.**

This research fits in this classification because, firstly, it has analysed one situation and through the collaboration of the participants, we could implement it and then, we have evaluated the effects of the interference in order to see how it has influenced in the context that has been studied, and although this research does not concern - exactly - a problem, an action research also makes way for the introduction of additional and innovating in the teaching-learning process, according to Moreira and Caleffe (*op.cit.*), which is the concernment of this research.

Besides being a case study and an action research one, this analysis is also qualitative, which means that it analyses data that cannot be easily described by numbers, as the whole analysis is based on observation and description of a specific interference, and for this research we have collected only written data, which can be better described by words.

In the next topic, we present the context where the research has happened and the participants' profiles.

### **3.2 Context of the research and its participants**

This research took place in an English as a Foreign Language (EFL) class in the Extracurricular Course of English at Universidade Estadual da Paraíba (UEPB), in Campina Grande-PB, in the semester 2016.1, where we have one class a week. This course is offered to people who generally do not have financial conditions to afford an English course, having opportunities of scholarships every semester.

The participants were my three students who are in the Intermediate level of the course, which corresponds to "English VI". The number of students is low due to the fact that the evasion in this course happens regularly, and as English VI is the last level of the course, it generally has a low demand.

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<sup>6</sup> "a) (...) *situacional - está preocupada com o diagnóstico do problema em um contexto específico para tentar resolvê-lo nesse contexto; b) é usualmente (...) colaborativa - equipes de pesquisadores trabalham juntos no projeto; c) ela é participativa - os participantes da equipe tomam parte diretamente ou indiretamente na implementação da pesquisa; e d) ela é auto-avaliativa - as modificações são continuamente avaliadas, pois o principal objetivo é melhorar a prática.*" (MOREIRA and CALEFFE, 2008, p. 90)

The English VI group of students is composed of three adult students, who have an excellent level of English for their level, that is, they comprehend everything the teacher says, hardly ever having doubts and they can speak accurately, with rare mistakes. The participants are identified by student A, student B and student C.

### 3.3 Tools and procedures for data collection

The procedures of the project were the following: we have used the app *Kahoot!* in three classes<sup>7</sup> of three hours each: the first one was composed of a training on the use of the app and one moment of practice using the app to review contents, which were related to contents they had already learned beforehand, and the other two classes were done by the use of *Blind Kahoot!*, the functionality which is used to present new contents, because as students were accustomed to the inductive teaching, we could seize that to give a new design to their classes.

The classes happened in the following way: in the first class, students were trained on how to use the app on their cell phones, and after training them, we have had a moment of practice using the app. The next week, as soon as I arrived in class, I have asked them to prepare their cell phones, because they would play *Kahoot!* again, however the difference was that that *Kahoot!* was about a content they had never studied before. The same procedure was done in the following class.

In order to collect the data, we have used a questionnaire (see Appendix) using both open and closed questions, due to the fact that in some cases, the participants needed to make some comments about the experiment.

## 4 DATA ANALYSIS

This research was designed with the main objective of analysing the pedagogical implications of the game *Kahoot!* in an EFL class. The researcher also aimed (i) to identify students' general perception of classes with and without *Kahoot!*, (ii) to verify if this game

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<sup>7</sup> For the accomplishment of this research, we have used only three classes due to the fact that in the course we have been impeded of having classes because of some downtimes that happened in the days of our classes. Another reason was that *Blind Kahoot!* was launched recently, and after that, we verified that it would be the way we should use with students, so firstly we needed to learn how to control the game, for afterwards, apply it in the classroom.

promotes fun, emotion and distraction in class, and (iii) to check *Kahoot!*'s impacts in students' learning process;

Based on the objectives abovementioned, we have divided this section into three subsections, which are (i) Students' perceptions, (ii) The impact of the game in the promotion of fun, emotion and distraction and (iii) Impacts of the game in the process of learning.

#### 4.1 Students' perceptions

This study considers students' perceptions as a very - if not the most - important feature for the analysis of this work, due to the fact that their answers to the questionnaire proposed are key contributions to the closing of this research. There were three questions that had the intention to get students' perceptions on the experience, which were 1, 2, and 7 (see Appendix).

The first (Question 1) and last (Question 7) questions of the questionnaire had the aim of checking how students were feeling in their classes before the project started and how they felt after they had taken part of it, respectively. We consider these two questions very important ones, as the researcher could be able to measure how students were dealing with the classes in the traditional way of teaching, and later, how they dealt after the implementation of the project.

Based on the answers students provided to the mentioned questions, we could realise that regarding the classes before the beginning of the project, they felt normal, that is neither very motivated nor unmotivated, and in relation to the question that asked them to express how they were feeling after the application of the project (How do you feel now, after the use *Kahoot!* in your classes?) we had different answers, as it is described below<sup>8</sup>:

STUDENT A: *“After the Kahoot!? I really don't know... If the question means while the use of Kahoot! i'd say that is a significant motivating fator (sic) and its absence makes you want have it back on the class, so it appears to me that is pretty easy to get accustomed with the game on the class. After we stop use (sic) it, i think it's not so difficult to get back to the normal and old method... However the gaming left a little lack on a dynamic class.”*

STUDENT B: “More motivated” (unlike the other students, this one did not comment about his answer.)

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<sup>8</sup> The answers are transcribed exactly in the way students have put in the questionnaire in order not to happen alterations in the results.



STUDENT C: *“Is more funny and pleasure use the app in class because estumilate (sic) the students to learn about the material explained from professor.”*

Based on these answers, we could see that they express that students have been influenced in their learning, which corroborates with Prensky (2010, p.20) about the fact that learners from today want to learn in different ways, unlike learners from former years. This influence is very clear mainly in student A’s answer, who said that the absence of the game made him want it back in the classes, and he also added that it is easy to get accustomed to it.

In despite of students B and C, who have not commented a lot about the experience, we may also say that they enjoyed the experience due to the fact that they felt more motivated, as they checked the box that said “more motivated”.

So, it could show us that games may influence in students’ motivation to learn the language, because their answers express that they found the classes funnier, as well as the idea that games may have students accustomed to them, which may be caused by the atmosphere they produce in class.

To finish the analysis on students’ perceptions on the experience, there is the question 2, which induced students to compare the classes using *Kahoot!* to their previous classes, i.e., without the game use. Almost all students answered that the use of the game increased their wills to learn English and they felt more motivated, however there was a student (A) that made this comparison in a very critical way, which we find as a very important datum to this research. The answer follows:

STUDENT A: [I felt] *More encouraged. The dynamic makes the class quite funnier, the immediatism of the competitive feature of the game makes the explanation phase more reachable because of the double attention. At least in the first strategy, the ‘Normal use of Kahoot’. ‘Blind Kahoot Strategy’ appears to me unexciting; my opinion is that the beginning of the experience – a start with a failure and a frustrating situation about the request of the unknown information – may discourage the student. Even more if he is involved with the game. (my emphasis)*

Student A’s answer shows his critical analysis about the game. The student started his speech by saying the advantages of the game, continuing to corroborate with what was also said in other answers by the same participant. When he mentions “Blind Kahoot Strategy’ appears to me unexciting” seems to be a very subjective opinion of him, clearly expressed by the expression “appears to me”. So, this answer does not prove completely that the use of the

game was a complete failure, but we need to consider the fact that this student's answer shows that the use of games may be not completely good, which is corroborated by Sharma (2007), when he states that we should not magnify technology, making us conclude that it is not always supposed to work correctly.

Following the sequence of the analysis, we move to the questions 3, 4 and 5 of the questionnaire, in order to accomplish our second objective of this study, which is to verify if this game promotes fun, emotion and distraction in class.

#### 4.2 The impact of games for the promotion of fun, emotion and distraction

This topic of the analysis refers to the second objective of this study, which was to check if the use of games in classroom promote fun, emotion and distraction in class, based on Sigurðardóttir's (2010) two out of ten advantages for using games in classroom, and also to check some teachers' ordinary question: "Won't students be distracted by the game instead of learning with it?". So that, according to students' answers, we intended to check if these items always function. The collected data is organised in the following table:

	Have you had fun while playing the game?	Has the use of <i>Kahoot!</i> influenced you emotionally?	Have you felt distracted with the game instead of learning with it?
Student A	YES	YES	NO
Student B	YES	YES	NO
Student C	YES	NO	NO

Table 1. Promotion of fun, emotion and distraction through games. Produced by Lissandro Jonas Tavares de Farias.

Firstly, talking about two of Sigurðardóttir (*op.cit.*) advantages for using games in classroom, we can see that all of the participants expressed that they had fun while playing the game, and that proves these advantages. This same author also said that games influence students emotionally, and after viewing the students' answers, we could see that two out of three students were influenced emotionally by the game, while one of them was not, and one reason we suggest for that is that sometimes student C's cell phone did not work correctly when the game was being played by the other students, so she needed to work in pair with a colleague.

Finally, I have asked the participants if they felt distracted by the game instead of learning with it, as it is a very ordinary question made by teachers when we talk about the use of games in classroom. Students' answers to that question prove, homogeneously, that students did not feel distracted by the game. So, it may lead to the fact that distraction should not be an obstacle for the implementation of games in our - we, teachers - classrooms.

After analysing students' perceptions on the experience, we open space to the researcher's perception over students' answers, by reflecting about our third objective, which is to check *Kahoot!*'s impacts in students' learning process.

### 4.3 Impacts of the game in the process of learning

Another question of the questionnaire that is directly linked to the influence of the games in students' learning was the sixth one, which asked "Do you think *Kahoot!* has influenced in your learning? For better or for worse? Explain." Students, corroborating with what Groff *et.al.* (2010, p.15) said about what games are becoming day by day: "(...) increasingly tend to be lively and supportive learning communities.", answered to the question saying that the use of *Kahoot!* has influenced in their learning for better (table below), and it shows that games are really becoming "learning communities." (GROFF *et.al.*, 2010, p.15)

Student A	<b>Yes, I think it did. As I have said, the use of the Kahoot! improves the learning by mixing fun with explanation and exercise phases of the class.</b>
Student B	<b>Yes, completely. I always wanted to win the matches by selecting the right answer faster. When it was not possible, I waited to the next question to finally be right.</b>
Student C	<b>For better. Fact the game being a form of incentive for the students to study and answer the questions showed from the professor.</b>

Table 2. Impacts of games in the process of learning. Produced by Lissandro Jonas Tavares de Farias

Based on the data above, we could see that *Kahoot!* – which was the game of this study – influenced positively in students' process of learning, once more confirming what the research made by the ELSPA, reported by Groff *et.al.* (2010), because if students have answered that games have improved their learning, it also means that in this situation could have turned the classes learning communities.

As it could be seen in those answers, all students evaluated the influence of *Kahoot!* positively, and we can conclude that, in this research, the use of a game has left a positive legacy for the students. Thus, we believe it may be advisable for teachers who want to use games in their classes that they might be useful if they want to promote a different and more dynamic learning experiences for their students.

## 5 FINAL CONSIDERATIONS

Taking into consideration the changes technology has been causing in our world has been passing through, we have decided to study how these changes can influence in education, more specifically in an English as a Foreign Language (EFL) class at the Extra Curricular Course of English at UEPB. By using an action-research we could accompany nearly the implications of technology in the class.

The problem raised by this research was: “Does technology influence in education? How?”, which is related to our objectives, since our objectives concern directly to the influences of games in education, i.e. fun, dynamic, influence in learning etc. and from that question we could develop the body of the research, dividing it in some sections (from general to specific): Blended learning, Bring Your Own Device (BYOD). The use of games in classroom and *Kahoot!* – which was the game used as the object of this research.

The research was developed in a total of three classes, and we could get to some results that showed that technology – games – can influence in the whole atmosphere of a class, regarding the aspects studied, for example: we could see that they promote fun, sometimes they influence the emotional side of students, and mainly that they influence positively in the process of learning of students.

This study may be considered an initial one due to the fact it can be developed – or applied – in a larger space of time, and we might obtain much more meaningful results, thus opening space for researchers on the area of technology in classroom to use *Kahoot!* in different contexts.

This article is mainly addressed for English teachers that work with both adults and teenager students due to the fact that games can be applied for any kind of public. All the theories that were expatiated here are important because through them, everyone who reads this paper can understand how the use of games can influence in English classes' atmospheres. We have to bear in mind that we are in constant evolution, and we need to go upstairs in the world's stairs.

## USANDO TECNOLOGIA A FAVOR DO ENSINO: UMA PESQUISA-AÇÃO SOBRE O JOGO KAHOOT!

### RESUMO

Este trabalho traz discussões sobre as implicações de criações tecnológicas, mais especificamente do jogo *Kahoot!* em uma classe de Inglês como Língua Estrangeira (ILE). O principal objetivo desta pesquisa foi analisar as implicações pedagógicas do jogo *Kahoot!* em uma turma de ILE, e os seus objetivos específicos foram: (i) identificar a percepção geral dos alunos das aulas com e sem *Kahoot!*, (ii) verificar se este jogo promove diversão, emoção e distração em aula e (iii) checar os impactos do *Kahoot!* no processo de aprendizagem dos alunos. As discussões sobre a implementação de tecnologias em sala de aula – *Blended Learning* - são à luz de Sharma (2007) e Alpala & Flórez (2011). Também utilizamos um manual feito pela Secretaria de Educação de Alberta (2012) relativo à implementação do *Bring Your Own Device (BYOD)* nas escolas e sobre o mesmo tópico também utilizamos algumas ideias de Stavert (2013). Por fim, usamos algumas contribuições de Sigurðardóttir (2010) sobre o uso de jogos na sala de aula, e Wang (2014) sobre a descrição do *Kahoot!*, que foi o objeto de estudo desta pesquisa. Este estudo consiste em uma pesquisa-ação feita com um grupo de estudantes do curso de extensão em Inglês da Universidade Estadual da Paraíba (UEPB), em um grupo de nível intermediário de inglês, e sua duração de aplicação foi um período de três classes de 3 horas cada com a utilização do jogo em todas elas. Depois da aplicação do jogo, os dados foram coletados através do uso de questionários. Como resultado do estudo, pudemos ver que o uso de tecnologias em sala de aula contribui no processo de aprendizagem dos alunos e que também promove diversão e emoção.

**Palavras-chave:** Ensino de Língua Inglesa. *Blended Learning*. Jogos. *Kahoot!*

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## APPENDIX

### Questionnaire

1. How had you been feeling in the classes before your teacher started this project?

- very demotivated
- demotivated
- normal
- motivated
- very motivated

Comments:

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2. How have you been feeling in the classes after the use of *Kahoot!* in comparison to the previous classes?

- more demotivated
- the same way
- more motivated

Comments:

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3. Have you felt distracted by the game instead of learning with it?

- YES  NO

4. Has the use of *Kahoot!* influenced you emotionally? Check the best answer and make a comment about it.

- YES  NO

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5. Have you had fun while playing the game?

- YES  NO

6. Do you think that the use of *Kahoot!* has influenced in your learning? For better or for worse? Explain.

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7. How do you feel now, after the use *Kahoot!* in your classes? Comment about it, if you will.

more demotivated

the same way

more motivated

Comments:

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