IMPLEMENTATION OF KAHOOT AND WORDWALL TO IMPROVE VOCABULARY ASPECT IN INTERMEDIATE LEVEL IN FLT

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Annotation. This study aims to improve the vocabulary knowledge of intermediate language learners by using Kahoot and Wordwall online teaching tools in practice. We have created tests and vocabulary quizzes to investigate if the Kahoot and Wordwall can enhance our students’ vocabulary skills. To check this research project, we have taught vocabulary with the help of exercises given official english book for three lesson. After the process we took pre-test to check what they got from the lessons. Then, we created two online teaching tool quizzes to practice their vocabularies for a week. After this teaching process, students passed a post test to figure out whether the progress was successful or not. Finally, we gained all the data we needed and announced the the result of our research in the result and discussion part.

Keywords: Kahoot, Wordwall, quizzes, online teaching tool, post-test, pre-test.

Аннотация. Это исследование направлено на улучшение словарного запаса учащихся, изучающих языки на среднем уровне, с помощью онлайн-инструментов обучения Kahoot и Wordwall на практике. Мы создали тесты и викторины по словарному запасу, чтобы выяснить, могут ли Kahoot и Wordwall улучшить словарный запас наших учащихся. Чтобы проверить этот исследовательский проект, мы преподавали словарный запас с помощью упражнений, данных официальной книгой по английскому языку в течение трех уроков. После процесса мы прошли предварительный тест, чтобы проверить, что они получили от уроков. Затем мы создали две онлайн-викторины с инструментами для обучения, чтобы в течение недели практиковать словарный запас. После этого учебного процесса студенты прошли пост-тест, чтобы выяснить, был ли прогресс успешным или нет. Наконец, мы получили все необходимые данные и объявили результат нашего исследования в части результатов и обсуждения.

Ключевые слова: Kahoot, Wordwall, викторины, инструмент онлайн-обучения, пост-тест, предварительный тест.

Annotatsiya. Ushbu tadqiqot Kahoot va Wordwall onlayn o'qitish vositalarini amaliyotda qo'llash orqali intermediate til o'rganuvchilarning so'z boyligini oshirishga qaratilgan. Kahoot va Wordwall o‘quvchilarimizning so‘z boyligini oshirishi mumkinligini tekshirish uchun testlar va quizlar yaratildi. Ushbu tadqiqot loyihasini tekshirish uchun rasmiy ingliz tili kitobida berilgan mashqlar yordamida uch ta dars davomida shug‘ullanildi. Jarayondan avval, talabalarning darslardan olgan bilimlarini tekshirish uchun oldindan test o‘tkazildi. So‘ngra, bir hafta davomida ularning so'z boyligini mashq qilish uchun ikki ta onlayn o'qitish vositasi

quizlari yaratildi. Ushbu o'qitish jarayonidan so'ng talabalar muvaffaqiyatga erishgan yoki yo'qligini aniqlash uchun post testdan o'tishdi. Nihoyat, barcha zarur ma'lumotlarni yig‘ildi va taqdimot natijasi maqolaning natija va muhokama qismida e'lon qilindi.

Kalit so‘zlar: Kahoot, Wordwall, quizlar, online o‘qitish vositalari, post-test, pre-test.

Introduction. One of the upmost and significant elements in learning and teaching foreign language is learning vocabulary. In order to master all four major skills of language, having broad and rich vocabulary enables them to understand and comprehend the target language. It is compulsory to recognize and master vocabulary of the language if someone is learning the language. For this reason, it is vital to make up and fill their vocabulary. The quality of spoken and written form of learners with broad vocabulary is higher than the others with less vocabulary mastery. As mentioned by Thornbury “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It is a very meaningful phrase, and shows to us how important vocabulary is to language acquisition. If the learners are masters in grammar, yet he or she may not be able to be a good language user if they do not master the vocabulary. Therefore, vocabulary is compulsory to be taught to enhance English language competency. In vocabulary teaching and learning process, integration of technology become familiar nowadays. Since the advent of technology from the beginning of the 21st century, technology and language learning have become terms frequently encountering next to each other, therefore resulting in web-based tools being used in English language classrooms. The concept of including web-based tools in these classrooms is named as ‘CALL’, namely the process which language learners use a computer to improve their language. Another related concept is DGBLL,. Digital Game Based Language Learning, which is a term that came out after CALL. Although it resembles CALL, it has been brought forth with the addition of the concept of the game being greatly emphasized. Cornillie defined DGBLL as the design and use of various types of digital games for language learning and second or foreign language teaching purposes. Many research studies have been conducted related to DGBLL in recent years. These studies have been conducted on two distinct subfields of DGBLL, which are COTS (commercial off-the-shelf) adventure-entertainment games, and educational games. Looking back into the literature of DBGLL, it’s been revealed that the majority of the studies on this field have been made on adventure-entertainment games. Examples of COTS games can be World of Warcraft and Food Force. Since the majority of research is on COTS games, more research studies are needed to be conducted on educational games. Even though there are many research studies that have explored the use of some frequently used web tools such as Kahoot, there is a lack of research on specific web tools, like Wordwall.net. Hence, the present study aims to measure the effectiveness of a single educational game website Wordwall on the vocabulary knowledge of 11^{th} grade English preparatory class students. Wordwall is an

edutainment website in which there are multiple game choices, all played interactively or individually, such as information matching, picture matching, quiz, wheel of fortune, puzzles, etc. designed for vocabulary practice. On this website, teachers either create their own games out of ready-made templates and add up content (words and images) in the games or they make use of games created by other teachers. Wordwall was previously designed as computer software, but since 2016 the website of the software was designed and ever since the website has been used more frequently than the software.

Therefore, in the following sections, previous empirical research on edutainment games and their uses for the purposes of teaching English and especially practicing vocabulary will be mentioned. This research work proposed a review of current empirical studies on explicit instructional strategy with technology integration and without technology integration in vocabulary teaching and learning to seek the effectiveness of explicit instructional strategy itself and also the effectiveness of technology integration in the strategy. Then, details about the procedure and findings of the study will be revealed.

Literature Review. Hornby (1995) clarified, there were three important elements in vocabulary learning which are words that make up a language, words that learners are familiar with or used in communication, reading or writing and also words that learners recognize its meaning. Further, added that vocabulary mastery includes "grammatical behavior, the word derivation, collections of the words, connotation or association of the word and word frequency".

On the other hand, Shamsiyeva (2018) defined two categories of vocabulary which are oral and print vocabulary. Vocabulary in listening and speaking are known as oral vocabulary while the other one, print vocabulary used widely in reading and writing. She added that another two categories of knowledge are receptive and productive. The differences between two of them taken as "Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Productive carries the idea that we produce language forms by speaking and writing to convey messages". Hiebert and Kamil (2005) added that learners are familiar with the words and frequently use the words in productive vocabulary while for receptive is vice versa. Yet they still are capable of understanding the words from someone`s even though they are faulty.

In addition, Sitompul (2013) highlighted that effective learning in teaching and learning vocabulary is using wordlists and flashcards. Yet using words lists is also useful, less time consuming and economical even though it is a bit monotonous whereby young learners easily lose their attention and get bored. Apart from that, games are always close to young learners. Al Neyadi (2007) mentioned in her study that games effectively boost and enhance young learners` ability to memorize. Surprisingly, games helped learners comprehend the word sand they were motivated to recognize its meaning. She added they experienced new teaching methods, and enjoyed that much compared to traditional one. Therefore, teachers and educators have to create something interesting and

attractive to meet students` interest, yet meaningful and effective in vocabulary acquisition. Currently, explicit instructional strategy of vocabulary acquisition is as easy as development of varieties of gadget and application in technology that are interesting and user friendly (Wang, 2015).

Another approach used to acquire vocabulary which proven to lead to effective learning is via computer and smartphones. It also exemplifies via the gadget, learners attained victorious bloom in these students` vocabulary competency from time to time (Wu, 20014). Variety of software programs and applications which consist of vocabulary features lie meaning in target language, synonym, antonym, spelling, pronunciation and part of speech are really useful for the learners comprehending the concept (Nakata, 2008).

Barr (2016) explored the effectiveness of KAHOOT for vocabulary teaching between different learner types; kinaesthetic/visual learners and users/non-users of the application. 32 first-year students in a Japanese university studied flashcard sets on KAHOOT for 15 minutes for 4 units in their textbooks. 4 vocabulary tests comprising of the vocabulary in these units and flashcards which were applied at the end of each session were involved. The results of the tests revealed that KAHOOT users scored more than nonusers. But, there was only a slight difference in scores between the kinaesthetic and visual learners, the former having higher results. Therefore, it could be observed that the use of KAHOOT is effective in vocabulary learning, regardless of the differences in the learner styles.

Wright (2016) also explored the use of KAHOOT to measure the easiness of preparing flashcards and its contribution to learner autonomy in an EFL context in Japan. Moreover, the time interval it took for students to prepare their own flashcards and the level of accuracy of these flashcards were explored. 106 university students in Japan studied 10 sets of ready-made flashcards during a 15-week period. In the 15th lesson, they were asked to create their own flashcard sets related to the vocabulary they had studied, during which the instructor set time to see how much it took them to create the sets. The results were that it took minimum 3 minutes, maximum 19 minutes and the average was 7 minutes between all students and the accuracy was 36.2%; the remaining 63.7% consisting of one or more mistakes. Hence, the researcher concluded that preparing KAHOOT flashcards is not so time-consuming, which will be good for the students' own learning processes, but they need to be more careful about the accuracy of their content.

Methodology. This research aims to find an answer to the following research questions:

1. To what extent Kahoot and Wordwall can improve the vocabulary proficiency of intermediate level learners?
2. Is there any difference between the results of the group's pre-test and post-test in terms of used online learning tools?

Our project is considered as quantitative research. We have used experimental research design to teach our comparison group. We aimed to clarify the effect of

online teaching tools in classroom and the improvement of vocabulary proficiency of a group over time by giving a special treatment. At first, we have conducted a lesson with paper-format exercises to improve their vocabulary skills. Then we will take a pre-test to check their knowledge on the previous topic. After a week, we have taught vocabulary lesson with the help of online teaching tools- Kahoot and Wordwall, to strengthen their knowledge. Next, we have checked their progress with post-test.

We took 17- years-old students who studies at 11th grade in the 338th school of Tashkent as participants. We chose only one group whose learning progress is better than other groups. There are 20 pupils whose level is intermedia in this group.

We looked at the knowledge and potential rate among 8 classes of 11th grade of the school. Then, we chose the group whose potential is bigger than other groups. We will investigate the research work with an exact order of the tentative schedule of procedure. As the data collection tool, a vocabulary knowledge test of 30 multiple-choice questions was used as pre-test and post-test. The pre-test was applied right before the treatment and the post-test was applied one week after the treatment. The vocabulary topic taught during the treatments and presented in the tests was games and hobbies, which was present as a unit in the textbook. As for the material used for vocabulary teaching, the exercises in the textbook were used such as fill-in-the blanks, picture-words matching, and activities focusing on 4 skills.

Result and discussion. A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study. In research reports, there are generally two types of hypotheses: (1) research hypotheses; and (2) null hypotheses. The null hypothesis (often written as H0) is a neutral statement used as a basis for testing. The null hypothesis states that there is no relationship between items under investigation. The statistical task is to reject the null hypothesis and to show that there is a relationship between x and y. Given our hypothesis above that French-speaking learners of English would perform better following form-focused instruction than Japanese-speaking learners of English, the null hypothesis would be:

There will be no difference between the performance of the French group and the Japanese group on a post-test (Mackey_Gass, 2016, p 150).

From the definition above, we can say that our null hypothesis can be:

There will be no difference between the results of pre-test and the test that was taken after implementation of Kahoot and World Wall in the vocabulary aspect of intermediate learners.

There are two ways of formulating alternative hypothesis:

1. Non-directional or two-way hypothesis
2. Directional or one-way hypothesis

In that case, our non-directional hypothesis will be:

There will be a difference between the results of pre-test and the post-test after the implementation of KAHOOT and World Wall in the vocabulary aspect of intermediate learners.

As for the directional or one-way hypothesis, we will have enough evidence to predict it more clearly. In that case, our hypothesis can be:

Pupils will show better results in the post-test than pre-test after implementation of KAHOOT and World Wall in the vocabulary aspect of intermediate learners.

After clarifying our hypothesis, data analyses part should be done. After collecting necessary data from the participants in 2 steps: pre and post, we tried to analyze it using JASP. It is known that The t-test can be used when one wants to determine if the means of two groups are significantly different from one another. There are two types of t-tests—one is used when the groups are independent and the other, known as a paired t-test, is used when the groups are not independent, as in a pre-test/post-test situation when the focus is within a group (a person's performance before treatment compared with his or her own performance after treatment, (Mackey_Gass, 2016, 334). From the definition above, we can conclude that the appropriate means here is paired T-test, because we have got only one group with pre- and post-test results.

Paired Samples T-Test

			t	df	p	VS-MPR*	Mean Difference	SE Difference	Cohen's d
pre-test	-	post-test	-18.29	12	< .001	8.330e +7	-9.385	0.513	-5.072

Note. Student's t-test.

* Vovk-Sellke Maximum p-Ratio: Based on the p-value, the maximum possible odds in favor of H_1 over H_0 equals $1/(-e\ p \log(p))$ for $p \leq .37$ (Sellke, Bayarri, & Berger, 2001).

Note. All tests, hypothesis is measurement one less than measurement two.

The alternative hypothesis can be either two-tailed, left-tailed, or right-tailed:

- **H_1 (two-tailed):** $\mu_1 \neq \mu_2$ (the two population means are not equal)
- **H_1 (left-tailed):** $\mu_1 < \mu_2$ (population 1 mean is less than population 2 mean)
- **H_1 (right-tailed):** $\mu_1 > \mu_2$ (population 1 mean is greater than population 2 mean)

For each test, the **t-value** is a way to quantify the difference between the population means and the **p-value** is the probability of obtaining a t-value with an absolute value at least as large as the one we actually observed in the sample data if the null hypothesis is actually true.

If the p-value is less than a certain value (e.g. 0.05) then we reject the null hypothesis of the test. Here in our case our null hypothesis is rejected, because p-value is 0.001 and it is less than 0.05.

Descriptives

	N	Mean	SD	SE
pre-test	13	7.538	1.506	0.418

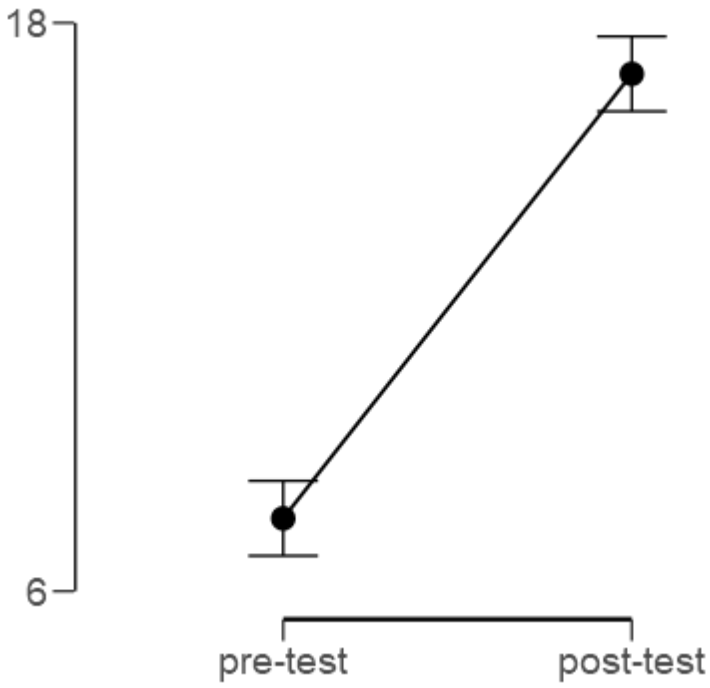
Descriptives

	N	Mean	SD	SE
post-test	13	16.923	1.320	0.366

Here the hypothesis is different, which means measurement 1 is less than measurement 2.

Descriptives Plot

pre-test - post-test



This is the results of hypothesis 1. According to the descriptive statistics, mean is 7.5 in the pre-test, 17 comparatively in the post-test.

Test of Normality (Shapiro-Wilk)

			W	p
pre-test	-	post-test	0.897	0.120

Note. Significant results suggest a deviation from normality.

The Shapiro-Wilks test for normality is one of three general normality tests designed to detect all departures from normality. It is comparable in power to the other two tests.

The test rejects the hypothesis of normality when the p-value is less than or equal to 0.05. Failing the normality test allows you to state with 95% confidence the data does not fit the normal distribution. Passing the normality test only allows you to state no significant departure from normality was found. In this case our p-value is 0.210 which means our experiment passed the normality test. The Shapiro-Wilk test assesses whether a sample of data comes from a Normal distribution. The

output displays the statistic, W, with its probability value under the assumption that the data are Normal. So a low probability indicates that the data are unlikely to be from a Normal distribution.

Conclusion. The technology-based learning method used in the 11th grade intermediate level pupils in the 338-school to teach vocabulary aspect. It was shown in the descriptive statistics that the overall result demonstrated our hypothesis is true.

Based on the technology-based learning method, Kahoot and Worldwall online teaching tools had been utilized to ease student's learning process in order to improve their vocabulary knowledge. As it was proven that this learning method could develop the learner's mastery of vocabulary skill.

The suggestion in this research were for school, it can motivate teacher to use newly developed methods in teaching process and ease facilitator's work much more rather than using paper format teaching materials, for teachers, it can increase the percentage of the students' participation and interest to learn new words and to use them in practice in the class. There were many students who are passive and procrastinate to learn new vocabulary day by day at the beginning of the research. However, they had been successfully engaged to the lesson after implementing Kahoot and Worldwall. Thus, it is suggested for the teachers to motivate students by using this conducted method in each learning and teaching steps in order to achieve learners' desired mastery level till the 100 percent.

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