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KAHOOT! AS GAMIFICATION TOOL IN MARITIME ENGLISH LESSONS

The article analyzes the features of the Kahoot platform and suggests exercises that can be used in maritime English classes for navigators.

Gamification is one of the current trends in the development of educational technologies. Due to its features, gamification has become a promising innovative means of increasing the foreign language competence of higher education students both during remote, independent and classroom work. The use of games in the educational process not only diversifies the routine performance of typical exercises and tasks, but also significantly increases motivation, stimulates cognitive activity and satisfies a person's natural inclinations to play activities. At its core, the game is an ideal learning environment that activates mental activity and encourages making non-standard decisions.

The introduction of gaming technologies in Maritime English lessons is an effective tool for enhancing and consolidating knowledge of vocabulary and grammar. One example of the use of new information technologies is the Kahoot! platform, the use of which helps to use electronic resources to diagnose students' knowledge at Maritime English lessons in an interactive form. Kahoot! is a completely new service for creating online quizzes, tests and surveys. Students can complete the tests created by the teacher on tablets, laptops, smartphones, that is, from any device with Internet access. Photos and videos can be included into the tasks created by Kahoot!. To participate in testing, students must open the service and enter a PIN code that is provided by the teacher from his computer. Answer options are represented by geometric shapes. One of the features of Kahoot! is that it is possible to duplicate and edit tests, which allows the teacher to save a lot of time. In addition to quizzes, the teacher can use Kahoot to start discussions on a single question, or to conduct a poll on several questions and then start a debate.

Key words: *gamification, Kahoot!, discussion, quiz, motivation, activation, Maritime English.*

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KAHOOT! ЯК ІНСТРУМЕНТ ГЕЙМІФІКАЦІЇ НА ЗАНЯТТЯХ З МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

У статті проаналізовано особливості онлайн гри Kahoot! та запропоновано вправи, які можуть бути використані на заняттях з морської англійської мови для судноводіїв.

Гейміфікація є одним з актуальних напрямів розвитку освітніх технологій. Завдяки своїм особливостям гейміфікація стала перспективним інноваційним засобом підвищення іншомовної компетентності студентів закладів вищої освіти як під час дистанційної, самостійної, так і аудиторної роботи. Використання ігор у навчальному процесі не тільки урізноманітнює рутинне виконання типових вправ і завдань, але й суттєво підвищує мотивацію, стимулюють пізнавальну активність та задовольняють природні схильності людини до ігрової діяльності. За своєю суттю гра – ідеальне навчальне середовище, яке активізує розумову діяльність, спонукає до прийняття нестандартних рішень.

Впровадження ігрових технологій на заняттях з морської англійської мови є ефективним інструментом для активізації та закріплення знань з лексики та граматики. Один із прикладів використання нових інформаційних технологій – онлайн гра Kahoot!, застосування якої допомагає використовувати електронні ресурси для діагностики знань студентів на заняттях з морської англійської мови в інтерактивній формі. Kahoot! – це абсолютно новий сервіс для створення онлайн вікторин, тестів та опитувань. Студенти можуть відповідати на створені викладачем тести з планшетів, ноутбуків, смартфонів, тобто з будь-якого пристрою з доступом до Інтернету. Створені в Kahoot! завдання дозволяють включити у них фотографії та відеофрагменти.

Для участі у тестуванні студенти просто повинні відкрити сервіс та ввести PIN-код, який представляє викладач зі свого комп'ютера. Варіанти відповідей представлені геометричними фігурами. Однією з особливостей Kahoot! є можливість дублювати та редагувати тести, що дозволяє викладачу заощадити багато часу. Крім вікторин за допомогою Kahoot можна запускати дискусії, розпочавши обговорення з одного питання, або провести опитування з кількох питань, а потім розпочати дебати.

Ключові слова: *гейміфікація, Kahoot!, дискусія, вікторина, мотивація, активізація, морська англійська мова.*

Problem statement. The development of science and technology in today's globalization makes significant progress. The advancement of science and technology nearly affected all the joints of human life through news access to the realm of education. In this age of globalization, the world is in decline. Technology is a part of the progress of the ages. Technology today can be applied in various aspects of life, with no exception in education. The use of technologies such as internet learning media at English lessons are already widely used in the world to learn to teach so that the application of technology in the teaching process can help achieve the purpose of learning well.

It is due to the fact that mobile phone users are growing rapidly day by day, so that teaching and learning activities are no longer limited to traditional classroom settings. Students can get exposure from outside the classroom by utilizing their mobile devices to obtain any information and access various platforms which support their learning process, such as games designed for education which is usually known as educational games.

The implementation of educational gamification as learning tools in teaching and learning activities has contributed to increase students' engagement and motivate them both intrinsically and extrinsically in the learning process as well as providing an opportunity to increase problem-solving and critical thinking in the classroom (Licorish et al., 2018; Wang & Tahir, 2020). One of educational gamifications which is well-known is Kahoot!. It is the first Students' Response System to provide a game experience based on game design ideas from theory on intrinsic motivation and game flow. Kahoot! game is a learning media that is packaged in the form of interactive games.

The purpose of the article. This article aims to investigate using of educational online game Kahoot! for teaching Maritime English.

Recent research and publications. Kahoot! is a game-based learning platform that allows students to view classes as a fun game rather than a boring or required component of their studying (Aure, 2018: 813). It was created to address obstacles in the learning process by encouraging students to pay more attention, collaborate more effectively, feel more at ease while learning, and be more motivated (Purba, 2019: 58).

According to A. I. Wang and R. Tahir, Kahoot! is the students' most favourite gamification application compared to other gamification applications such as Socrative or Plickers. Kahoot! has been compared to these gamification applications in many studies. It has been found out that Kahoot! is different in the sense that it integrates various gamification components to make learning motivational and entertaining, provides learners opportunities to interact with the tool as well as other students, and boosts active student participation and collaboration (Wang, Tahir, 2020: 22).

R. Dellos stated that in Kahoot! a game-based learning platform is merged with a student response system, and it also functions as a formative assessment tools for both teachers and students. In the learning process involved with Kahoot!, the game may help students recall the previously discussed material, comprehend different perspectives, and enhance their knowledge (Dellos, 2015: 50).

According to R. Rosas, individual student can engage with others while studying the content through an online platform by changing classroom dynamics with the help of Kahoot! It may also increase competition within the classroom. Then, when playing a Kahoot! game, the students will get immediate feedback directly related to their answer to know if they have got an answer right or wrong. They will analyse the responses and try to comprehend why they were right or not. This will consequently lead to a deeper understanding that helps the participation and retention of students' knowledge (Rosas, 2003: 80).

M. C. Prieto states that the advantages of new technologies will be proportional to the number of methods employed that are consistent with learning enhancement. By offering quick feedback, Kahoot supports students' metacognitive skills. Kahoot additionally allows instructors to test learners' comprehension and encourage the creation of new information and understanding by providing more clarifications during or after the game. (Prieto, 2019: 13).

Main text. Kahoot! provides teachers the ability to track student performance in the games and to reassess and make relevant adjustment in their teaching approaches in some instances. Teachers are able to utilize Kahoot! that was initially made by public users or even create their own Kahoot! platforms for their very own teaching activities. In language classrooms, these features of Kahoot! and the flexibility offered by Kahoot! allow teachers to create unique lessons that are fun and effective as well as monitor their students' progress through quizzes and surveys.

Kahoot! allows teachers to run game like multiple-choice answer quizzes in real time. The teacher can make true/false or yes/no questions; ask which sentence is grammatically correct/incorrect; can have the students choose odd word/sentence out; ask questions about synonyms, opposites and examples (or not examples – e.g. which sentence below is NOT an example of present perfect). Include more than one correct answer to make the task harder.

Questions, along with answer choices, are projected onto a classroom screen while students submit responses using a personal device (mobile phones). The energized, game-like atmosphere comes from the use of bright colors and suspenseful music. Liveliness in the game or quiz escalates as updated ranks appear on the class scoreboard after each question; personal point's data is sent to each device (Susanti, 2017: 454).

Before starting the teaching process at the beginning of the academic semester, teachers can use a short Kahoot! quiz to understand what and how much learners know or remember from their previous learning experiences. Namely, teachers can prepare a Kahoot! quiz covering the possible target vocabularies or linguistic forms of the language level that have been taught and will be introduced in the academic year. Then, the students can be directed to work in pairs or small groups to do the Kahoot! quiz. That's how Kahoot! may replace traditional paper-based quizzes to detect learners' levels as well as guiding them to get to know each other (Kıyançiçek, 2022: 10).

Kahoot! can also be used as a warm-up activity before starting a new topic in class. The teachers can prepare a short vocabulary activity related to the unit's topic or the course material on Kahoot! to activate what students know about that topic. Integrating Kahoot! as a warm-up activity is also likely to change the classroom dynamic, which is usually driven by the coursebook activities in which learners are required to discuss the topic to activate their prior knowledge. For example, before starting a module to teach cleaning of bulker holds, the teacher can include some visuals and multiple-choice questions, gap-fills, or True-False questions to activate learners' previous knowledge about types of cargo and ship construction.

Students can be required to read a text online or in the Student's book, listen to a recording or watch a video before the lesson, and later, teachers can check their understanding by using Kahoot! during the class. The teacher shouldn't stop at showing the correct answer to make sure he\she is teaching the students reading/listening skills rather than just testing them. The teacher should get the students to support the correct answer with a passage from the text. He \ she may ask the students why incorrect answers are incorrect. If the majority of the class didn't get the right answer, the teacher may go over the text again, demonstrate the reasoning – think aloud as one goes over the answers, discarding incorrect ones and choosing the right one(s).

In addition, Kahoot! can be employed as a review activity. The teacher can prepare a quiz or a questionnaire on Kahoot! to evaluate and identify students' level of achievement, and the teacher can provide feedback to students. Instead of handing out traditional paper-based gap-filling activities to analyze how much they remember the previously taught topics, students can be provided with a short review activity in which they not only revise the topic but also enjoy while competing with their peers.

Finally, teachers can use Kahoot! to see their progress. Students can also be informed about their strengths and weaknesses that they need to focus on. Using Kahoot! as an assessment tool can be a new and enjoyable way to evaluate the students' learning and it is a less stressful way to assess (Kıyançiçek, 2022: 10).

To create a task, there are four formats – a quiz (quiz), a game with mixed answers (jumble), a discussion (discussion), and a survey (survey). *Quiz.* This is the most common type of Kahoot, epitomizing game-based approach to learning English. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2–4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes (Fig. 1, student's book Catch the Wind, module 2 Navigational Equipment).

Aside from being a great way to engage and focus a whole room of students, quizzes can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly.

**Fig. 1. Use of Kahoot! for teaching topic
"Navigational Systems"**

They can be used to track progress of individuals over time, and inspire learners to enquire further by creating their own quizzes (Susanti, 2017: 454).

Students answer questions displayed on their personal device (computer, mobile phone), motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The top 5 highest points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end (if the activity is conducted in the classroom with multiboard). Results, including who answered what for each question, can be downloaded afterwards.

Trivia quizzes be a fun way to test students on non-language related matters. For example, teacher can use Kahoot! quiz to familiarize the students with their textbooks and other materials. Alternatively, trivia can be related to the institution / crewing agency – teacher could have the students read a brochure or a website of the university (e.g. Kherson State Maritime Academy) and then do a quiz on the university's facilities, rules etc.

Discussion (previously 'Quick poll'). Discussions are designed to do exactly what they say – facilitate a conversation. They are simply one quick question, statement or quote with no right or wrong answer, which can have an associated picture or video. Students should express their opinions on current affairs, divisive topics etc. Once again, if it's a question players answer them on their personal device. There is still a time-limit to answer within, however no points are involved. The collective results of the question are displayed at the front, acting as the basis for the discussion.

Survey. There are no limits to the number of questions in a survey. Each question can have an associated picture or video, and 2–4 multiple choice answers – however there are no right or wrong answers. They are just like traditional surveys except questions are asked in real-time to those present who answer on their personal devices. The results of each question can be debated there-and-then, and all survey results can be downloaded at the end. Kahoot! recently added a video feature to its website, meaning that teacher can add YouTube video to the question.

The teacher would only need the ID of the YouTube video as well as the time to start and end of the video clip. Teachers can add more questions to their quiz by clicking the "add question" button. The students must complete the question before they move on to creating the next question.

Kahoot! also gives teachers the choice to duplicate questions if the teacher wants to create a similar question. From experimenting with the website, users can add many questions to their quizzes or surveys. After all the questions have been created, users then can preview their questions. On this preview screen, they are able to reorder the questions that they have created as well as edit their questions if needed. When the questions are in the desired order, users then are able to adjust the settings, such as privacy if they want to make the Kahoot! public or private, difficulty level such as easy, intermediate, advanced and the primary audience which can be school, university, business and many more. The last step is to select a cover image or cover video. This is done in the same way of adding an image or video to a question. Then, the created Kahoot! is ready to use with students (Kaur, 2019: 50).

Kahoot! offers a method of giving feedback almost instantly without the teacher having to interrupt students' engagement in the activity. For language learning, this is essen-

Fig. 2. Use of Kahoot! for teaching topic "Global Maritime Distress and Safety System (GMDSS)"

Fig. 3. Use of Kahoot! for teaching topic "Ice chart symbols"

tial as students are able to continue the task and assessment uninterrupted but yet receive immediate feedback. Students can also create their own surveys and quizzes to

show understanding of the subject matter. Teachers can use this too as an assessment for student learning by looking at the type of questions the students created, as well as what answer choices were created and visual representations that were associated with the different questions (Fig. 2, student's book Catch the Wind, module 2 Navigational Systems) (Medvedovska, 2016).

Kahoot is suitable for teaching English the three features (quiz, survey and discussion) could be used as assessment, ice breaker and tool to stimulate students' discussion in any specific subjects in English. Teachers are free to select the mode of Kahoot! that they desire to use in the classroom. For instance, in teaching speaking, discussion and survey can be used. Quiz can be used in teaching theoretical subjects such as: linguistics, grammar, reading, and so on.

Kahoot works best with short, quick response questions. It is a great tool for learning terminology (Fig. 3, student's book Catch the Wind, module 1 Navigation in Confined Waters).

Teacher may survey the students about something that is discussed in the module of study. For example, at Case study lesson teacher could display picture of accident and some reasons that could cause such situation. The students in pairs would select the reason that best, in their opinion, fits the picture and prove their ideas. After that the whole class discussion can be conducted.

Conclusion. Kahoot! game is efficient and it makes students more active at the lessons and increases their motivation. Kahoot! game enables teachers to analyze and assess if students truly understand the learning material covered through the use of Kahoot! quizzes and surveys. It increases users' involvement and participation in the game-based learning activity. Kahoot! helps to create a learning atmosphere becoming more enjoyable and fun.

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