

ONLINE PLATFORMS AS A WAY OF LEARNING NON-NATIVE LANGUAGES IN KFU (RUSSIA)

Alsu Nurieva, Marina Achaeva

Abstract

The search for effective ways of teaching English is one of the important problems of pedagogy. Such specialists who know the world language and who are able to participate in international negotiations are in demand in the labor market. Teaching professional communicative competence is a complex process, and the teacher needs to keep the students' attention throughout the lesson, interest them in the topic and make the learning process easy and relaxed.

This problem is the object of research of many scientists from all over the world. However, in our opinion, the problem of effective teaching of English vocabulary for students that focused on mathematics, physics and information technologies needs to be verified.

In the course of our work we analyzed various online platforms for learning foreign languages. As a result of the analysis of these programs, we were able to identify more effective ones and develop an online game on the Kahoot platform to increase the activity of secondary school students that focused on mathematics, physics and information technologies.

Thus, as a result of the study, we were able to find out that English lessons are more effective and productive in the classes of IT-lyceums, if information and multimedia technologies are used.

Key words: online games, IT-Lyceum, multimedia technology, Kahoot game.

In our modern education system, the search for effective ways of teaching English is one of the important problems of pedagogy. Such specialists who know the world language and who are able to participate in international negotiations are in demand in the labor market. Teaching professional communicative competence is a complex process, and the teacher needs to keep the students' attention throughout the lesson, interest them in the topic, and make the learning process easy and relaxed.

This problem is with the research of many scientists from all over the world. For example, the effectiveness of games in the process of education in secondary schools was revealed in some scientific works [Lisitsina, 2013]. The researchers examined how Chinese undergraduate college students study English vocabulary with inference-based computer games embedded in eBooks [Smith, 2013]. A number of scholars have conducted research and studied the effectiveness of information technologies in the process of training students in accounting [Mari Sol Calabor, Araceli Mora, Soledad Moya, 2019]. The scholars did a review study and described advantages and disadvantages of information technologies in education [Klimova, 2017], etc. In our opinion, the problem of effective teaching of English vocabulary for students that focused on mathematics, physics and information technologies (specifically, for the students of IT-lyceums of KFU) needs to be verified.

The purposes of our report is to analyze various online platforms for learning English and to develop our own material for teaching in middle classes of IT-lyceums.

Research methods: analysis and synthesis, pedagogical experiment.

The creation of a worldwide computer network, called the Internet, which literally means "international network" was one of the most revolutionary advances in recent decades, which greatly influenced the educational process all over the world. The use of cyberspace for educational purposes is a completely new direction of general didactics and private teaching method, as the changes affect all system of the educational process, from the choice of techniques and style of teaching, ending with a change in the requirements for the academic level of students.

Today a person can find a large number of online resources for learning foreign languages on the Internet. In our work we have analyzed 5 online platforms for learning the vocabulary of non-native languages. First of all, it is a dynamic game to play on the smart board, called *Wordshake*. The idea is that you'll be given 3 minutes to create as many words with as you can with the letters given. For each new word you get one point. Longer words score more points. The rules in "Wordshake" are simple, that's why this game helps to improve the vocabulary of students whose English is both at the primary and advanced levels.

Secondly, we have researched a quiz game *Beat the Keeper* where you have 90 seconds to answer as many questions about the sport as possible. The game is related to football, and after each answer your character will hit the ball. There are 8 positions and in each position you have 3 chances to score. Before shooting you need to do 4 things: set the direction/angle, set the spin, set the power and determine the accuracy. 3 goals in a row earn an additional chance.

The next game is *ESL Crossword Puzzles*. The site has a large variety of crossword puzzles, divided into levels. Here you can find well designed crosswords for teaching English vocabulary, grammar and structure. The crosswords are ready-made, easy-to-use, printable worksheets. You will need the free Acrobat Reader to view these files. In addition, the site covers vocabulary on various topics, including: common English words (beginner level); medical vocabulary (intermediate); English words borrowed from other languages (advanced level).

Freerice is another quiz game to study English. Players can choose from 45,000 questions in various subjects, including vocabulary, flags of the world and literature in six languages: English, French, Italian, Spanish, Chinese and Korean. Freerice is not your average trivia game. With each correct answer, ten grains of rice are donated to WFP to feed hungry people around the world, paid for by sponsored banners on the site. With one in seven people in the world suffering from chronic hunger, every grain of rice counts.

The next teaching platform is called *Kahoot*. It is a tool for using technology to administer quizzes, discussions or surveys. It is a game based on classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smart phone, tablet or computer. The teacher needs a laptop, interactive whiteboard, Internet access, and students – only their smart phones with Internet access.

After studying and analyzing all 5 online platforms and their educational capacity, we came to conclusion that the most convenient and effective of them to learn English vocabulary is the game *Kahoot*. First of all, in this platform you can find ready-made control tasks, and you can also create your own game. Secondly, the teacher can edit, duplicate the questions, which helps him to save time in preparation for the lesson.

Thirdly, you can select the types of the play: quiz, discussion, survey, jumble. In addition, when selecting an answer, students must click on one of the four geometric shapes, which attract students with a mathematical bias.

Kahoot uses game-based learning approach to inspire creation and research in students. Its game-based system is very entertaining unlike other traditional quiz procedure. The students conduct research themselves on a given topic and also encourage their classmates to learn. *Kahoot* saves the result of every quiz played over the platform.

Ms. Camille Sanders - a Teacher at Carrollton Jr. High School says, "*Kahoot* is a fun way to engage students. It can be used as a review for formative assessment. Students sign in using a class code. I demand the students use their real names so that I can use the data results for instruction. *Kahoot* provides real time results that can be downloaded for use. Teachers can create games or use games in the public area".

Learners of all ages can benefit from *Kahoot*. Today, many students possess smart devices, and by using *Kahoot* on their own devices, students can actually make group learning fun.

There are 4 types of quiz in this game. The first type is quiz which is used to introduce and review topics, reward students for correct answers. Unique to the quiz are features like assigning right/wrong answers and toggling points on/off. When a quiz is played, there will be a scoreboard between questions to show the current top-scoring players.

The next type is survey. Unlike a quiz, surveys don't have right/wrong assigned to answers, and there is no points system or scoreboards. You will still see a bar graph between questions showing how many chose each answer. Surveys can be used to find out what students already know (or just learned) without competition, and you can use the bar graph to guide the conversation.

A jumble is the third form which offers the same competitive-play as a quiz, but jumble questions come with a twist by challenging players to place answers in the correct order rather than selecting one correct answer.

If you're in the middle of a lecture/presentation and want to quickly ask spur-of-the-moment questions (and record responses for later analysis), consider creating a discussion. This is identical to a survey, but with a limit of only one question. Discussions aim to get you through building the question and into hosting it quickly.

As a result of our school-based experiment in the IT-Lyceum of KFU, we have created several online games in *KAHOOT* for learning English vocabulary on different topics. The purpose of the experiment was to provide the effectiveness of using this game in practice. We conducted 6 English lessons on such topics, as *Pastimes, Halloween Spirit, Famous Firsts, Game on, Free time, Puppet Show* in two parallel classes: in the grade 6A the lessons were conducted using traditional methods, in the 6B – with the help of the game *KAHOOT*. Tests and control works show that students learn new words better by studying it through the multimedia technologies and also the motivation to the subject and interest for a new topic in the grade 6B was higher, than of students from 6A. The figure indicates evaluation criteria and the results of the experiment.

Any teacher can create a *Kahoot* game. The instruction is really very simple and presented in the platform.

The game is one of the most effective educational methods. A modern teacher is able to teach English, not just using game technologies, but also to combine them with the latest multimedia tools. This increases the efficiency of learning. The results of implementation of the game-technology *Kahoot* in English lessons show that this game increases motivation, reduces fatigue, increases the pace of the lesson, improves memory, attention and cultivates imagination; develops skills of individual work. Thus, as a result of the research, we were able to find out that English lessons are more effective and productive in the classes of IT-lyceums, if a teacher uses the information technologies and multimedia.

When using *Kahoot* in educational work, it is important to understand what purpose you are setting, creating a quiz, and then make educational questions based on this purpose. It's the questions, not the tool itself, that make *Kahoot* efficient and productive. *Kahoot* is used as an evaluation method, not for grading. However, it should be remembered that a game is only an auxiliary technical means of training, and to achieve optimal results, it is necessary to integrate properly its use in the education process.

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Contacts

Bc. Alsu Nuriva

Elabuga institute of Kazan Federal University, Department of Foreign Languages

89, Kazanskaya street, Elabuga, 423600, Russia

Tel: +79046753901

E-mail: alsu.nurieva.1998@mail.ru