

**DIGITALIZATION OF ENGLISH VOCABULARY LEARNING:  
A CASE STUDY OF KAHOOT**

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**Introduction.** The modern education system is undergoing significant changes under the influence of digitalization, globalization, and the development of information and communication technologies. In conditions where information becomes instantly accessible and teaching methods become interactive, traditional forms of education require adaptation. This is especially evident in teaching foreign languages, where lexical competence is a key component of overall language training. Vocabulary serves as the foundation of language, enabling accurate understanding and adequate expression of thoughts. Its effective acquisition requires active engagement, contextualization, systematic repetition, and application in real communicative situations. Traditional methods, such as memorizing word lists or written exercises, often prove insufficiently motivating and limit cognitive engagement.

In 2013, the educational platform Kahoot! was created, combining game elements with learning. Initially developed as a tool for interactive quizzes and surveys, Kahoot quickly gained popularity among teachers and students worldwide due to its simplicity, multimedia capabilities, and ability to increase student engagement. Since its appearance, it has been actively used in educational practice to enhance motivation, improve material assimilation, and enable interactive knowledge review. This article analyzes the possibilities of digitalizing English vocabulary teaching using the example of Kahoot. Theoretical foundations of digitalization, cognitive mechanisms of vocabulary acquisition, practical aspects of using the platform, as well as limitations and prospects for its use are examined.

Theoretical foundations of digitalization of learning. Digitalization of learning is not simply the introduction of electronic devices, but a qualitative change in the nature of the educational process. It implies a transition from passive perception of knowledge to active, interactive activity of learners. The foundations of digitalization include concepts of adaptive learning, mobile learning, as well as game-based methods that stimulate motivation, attention, and cognitive activity.

Classical approaches to vocabulary learning include memorizing word lists, translation exercises, and fill in the blank exercises. These methods are effective for beginner levels, but with prolonged use can lead to decreased motivation and low levels of active material acquisition. Modern cognitive psychology emphasizes the importance of contextual learning, spaced repetition, and skill automation for the formation of long-term memory.

Game-based learning methods allow combining educational goals with interactivity and engagement. Platforms like Kahoot create conditions for active participation, immediate feedback, and vocabulary practice in a dynamic form. Game mechanics reduce anxiety about making mistakes, make the process more enjoyable, and promote better assimilation of material.

**Kahoot platform: possibilities and functionality.** Kahoot is a cloud-based platform that allows creating interactive tests, quizzes, and surveys that students complete in real time using mobile devices or computers. The main elements of the platform include:

Interactivity and instant feedback. Each participant gets the opportunity to immediately see the result of their answer and compare it with other participants.

Game elements. Timers, point systems, and participant rankings create a competitive, engaging atmosphere.

Multimedia capability. Questions can be accompanied by images, audio or video materials, which facilitates multichannel perception of information.

Analytics and progress assessment. The teacher receives detailed statistics allowing assessment of material assimilation levels and adjustment of subsequent tasks.

Flexibility and accessibility. The platform easily adapts to different levels of preparation and topics, requiring no complex technical setup.

The above features make Kahoot a tool that combines methodological goals and game-based motivation, ensuring effective vocabulary consolidation and development of language skills.

Application of Kahoot in teaching English vocabulary. Using Kahoot increases student engagement and motivation through its game format, competitive element, and visual dynamics. Time limits on answers stimulate reaction speed, while the points system and rankings create a desire to improve results. The game format reduces anxiety about mistakes, making the vocabulary review process more productive and psychologically comfortable.

Cognitive mechanisms of acquisition. Kahoot helps activate several cognitive processes: perception, retention, and retrieval of information. The platform's multimedia nature and contextual design of tasks enhance associative memorization, while instant feedback provides real-time error correction. Regular repetitions through the platform create a spaced repetition effect, which promotes long term word retention.

Contextualization and communicative orientation. Tasks in Kahoot can contain not only word translations but also their use in sentences or short texts. This develops skills in using vocabulary in natural language situations and promotes understanding of idiomatic expressions and fixed collocations. Contextual learning improves the quality of acquisition and reduces the risk of mechanical memorization without comprehension. For example, when learning thematic material such as "Food", "Family", "Health", "Travelling", "My native city", tasks can be designed for both individual participants and teams. Moreover, it is possible to select pictures for each thematic group. This allows structuring the learning process, facilitates the acquisition of new words, and promotes their more effective consolidation in the context of specific communicative situations. The vivid presentation of educational material helps form associative links between lexical units, which positively affects long-term memorization. The number of words depends on the age of the learners and their level of foreign language proficiency. For more advanced students, it is advisable to use lexical material systematized into narrow thematic groups, including, for example, family member names (mother, father, sibling, etc.). Such differentiation of learning content allows more precise alignment of educational material with students' cognitive and psychological characteristics, ensuring its adequate perception and assimilation. Such thematic detailing contributes to the formation of logically structured lexical fields, which, in turn, facilitates the processes of memorization and subsequent retrieval of language material in speech practice.

Social aspect. Student interaction during task completion fosters elements of cooperation and healthy competition, which promotes active inclusion in the learning process. Joint participation in quizzes increases engagement and creates a positive emotional background, which is important for successful foreign language acquisition.

The visual design and sound accompaniment of the acquired material help create a light atmosphere of competition. Applause for the winner and prize-winners creates satisfaction by showing achievements. In addition, everyone can choose a name they like, one that corresponds to their self-perception, so elaborate, rare names or funny nicknames appear.

Limitations. Despite its advantages, Kahoot also has limitations: The competitive element not only has a positive effect but can also cause stress for some students. Therefore, careful attention when launching the program is a mandatory element. Some learners show insufficient skills in quickly using the application, which causes dissatisfaction and irritation. In this case, delicate external assistance is needed.

It should be noted that the question format in Kahoot limits the practice of complex lexical structures and idioms. Questions and tasks must be designed for a single correct answer. The need for technical support and a stable internet connection. These limitations can be minimized by combining Kahoot with traditional teaching methods and analytical tasks.

Prospects for digitalization of learning. Using Kahoot reflects the general trend of digitalization of education. In the future, integration with artificial intelligence systems for adaptive learning, personalization of educational trajectories, and analysis of big data on academic performance are possible. Such approaches allow forming individual paths for vocabulary learning, adapting tasks to students' levels, and increasing learning efficiency.

Thus, examining the possibilities of using Kahoot! in teaching English vocabulary allows us to conclude its significant role in modern educational practice. In the context of digital transformation of education, such tools are becoming not just auxiliary means, but full-fledged elements of the learning environment, capable of qualitatively changing the approach to language material acquisition.

One of the key effects of using Kahoot is increasing the level of student engagement. Through the inclusion of game elements, the process of vocabulary acquisition ceases to be perceived as routine and monotonous. On the contrary, it acquires a dynamic character, in which attention is maintained naturally, without additional external pressure. This is especially important in the context of vocabulary learning, where regularity and repetition are often accompanied by decreased interest.

The mechanism of instant feedback implemented within the platform deserves special attention. Unlike traditional forms of assessment, where the result becomes known after a certain time, here the learner receives a reaction immediately after completing the task. Such a model of interaction with the material contributes to a more accurate understanding of errors and allows for prompt correction of one's own knowledge. As a result, a more stable system of lexical connections is formed.

Additionally, it should be emphasized that the prospects for using interactive platforms in teaching foreign languages are directly linked to the development of the teacher's pedagogical digital competence. The effectiveness of using Kahoot is largely determined not only by the platform's functional capabilities but also by the teacher's ability to adapt the content of tasks to specific educational goals, the level of student preparation, and the characteristics of the learning group. Thus, the key factor becomes not so much the technology as the methodology of its use.

Furthermore, an important aspect is the possibility of individualizing learning. With the help of such digital tools, the teacher can vary the difficulty level of tasks, the pace of their completion, and the forms of material presentation, which is especially relevant in mixed-ability groups. This contributes to a more complete consideration of students' individual educational needs and increases the overall effectiveness of vocabulary acquisition.

The role of digital platforms in developing learner autonomy should also be noted. Regular interaction with interactive tasks promotes the development of self-control skills, independent evaluation of results, and responsibility for one's own learning. In the long term, this forms a more conscious attitude towards language learning and increases the level of educational independence.

Thus, the integration of Kahoot into the process of teaching English vocabulary opens up wide opportunities for improving the educational process, making it more modern, interactive, and oriented towards the needs of learners.

No less significant is the fact that vocabulary work is carried out not in isolation, but in context. The use of tasks that include sentences and situational elements allows the word to be viewed not as a

separate unit, but as part of a speech structure. This contributes to the formation of skills for adequate vocabulary use and reduces the likelihood of formal memorization without understanding.

It should also be noted that digital tools of this type create conditions for active interaction between participants in the educational process. Elements of competition and joint participation form an additional motivational resource that is difficult to implement within traditional teaching methods. At the same time, it is important that this aspect remains balanced and does not turn into excessive competition.

At the same time, the effectiveness of using Kahoot directly depends on how consciously it is integrated into the learning process. In the absence of a clear methodological goal, even the most modern technologies can lose their educational value. In this regard, the most productive approach is one in which digital tools are used in combination with other teaching methods, complementing rather than replacing them.

Summarizing the above, it can be noted that the use of Kahoot in teaching English vocabulary allows implementing a more flexible and adaptive learning model. Such a model takes into account both the cognitive features of information perception and the psychological aspects of motivation. The functional capabilities of Kahoot make it possible to diversify the forms of work in the classroom and make the learning process more dynamic and interactive. Thanks to its simple interface and accessibility, it is actively used to increase student engagement and effective assimilation of educational material. In the context of further development of digital technologies, such tools will occupy an increasingly significant place in educational practice, contributing to the formation of sustainable language skills and improving the quality of education as a whole.

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