

# Gamification for EFL College Learners: To Kahoot! or not to Kahoot!

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## Abstract

This present study aims to enhance technological college learners' English vocabulary and collocation learning with the applications of mobile clickers. Mobile clickers are applied to an EFL college classroom for the purpose of gamifying the learning dynamics through question-and-answer activities. Thus, a quasi-experimental study design was conducted for one academic semester. Seventy-seven Taiwan college freshmen were recruited and divided into experimental and control groups based on convenience sampling. The control group received only traditional ways of vocabulary and collocation learning while the experimental group, E-version handouts, and Kahoot! activities and tests. This study's results provide evidence to support that clickers play an influencing role to enhance EFL learners' linguistic abilities, particularly vocabulary knowledge, and make them have more positive attitudes towards or perceptions of English learning. Although the differences in collocation knowledge between the two groups do not differ significantly, the Kahoot! group learners possess prominently better reading performance.

Key words : mobile-assisted language learning, gamification, Kahoot!, vocabulary learning, collocation learning

# 大專生的悅趣式英語學習

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## 摘要

悅趣式（遊戲式）的行動載具可以將傳統單向式的學習氛圍改造成問答互動式的學習情境。因此，本研究計畫將探討行動載具中的悅趣式（遊戲式）學習對於外語學習者的英文閱讀力、英文字彙、搭配詞知識力及英語學習態度的影響。在為期十八周的研究中，控制組將會接受傳統紙本式的字彙和搭配詞學習，實驗組則將會藉由電腦、網際網絡和行動載具來學習。參與者除了在研究前後接受英語能力檢測外，並於每次的字彙和搭配詞學習後進行形成性評量 (Formative Assessment)。本研究的結果顯示出大專生對於使用 Kahoot! 來進行英語測驗感到活潑、有趣且想更加投入課堂活動中，他們的字彙力有顯著提升但是搭配詞卻無顯著改變。

關鍵字:行動裝置輔助語言學習、Kahoot!、字彙學習、搭配詞學習