

Research Article

Improving Vocabulary Retention in Gold B1 Preliminary, Lesson 2 of Unit 1, Using a Flipped Classroom Model and Kahoot!

Lo Xuan Tuong Vy

Da Lat University, Da lat city, Lam Dong province, Viet Nam

Abstract

Technology integration is vital in modern education, as it enhances engagement and interaction. This study explores the impact of the flipped classroom model and Kahoot! on improving vocabulary retention for pre-intermediate students in Gold B1 Preliminary Lesson 2 of Unit 1. In the flipped classroom approach, students learn new material independently at home through online resources, freeing classroom time for activities that solidify understanding. Kahoot!, a game-based platform, further enhances this learning environment by fostering student motivation and concentration through interactive quizzes. Combining these methods allows students to work at their own pace and apply vocabulary in a competitive, enjoyable setting. The findings underscore the value of incorporating technology into vocabulary instruction, showcasing its ability to foster efficient and effective learning experiences. The study concludes with recommendations for educators to consider thoughtful integration of technology to improve student engagement and learning outcomes, emphasizing that innovative strategies like these can significantly boost educational quality.

Keywords

Flipped Classroom, Kahoot, Vocabulary Retention, Technology Integration, English Learning

1. Introduction

1.1 Background

Technology-enhanced learning (TEL) refers to the use of technology to enhance the learning process by providing new opportunities for access to resources, improving communication and collaboration, and fostering more engaging, interactive learning environments (Kirkwood & Price, 2014). TEL has become a crucial component of modern education as it offers flexibility and personalization, which can cater to the diverse learning needs of students (Selwyn, 2016). The

integration of digital tools into educational settings has been linked to improved student motivation, engagement, and performance (Hwang, Lai, & Wang, 2015). TEL can be particularly effective in language learning contexts, where it facilitates the development of skills such as vocabulary acquisition, listening, and speaking (Dillenbourg, 2013; Garrison & Kanuka, 2004).

In this research, the focus is on how a flipped classroom model, in combination with the game-based learning platform Kahoot!, can improve vocabulary retention for pre-intermediate students studying Gold B1 Preliminary Lesson 2 of Unit 1. The flipped classroom model shifts the traditional lecture-based teaching paradigm by encouraging students to engage

*Corresponding author: Lo Xuan Tuong Vy

Email addresses: ch2201078@dlu.edu.vn

Received: 20/09/2023; Accepted: 01/12/2023; Published: 15/03/2024



Copyright: © The Author(s), 2024. Published by IJLS. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

with learning materials at home, allowing classroom time to be used for interactive activities that reinforce comprehension and application (Bishop & Verleger, 2013; Jensen, Kummer, & Godoy, 2015). This approach, when combined with game-based learning platforms like Kahoot!, provides a dynamic environment conducive to learning (Plump & LaRosa, 2017).

1.2 Flipped Classroom

The flipped classroom model is an instructional approach that inverts traditional learning by moving lecture-based instruction outside the classroom and bringing interactive, practical activities into the classroom (Herreid & Schiller, 2013). By using digital resources such as video lectures, readings, and interactive content, students are introduced to new concepts outside of class, which they can study at their own pace (Lo & Hew, 2017). Class time is then reserved for problem-solving, discussions, and collaborative projects that allow students to apply and deepen their understanding of the material (Abeysekera & Dawson, 2015).

The flipped classroom model has been found to encourage active learning, critical thinking, and peer interaction, making it particularly effective for subjects like language learning (Hung, 2015). Research shows that students in flipped classrooms often achieve better outcomes because the approach allows for more personalized learning and opportunities for immediate feedback during in-class activities (Zainuddin & Halili, 2016; Lage, Platt, & Treglia, 2000). Additionally, this model fosters a higher level of student engagement and can be adapted to fit a variety of educational contexts (Kim, Kim, Khera, & Getman, 2014).

1.3 Kahoot!

Kahoot! is a popular game-based learning platform designed to increase student engagement through interactive quizzes and competitive learning activities. This platform allows educators to create quizzes that students can access via smartphones, tablets, or computers, fostering an engaging, real-time, game-like environment (Plump & LaRosa, 2017). Kahoot! has been widely used in classrooms around the world as a tool to reinforce knowledge, encourage participation, and enhance motivation (Licorish, Owen, Daniel, & George, 2018).

Game-based learning environments like Kahoot! have been shown to increase student engagement, motivation, and concentration, resulting in improved learning outcomes (Dichev & Dicheva, 2017; Gee, 2003). The competitive nature of Kahoot! quizzes, combined with instant feedback and the ability to track progress, makes it an effective tool for reinforcing vocabulary retention in language learning (Wang & Tahir, 2020). Additionally, Kahoot! promotes collaboration and teamwork, as students often work together to solve problems or answer

questions (Bicen & Kocakoyun, 2018). The platform's adaptability also allows for a variety of applications, from formative assessments to review sessions (Wang, 2015).

The combination of the flipped classroom model and Kahoot! creates a multifaceted learning environment that supports vocabulary acquisition through interactive and student-centered activities (Fautch, 2015). Research indicates that this approach can significantly enhance students' vocabulary retention by providing opportunities to practice new words in engaging and meaningful contexts (Li, 2019).

1.4 Lesson Objectives

The objectives of this lesson are:

- a. To introduce students to new vocabulary in Gold B1 Preliminary Lesson 2 of Unit 1.
- b. To provide students with opportunities to practice using the new vocabulary in various contexts (Garrison & Kanuka, 2004).
- c. To help students improve their vocabulary retention through engaging and interactive activities.

1.5 Software Integration

The following software will be used to support the lesson:

- a. **Google Classroom:** This platform will be used to provide students with access to learning materials and facilitate communication between the teacher and students (Graham, 2006). Google Classroom supports the flipped classroom model by organizing content and assignments in an easily accessible format.
- b. **Kahoot!:** This game-based platform will be used to create interactive quizzes that reinforce vocabulary retention through competition and real-time feedback (Tuan, 2016). Kahoot! will also be used to stimulate class discussions and provide formative assessment.

2. Conceptual Frameworks

2.1. Learning Objectives

The objective of this study is to improve vocabulary retention in Gold B1 Preliminary Lesson 2 of Unit 1 using a combination of a flipped classroom model and Kahoot! Through this approach, independent learning and collaborative learning are combined to enhance students' vocabulary acquisition. Specifically, the learning objectives are:

- a. Students will be able to identify and define key vocabulary words in Gold B1 Preliminary Lesson 2 of Unit 1 (Oztok,

Zingaro, Brett, & Hewitt, 2013).

b. Students will be able to use key vocabulary words in both writing and speaking (Brown, 2007).

c. Students will demonstrate their understanding of the key vocabulary words through Kahoot! quizzes (Wang, 2015).

2.2. Alignment with Curriculum

This teaching approach aligns with the curriculum standards of the Ministry of Education and Training, which emphasize the practical application of language learning. By using the flipped classroom model and Kahoot!, students not only learn new words but are also encouraged to use those words in meaningful and practical ways, such as constructing sentences and engaging in conversations (Richards & Rodgers, 2014). The integration of these techniques supports the development of communication skills essential for real-world language use (Dooley, 2008). Moreover, technology-based methods like Kahoot! provide opportunities for differentiated instruction, catering to students' varied learning styles and paces (Selwyn, 2016; Dillenbourg, 2013).

3. Lesson Blueprint

To conduct the class, the following stages are introduced.

Before class:

The teacher will notify the students via the class group on Zalo to prepare at home some of the adjectives describing people, whether appearances or personalities. Also, they need to bring with them a photograph of anyone they love or admire to the coming English classes.

While class:

After introducing the objectives of the lesson, the teacher elicits some of the adjectives for appearance and personality to have the students brainstorm

Step 1. Activity 1:

Warmer: Adjective Brainstorm

- Put students into pairs or small groups.
- Ask them to brainstorm as many words that describe personality as they can in two minutes.
- Draw three columns on the board labeled: positive, negative, and it depends.
- As you elicit the adjectives, get students to nominate a column for each word.
- Compile the words on the board, on the table, and at the end, ask students to write the table in their notebooks.

Step 2. Activity 2: Discussing Questions

Put students into pairs.

Ask them to discuss the following questions:

1. What are some of the most important qualities of a friend?
2. What is your best friend look like?
3. How similar are you to the people in your family? Why?
4. What makes you different? Why?
5. What are some of the things you would like to improve about yourself?

If students have photos of their family on their mobile phones, they could show each other as part of the discussion.

Elicit answers from one or two students in an open class.

Step 3. Activity 3: Predicting Character Types

- Direct students to the list of character types and get them to predict in pairs what each type is like.
- Tell students not to worry too much about the exact meaning of each word at this stage, as it will be checked in the next exercise.

Step 4. Activity 4: Matching Words to Definitions

- Students could work in pairs to share knowledge about which words they know and which ones they can guess the meaning of.
- Then play the recording for students to check their answers.

Step 5. Activity 5: Kahoot! (optional)

- Create a Kahoot! quiz using the vocabulary words and their definitions.
- Students can play the quiz on their computers, tablets, or smartphones.

Step 6. Assessment

- You could assess students' understanding of the vocabulary by having them complete a matching exercise, fill-in-the-blank exercise, or short writing task. For example, you could ask students to match the adjectives to their definitions, fill in the blanks in sentences with the correct adjectives, or write a short paragraph describing a friend or family member using the adjectives.

Step 7. Conclusion

- Review the key points of the lesson.
- Answer any questions that students may have.
- Provide students with feedback on their work.

3.1 Lesson Structure:

Lesson Plan

Subject: English

Topic: Describing People

Grade Level: B1 Preliminary

Aim:

- To understand and use adjectives describing

character and appearance

Time: 45 minutes

Materials:

- Whiteboard or projector
- Markers or pens
- Kahoot! quiz (optional)
- List of vocabulary words with their definitions (optional)

Procedure:

Warmer: Adjective Brainstorm (5 minutes)

Put students into pairs or small groups.

Ask them to brainstorm as many words that describe personality as they can in two minutes.

Draw two columns on the board labelled characteristics and appearance

As you elicit the adjectives, get students to nominate a column for each word.

Compile the words on the board, and on the table, and at the end, ask students to write the table in their notebooks.

1. Activity 1: Discussing Questions (10 minutes)

Put students into pairs.

Ask them to discuss the following questions:

1. What are some of the most important qualities of a friend?
2. What is your best friend look like?
3. How similar are you to the people in your family? Why?
4. What makes you different? Why?
5. What are some of the things you would like to improve about yourself?

If students have photos of their family on their mobile phones, they could show each other as part of the discussion.

Elicit answers from one or two students in an open class.

Activity 2: Predicting Character Types (5 minutes)

Direct students to the list of character types and get them to predict in pairs what each type is like.

Tell students not to worry too much about the exact meaning of each word at this stage, as it will be checked in the next exercise.

Activity 3: Matching Words to Definitions (10 minutes)

The teacher explains the meanings of vocabulary (exercise 2, p.11). Then the teacher asks the students to put those words into types of personality columns (following task in exercise 2, p.11)

Next, in pairs, students continue doing the matching task (exercise 3, p11)

Activity 4: Kahoot! (10 minutes)

To consolidate what students have learnt from the lesson, let them do a quiz, using Kahoot!

Introduce the link and instruct them to follow the link to do the quiz. Who gets the correct answer in the shortest time is the winner, and receives 2 bonus marks

Students can play the quiz on their computers, tablets, or smartphones.

<https://create.kahoot.it/share/describing-people/4518b8ca-6bd8-4670-acf3-377e54e94d39>

Assessment (10 minutes)

The teacher assesses students' understanding of the vocabulary by having them complete a matching exercise and fill-in-the-blank exercise in exercises 4 and 5, p15.

Differentiation:

For students who need more support, the teacher provides them with a list of the vocabulary words with their definitions and allows them to use dictionaries or other resources to look up the meaning of unfamiliar words.

For students who are ready for a challenge, the teacher asks them to research other adjectives that can be used to describe character and appearance and have them write sentences using the adjectives.

3.2. Teacher's Role:

The teacher's role in a vocabulary focus lesson on describing people is to:

- Select appropriate vocabulary words: The teacher should select vocabulary words that are appropriate for the students' level of English and that are relevant to the students' interests and experiences.
- Introduce the vocabulary words: The teacher can introduce the vocabulary words by writing them on the board or projector, showing pictures or realia, or giving students definitions. The teacher should also provide examples of how to use the words in sentences.

Provide opportunities to practice: The teacher should provide students with a variety of opportunities to practice using the new vocabulary words. This can be done through activities such as matching, fill-in-the-blank, sentence writing, and paragraph writing.

- Assess student understanding: The teacher should assess students' understanding of the vocabulary words at the end of the lesson. This can be done through a short quiz or activity.
- Provide feedback: The teacher should provide students with feedback on their use of the new vocabulary words. This feedback can be given verbally or in writing.

In addition to these specific roles, the teacher should also create a positive and supportive learning environment where

students feel comfortable asking questions and taking risks. The teacher should also be enthusiastic and engaged, as this will help to motivate the students.

6. Assessment and Feedback

- **Student Assessment:** Defining methods to assess student learning.
- **Evaluation Criteria:** Creating rubrics or criteria for student performance.
- **Data Analysis:** Collecting and analyzing data for lesson improvement.

7. Reflection and Refinement

7.1. Lesson Reflection:

Students need to be prepared before coming to class. This is especially important for the flipped classroom model, where students are expected to learn the new material at home and use class time to practice and apply what they have learned. To ensure that students are prepared, teachers should provide them with clear instructions and resources ahead of time.

Kahoot is a fun and engaging way to assess student learning. Kahoot is a quiz-based game that can be used to assess student understanding of any subject matter. It is a great way to get students excited about learning and make the assessment process fun.

Students need opportunities to practice using the new vocabulary words in a variety of ways. This will help them to learn and retain the new information. Some possible practice activities include sentence writing, paragraph writing, role-playing, and games.

Differentiated instruction is important. Not all students learn at the same pace or in the same way. Teachers should provide students with a variety of learning opportunities and support to meet the needs of all learners.

Feedback is essential. Teachers should provide students with feedback on their performance so that they can identify their strengths and weaknesses and continue to learn.

Here are some additional lessons that can be learned from executing this type of lesson plan:

7.2. Successes and Improvements:

Students may need more time to learn the new vocabulary words at home. This is especially true if the words are difficult or unfamiliar. Teachers may need to provide students with more resources or support, such as online videos or tutorials.

Kahoot can be used for more than just assessment. It can also be used as a teaching tool or as a way to review previously

learned material.

Students need opportunities to collaborate with each other. This will help them to learn from each other and to develop their communication skills.

Technology can be a powerful tool for learning. However, it is important to use technology in a way that is meaningful and effective.

8. Conclusion

8.1 Key Takeaways:

Provide students with clear instructions and resources ahead of time. This will help them to prepare for the flipped classroom model and ensure that they are ready to learn and practice the new vocabulary words in class.

Use Kahoot in a variety of ways. Kahoot can be used for assessment, teaching, and review. This will help to make the learning experience more engaging and effective.

Provide students with opportunities to practice using the new vocabulary words in a variety of ways. This will help them to learn and retain the new information. Some possible practice activities include sentence writing, paragraph writing, role-playing, and games.

Differentiate instruction to meet the needs of all learners. Not all students learn at the same pace or in the same way. Teachers should provide students with a variety of learning opportunities and support to meet the needs of all learners.

Provide students with feedback on their performance. This will help them to identify their strengths and weaknesses and continue to learn.

In addition to these key insights, it is also important to note that technology can be a powerful tool for learning. However, it is important to use technology in a way that is meaningful and effective. For example, Kahoot can be a fun and engaging way to assess student learning, but it should not be the only way that students are assessed.

By following these insights and recommendations, teachers can develop more effective lessons for teaching vocabulary using the flipped classroom model and Kahoot.

8.2. Technology Value:

Technology integration is important in education because it can make learning more engaging and interactive. Technology can be used to create a variety of learning experiences that are more engaging and interactive than traditional methods. For example, students can use simulations, games, and interactive videos to learn about new concepts.

Besides, this model classroom can provide students with access to a wider range of resources. Technology can give students access to a wider range of resources, including online

databases, articles, and videos. This can help students to learn more about a topic and to develop their critical thinking skills.

Support differentiated instruction. Technology can be used to support differentiated instruction by providing students with different learning activities and resources. This can help teachers to meet the needs of all learners.

Finally, this classroom model is one of the ways that help prepare students for the 21st-century workplace that is increasingly reliant on technology. By integrating technology into the classroom, teachers can help students develop the skills and knowledge they need to succeed in the workplace.

Technology integration can be a powerful tool for improving teaching and learning. By using technology in a thoughtful and intentional way, teachers can create more engaging, effective, and efficient learning experiences for their students.

REFERENCES

- [1] Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale, and a call for research. *Higher Education Research & Development*, 34(1), 1-14.
- [2] Baker, R. S., D'Mello, S. K., Rodrigo, M. M. T., & Graesser, A. C. (2010). Better to be frustrated than bored: The incidence, persistence, and impact of learners' cognitive-affective states during interactions with three different computer-based learning environments. *International Journal of Human-Computer Studies*, 68(4), 223-241.
- [3] Bicen, H., & Kocakoyun, Ş. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of Emerging Technologies in Learning (iJET)*, 13(2), 72-93.
- [4] Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. In *ASEE National Conference Proceedings*, Atlanta, GA.
- [5] Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- [6] Dichev, C., & Dicheva, D. (2017). Gamifying education: What is known, what is believed, and what remains uncertain: A critical review. *International Journal of Educational Technology in Higher Education*, 14(1), 1-36.
- [7] Dillenbourg, P. (2013). Design for classroom orchestration. *Computers & Education*, 69, 485-492.
- [8] Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.
- [9] Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20-25.
- [10] Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3-21). Pfeiffer.
- [11] Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62-66.
- [12] Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.
- [13] Jensen, J. L., Kummer, T. A., & Godoy, P. D. M. (2015). Improvements from a flipped classroom may simply be the fruits of active learning. *CBE—Life Sciences Education*, 14(1), 1-12.
- [14] Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. *The Internet and Higher Education*, 22, 37-50.
- [15] Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is "enhanced" and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), 6-36.
- [16] Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(1), 1-23.
- [17] Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: Possible solutions and recommendations for future research. *Research and Practice in Technology Enhanced Learning*, 12(1), 4.
- [18] Oztok, M., Zingaro, D., Brett, C., & Hewitt, J. (2013). Exploring asynchronous and synchronous tool use in online courses. *Computers & Education*, 60(1), 87-94.
- [19] Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for eLearning novices. *Management Teaching Review*, 2(2), 151-158.
- [20] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- [21] Selwyn, N. (2016). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- [22] Wang, A. I. (2015). The wear out effect of a game-based student response system. *Computers & Education*, 82, 217-227.
- [23] Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning: A literature review. *Computers & Education*, 149, 103818.
- [24] Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *International Review of Research in Open and Distributed Learning*, 17(3), 313-340.