

## Using Cambridge English kahoots in online teaching and learning – Transcript

Hello, and welcome.

### **Slide 1 Introduction**

In this session we'll look at how you can make the most of kahoots in your online (or face-to-face) English lessons, how to set them for independent learning, and how to provide the right levels of challenge and support. We'll also be discussing key issues in choosing or creating kahoots to support language-learning objectives.

We'll be showing you some Cambridge English kahoots for young learners today, but whatever age or level of learners you teach, you'll find plenty of practical tips for choosing, creating and using kahoots for English teaching and learning in this session.

### **Slide 2 Poll (optional)**

Before we start, please can you tell us if you already use kahoots for English language teaching and learning? Do you use them all the time? Frequently? Just occasionally? Have you tried kahoots but never use them in your English classes? Or have you never used kahoots before today? Do you use kahoots for English teaching and learning?

[If teachers have used kahoots before, ask them to briefly share how they have used them.]

### **Slide 3 Kahoot!**

Kahoots are interactive, online games, and many teachers use Kahoot! because it helps them to motivate and engage their learners. You can search for kahoots that have been created by other teachers or organisations, or you can easily create your own games on the Kahoot! platform.

You can use kahoots on a variety of devices including computers, tablets or smartphones, and you can use them in a variety of settings, for example, in online lessons or face-to-face classrooms. Learners can also play them at home in self-study mode, or you can set a kahoot as a challenge.

When you play a kahoot in an online or face-to-face class, you can choose whether learners play against each other as individuals or in teams, and we'll come back to this later on. It's important to ensure that you choose a way of playing that is going to provide your learners with the right level of challenge, to ensure they feel comfortable and able to engage.

And lastly, playing and creating kahoots is free, but there is a premium subscription if you want to create a greater range of question types or access additional features.

**Slide 4 Cambridge English kahoots for young learners**

We're going to look at some Cambridge English kahoots today – there are currently nine young learner kahoots available to play. These games bring rich Cambridge English content into the Kahoot! environment, where bright colours, interactions and music help to create an exciting learning atmosphere, encourage engagement and maintain learner focus.

These games are specifically designed to help learners to explore, practise and review language and reading skills at Pre-A1, A1 and A2 levels. As they play, you and your learners can see immediately what needs more work, and you can repeat games in class or set them as a challenge to help learners reach mastery of the content. These kahoots are designed for language learning rather than exam preparation, but the materials are relevant for learners preparing for Pre A1 Starters, A1 Movers and A2 Flyers exams.

**Slide 5 Cambridge English Kahoots**

It's really important that the language and interactions in learning games are appropriate for your learners and help them progress towards their learning goals. When you're choosing or creating kahoots for language learning, you should consider how language is presented.

Here you can see some example questions from three Cambridge English young learner kahoots. If you're designing a kahoot for your learners, it's easy to quickly pull together a game to practise vocabulary, perhaps matching to images, giving multiple-choice definitions, gapped sentences, or even translations. But vocabulary is not the only thing you can practise.

Providing language in context can help you develop more meaningful language activities. Adding images, text or video allows you to do this, as they all provide extra input and clues about form, meaning and use of language, and they can provide an opportunity to practise reading and listening skills too. Choose or create kahoots which present language in full sentences, in short paragraphs or videos, and where possible, through conversation or dialogue.

This particular young learner set focuses mostly on language and reading skills, although some also include dialogue, such as the example on the right here.

Adding rich context such as images, text and video can also make it easier to connect kahoots within a sequence of learning. For example, images can be used to brainstorm or check understanding of lexis, or a reading text or video in a kahoot can be used as the starting point for a speaking activity.

**Slide 6 Integrating kahoots**

Depending on where you are in your lesson, sequence of lessons, or period of study, you might want to use kahoots to practise or review language that you have already taught, perhaps at the end of a lesson, for homework, or at the end of a topic or coursebook unit. But you can use kahoots at any stage in a sequence of learning, for example to capture attention or to refocus learners, to encourage a positive learning atmosphere, to support or stretch specific groups of learners, or even to reward them.

And the content doesn't always have to be language and skills practice – you can create kahoots which help you and your learners get to know more about each other, or develop social skills, or become more familiar with a topic too.

**Slide 7 Benefits of games for language learning**

As teachers, we know that using well-designed games for language learning can engage learners. If they enjoy a game, they will often want to play it over and over again. We know that games can distract learners from stress or anxiety and increase their motivation to learn, and importantly, games can help learners achieve a state of flow – that’s when you become absorbed in what you’re doing – and this can have a very positive effect on learners’ attitudes to learning.

**Slide 8 Poll (optional)**

Now that we’ve thought about kahoots a bit more, it would be great to know which age group you would like to use Cambridge English kahoots with. Tell us in the poll. The examples we’ve looked at are for young learners, but you can play kahoots with any age group. Which age group would you like to use Cambridge English kahoots with?

- preschool
- primary
- secondary
- university
- workplace

[If time: ask teachers what kind of content they’d use the kahoots for with different age groups.]

**Slide 9 Live play – Classic or Team mode**

Whatever age or level you teach, it’s important to remember that competition can help learning but only if done in the right way. You need to think about how you will organise a game. If you’re playing a kahoot in class you can set it up in Classic mode so that learners play against each other as individuals. This can provide more of a challenge for confident, independent or higher-level learners.

If you’re concerned that less confident or lower-level learners would become disengaged, or if you would like to encourage more social interaction or discussion in your classroom, you may prefer learners to play a kahoot in Team mode.

**Slide 10 Live play in an online classroom**

However, you will need to think about how Classic or Team mode will work in your online classroom.

- In Classic mode, learners will need to see your screen via screen share and also be able to answer questions – either in a second window or tab in their browser or on a second device. On the right here, you can see how the teacher shares the questions on screen. On the left you can see how the learner chooses their answer on a mobile device.
- In Team mode, if you want pairs or groups to discuss their answers in breakout rooms, you’ll need to check they can still access your screen to see the questions, as well as answer them within the breakout rooms.

**Slide 11 Assign a Challenge**

If you would prefer learners to play the kahoot at home and still have the experience of playing against each other, you can assign the kahoot as a challenge. You simply set a completion day and time, decide if you want the timer on or off, check the other settings and create the challenge. This generates the Game PIN, the number that you share with learners so that they can play the challenge at home.

When learners play a challenge they see the questions and answers together as shown on the right here, so they only need one device. They also see which questions they're getting right or wrong, and they will see their place on the leader board. Learners can play as many times as they like to try and reach the top.

**Slide 12 Self-study in the Kahoot! app**

You can also show learners, or their parents if they are young learners, how to access kahoots in self-study mode in the Kahoot! app. This is great if you want your learners to work independently at their own pace. In self-study, learners can use the questions as flashcards, practice without a timer, test themselves against a timer, and also set their own challenge to play against other learners.

**Slide 13 Poll and discussion (optional)**

What do you think? For online learning, what method of play would work best for you and your learners? Would live play in an online class work best? Or would learners (and their parents) like to use kahoots independently for language learning at home? Or both?

**Slide 14 Conditions for success**

Whatever level or age you teach, there are some key things to consider when choosing or creating a kahoot, or any other kind of game, for your learners.

- Do learners have devices, internet connection and a supportive environment in which to access the content?
- Is it the right level? (not too easy, not too hard)
- Will it help learners achieve their learning objectives? Does it support your curriculum?
- Is language presented and practised in context?
- Is the level of competition appropriate for your learners?
- Will you play in class or set games for independent study?
- And importantly, how will you recognise the efforts of all learners, regardless of their ability or position on a leader board?

It's also worth pointing out that the first time you play a kahoot, demonstrate how to play it in the mode you have chosen. Make sure you go over the steps so that everyone can start playing the kahoot with confidence. This is especially important if you're teaching in an online classroom, and there are useful videos to help you on the Kahoot! website.

**Slide 15 Example lesson**

Let's look at an example lesson which integrates a Cambridge English kahoot. You can find this lesson plan on [thedigitalteacher.com](http://thedigitalteacher.com) in the training section. This lesson is designed to be used in an online classroom, or with the kahoot set as independent learning between two online lessons. However, you could also use this lesson in a face-to-face classroom. This example A2-level lesson uses one of the Cambridge English Kahoots we saw earlier on and focuses on language, reading and writing.

**Slide 16 Resources**

To launch and show the questions you, the teacher, will need internet access and a device, access to an online classroom, and the kahoot.

To see the questions, the learners will need to be able to see the teacher's screen – this would be via screenshare in an online classroom on the device they normally use.

To answer the questions, the learners will need a second window open in their browser, or a second device such as a phone or tablet.

To create their own kahoot questions at the end of the lesson, learners will need the Student's handout and an image of people doing different things, for example in a classroom or at the beach. You must check copyright to ensure you have permission to use any image in a kahoot, or you could use pictures drawn by your learners instead.

### **Slide 17 Live play or independent study?**

You can run this lesson in different ways, depending how comfortable you are teaching online.

Path 1: You can do all activities in a single lesson, playing the kahoot in Classic mode – that's individual learners playing against each other. This is more appropriate if you and your learners are comfortable in an online classroom and using Kahoot! at the same time. Your learners must be able to access the online classroom and a device or screen to answer the kahoot questions. This may be tricky for young learners, or for some adults! If so, choose Path 2.

Path 2: You do the first part of the sequence in Lesson 1, set the kahoot as a challenge or self-study at home and complete the sequence in a second lesson. This is more appropriate if you and your learners are new to online teaching, if your learners have access to only one device or screen, or if your learners are less confident.

### **Slide 18 Warmer**

This lesson is built around a detailed image which can be used to introduce or review language appropriate for A2-level young learners.

Before you show them the picture, you can warm learners up for this lesson by introducing the theme of fun. Connect with them by asking them what things they find fun and sharing some of the fun things you do.

### **Slide 19 Lead-in**

Then there's a lead-in activity – part of it is shown here: you explain to learners that they are going to close their eyes and listen to you talking about a picture. After you give each description, you ask them a question. Learners simply tell you what they think or imagine the picture looks like – either orally or via the chat in your online classroom. There's no right or wrong answer.

When you've finished, you can share your screen to show learners the main image in the kahoot. You can ask them to tell you if it's like the picture they imagined, how it's different, check relevant vocabulary in the picture and elicit language for describing people and things.

### **Slide 20 Path 1 – Practice – Live kahoot**

If you're going to play the kahoot in your online lesson:

1. Go to the kahoot and select Play.
2. Choose Present in the pop-up box – that's the middle image here on the slide.



3. Choose your game options. It's a good idea to keep the Friendly Nickname Generator on. If you want to be able to discuss questions as you play, you should turn off Automatic Move Through Questions. However, remember that this can interrupt the flow of the game. You and your learners might prefer revisiting questions after the game is finished.
4. Finally select Classic.

### **Slide 21 Path 1 – Practice – Live kahoot**

5. Once you select Classic, the kahoot Game PIN will appear on your screen. Share your screen with your learners at this point.
6. Learners go to kahoot.it or the Kahoot! app on their device, enter the PIN and choose a nickname.
7. Once all learners have joined you can start the kahoot.

### **Slide 22 Path 1 – Practice – Live kahoot**

8. Learners see the input and questions via the screenshare in your online classroom – that's the screen on the right here. They will need to select their answers in the window they opened kahoot.it or on their second device, as shown on the left here.

### **Slide 23 Path 1 – Practice – Live kahoot**

As learners finish each question they, and you, can see which ones they are getting right and wrong. You can get learners discussing their answers at this point, or you might prefer to keep the game and momentum going and come back to review questions at the end of the kahoot.

### **Slide 24 Path 2 – Independent play at home**

If you want your learners to play the kahoot independently at home you have two choices.

If you are happy for learners to play against each other, set a challenge:

1. Go to the kahoot and select Play.
2. Choose Assign in the pop-up box – that's the box in the middle of the slide again here.
3. Select the options you want and share the code with your learners or their parents.
4. Learners go to kahoot.it, enter the code, choose a nickname and can play as many times as they like.

If you set a challenge, you can see which questions learners find more easy or difficult, which will help inform your next class.

If you prefer not to use a leader board, you can ask learners or their parents to access the kahoot as self-study through the Kahoot! app. Learners open the app and search for the kahoot. They can then, for example, choose Practice to play without a timer, or Test Yourself for added challenge.

You won't be able to see how your learners performed in self-study mode.

### **Slide 25 Discussion and feedback**

When learners have finished the kahoot, or when they return to the second lesson, you can revisit and work on any challenging areas or questions. If you signed in and played a live game or set the kahoot as

a challenge, you will be able to access the Report for the kahoot you played. The Summary section will tell you which questions your learners found difficult. To review questions with your class without revealing individual's answers, go straight to Questions. Encourage learners to give explanations and examples and to support each other.

**Slide 26 Write your own kahoot**

The next stage of this lesson aims to get learners involved in developing their own learning materials – this can really motivate some learners. If you have older learners, you could simply show them how to create a kahoot or share a video on how to do this for homework and they could create their own kahoots in their Kahoot! account.

For this young learner lesson, you'll need to support your learners a bit more. You'll need to share an image with your learners that they can use to create their own kahoot questions. You must have permission to use the image in a kahoot or, alternatively, you can ask learners to draw their own pictures. In this activity, learners are aiming to create sentences like the ones they saw in the kahoot they just played. Share the Student's handout, go through the instructions and the sentence starters, and elicit a few example sentences.

If you can use breakout rooms or the chat in your online classroom, learners can work with a partner to create their sentences. Alternatively, you can set this step for homework.

**Slide 27 Creating a kahoot**

When you have received all the learners' questions, use some of their sentences (and pictures if they have drawn them) to create a new kahoot for another day. This is really simple – when you are logged into Kahoot!, simply select Create and start adding your questions.

The free version of Kahoot! allows you to create multiple choice and true or false questions. If you have a premium subscription you can add slides and other question types like ordering and open questions.

You can also add YouTube videos and images to your kahoots to enrich your content and provide more context for the language you are focusing on. But as I mentioned before, you should always make sure you have permission to use any images or video and attribute as necessary.

**Slide 28 The Digital Teacher**

You can download this lesson plan from [thedigitalteacher.com](http://thedigitalteacher.com) along with tips on using kahoots and lots of support and resources for teaching English online.

**Slide 29 Benefits of games for language learning**

To finish off, let's go back to a couple of key slides. Kahoots, and other games, can really help to motivate and engage learners and help them develop positive emotions and attitudes towards learning.

**Slide 30 Conditions for success**

But it's really important to get it right. We need to think carefully about the quality of the content and the quality of the experience for learners.

**Slide 31 Any questions?**

That brings things to an end for today. Do you have any questions?