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Gamification at University Level: Analysing the Use of Kahoot!, Socrative and Quizlet in the English Studies Degree.

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Abstract:

With the development of Information and Communication Technologies (ICTs), new techniques have been incorporated in the fields of Language Acquisition and Language Teaching and Learning. One of them is gamification, a method that combines game-like mechanisms, promoting learning in a more engagingly and entertainingly manner in non-gaming contexts. This study analyses the frequency with which three gamification apps, Kahoot!, Socrative, and Quizlet are used by students and teachers of English Studies from the University of the Balearic Islands in English Language subjects. Aspects such as their usage in class and outside of it and their usefulness in their learning process of the language are analysed. Moreover, a brief comparison of the usage of these applications in other subjects of the degree is also included. To examine this, an online questionnaire was distributed among thirty-five postgraduates and current students of the previously mentioned degree. Results suggest that gamification is not a very common method used in English Language classes, nor other subjects of this university degree. On the few occasions in which teachers have worked with this type of applications, Kahoot! was the preferred one for them; meanwhile, Quizlet was sometimes used by the students outside the classroom, i.e., for independent study, and Socrative appears to be unknown for both students and teachers.

Keywords: Gamification in L2 classrooms; University; Kahoot!; Socrative; Quizlet.

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1. Introduction:

Teaching methods have changed and developed a lot over the years. One of the main factors that contributed to this was the breakthrough of technology. In fact, technology has become an essential part of our lives, and thanks to the Internet and the Web 2.0 tools, the role of computers is increasingly gaining more and more significance in the English Language Teaching (ELT) field (Köse, Çimen, and Mede 2016, 365). As Yürük (2019, 89) points out, "with the rapid integration of technology and the Internet, the vision of foreign language teaching and learning needs to be improved through a different perspective of education," so that they can be adapted to the necessities of the new 21st century students. Who according to Prensky, are defined as "Digital Natives" because they are familiarised with technology, computers and the Internet, as well as video games (2001, 1). In fact, they process information differently and, on some occasions, their current educational system does not seem to suit their necessities (Figueroa-Flores 2015, 33). For this reason, teachers and researchers have been looking for alternatives for their students to find new learning and teaching methods that attract and motivate them more. An instance of this is a new technique which includes learning, but at the same time, it promotes students' entertainment and motivation to learn, without this platform being a video game. This is called *gamification*, a method that applies elements related to video games such as game mechanisms and its dynamics but with non-game applications (Urh et al. 2015, 389), as its final goal is not only entertaining but also acquiring knowledge. That is why its importance in education has increased. Even though many studies have dealt with this approach, most of them focused on different fields of education in secondary or higher education, but not many have examined the use of three different gamification apps such as Kahoot!, Socrative, and Quizlet to teach and learn English at the university level.

However, regarding the relevance gamification has gained, has it been utilised in the area of teaching and learning a Second Language in this institution? It can be said that there is not enough representation nor reinforcement of using gamification applications for teaching and learning English at university, and when they are used, there is a clear preference towards one of them. This seems surprising since, as it will be explained in the Literary Review section of this dissertation, several authors point out that using gamified applications has many advantages for students, such as they enhance motivation meanwhile they are learning in a more entertained and implicit manner. This paper is aimed at analysing the usage of the aforementioned gamification apps in our university context, within the degree of English Studies at the University of the Balearic Islands (UIB from here onwards). It, therefore, seeks

to examine whether students believe these tools have been used enough in their degree and, if so, whether they believe they were useful in their learning process. With a view to collect the necessary information to analyse all this, an online questionnaire was provided to 35 postgraduates and students of the aforementioned degree. Thus, this paper will start by providing a literature review section of research dealing with how this method has been incorporated, as well as studies and its findings related to the three applications and some contextualisation. Then, it will move to the objectives of the study where the research questions of the dissertation will be included. After that, the methodology followed for this research will be introduced, to then, present and explain the results with a final discussion that will lead to the conclusions of the study and two possible options for further research.

2. Literary review

The development of technology and its gradual integration in education have brought new prospects in this area as well as innovative methods to teach and learn. Thus, 21st-century students known as "Digital Natives" (see section 1) can adapt better to a new educational system. Therefore, changes have been made in the field of Second Language learning and teaching, and it has become more technology-oriented (Figueroa-Flores 2015, 33). An example of this is how alternatives such as the method of gamification have been included progressively in education, and more concretely, in the process of teaching and learning a language. Even though this paper is going to focus on the analysis of the use of this technique in acquiring English as Second Language (ESL) at university, some concepts need to be previously explained and contextualised.

To begin with, the term *acquisition* has been defined by Krashen as a subconscious process in which the learners are not aware that they are acquiring a language, but are instead using it for communication (1982, 10). However, when *learning* a language, there is a conscious knowledge of a Second Language (L2 for now onwards) in which the rules about it are known (10). Teaching these rules can help students understand the structure of the language and how it works. According to Figueroa-Flores, learning an L2 implies restricted experiences which take place in formal settings such as classrooms (2015, 35) in which there is a teacher that covers specific knowledge adapted to the level of the language they want to achieve. It has been highlighted that in order to acquire a Second Language, vocabulary needs to be learnt to fulfil communication (Köse, Çimen, and Mede 2016; Dizon 2016; Llerena and Rodríguez 2017; Sanosi 2018), because otherwise even though grammatical constructions may be correct,

without vocabulary the final message would not be understandable. Nonetheless,"[l]earning new words or structures from the target language has been a hard issue for foreign language learners" (Sezgin and Sezgin 2019, 1207), that is why alternatives have been under research.

One of these innovations is the integration of *Computer Assisted Language Learning* (CALL) in the instruction of an L2, which it is an instrument that includes technology in the learning and teaching process (Yürük 2019, 90), and it has been beneficial for Digital Natives students. An instance of this development in the Second Language Acquisition (SLA) procedure is incorporating technologies such as Student Response System (e.g. clickers) which are becoming more popular for the effect they are having on students' learning performance (Awedh et al. 2014, 17). According to Bojinova and Oigara, *clickers* or *Student Response Systems* (*SRS*) are tools that represent the most innovative educational technologies which are concerned about the assessment of twenty-first-century students' learning needs (2013, 154). In fact, they try to enhance the learning process to increase commitment and motivation (154). The fact that clickers are more common in education is because of the benefits they have, such as fostering learners' interests and interaction, and they provide instant feedback of the answers (Faya and Martín-Macho 2019, 1). Taking clickers into consideration and the current situation of instruction, "[i]t is necessary to use classroom technology in language classrooms to improve learning, and gamification is one of the latest approaches used in language classes" (Llerena and Rodríguez 2017, 441), as it shares common characteristics with the tool mentioned above.

2.1. Gamification

There is no doubt that to learn an L2; vocabulary has an important role. In fact, utilising CALL to study vocabulary offers the opportunity to learn and practise words by repeating them until they are acquired, which is one of the most effective cognitive strategies to practise and learn vocabulary (Köse, Çimen, and Mede 2018, 365). A pedagogical and entertaining option to achieve this purpose is using gamification. This concept is described as the use of game mechanisms in non-playing environments with applications which are not strictly focused on playing, but in enhancing motivation, concentration, and students' effort (Michos 2017, 512) at the same time they are learning in an entertained manner. The purpose of gamification is to transform the learning experience into an educational game with game elements at the same time students feel motivated and active (Furdu, Tomozei, and Köse 2017, 57). That is why educators and learners defend the incorporation of technology in class and consequently

Gamification Tools (GT), because the latter support learning funnily, promotes competition and learning accomplishment (Sezgin and Sezgin 2019, 1208).

Therefore, gamification has gained relevance in recent years in the field of acquiring a Second Language. Michos provides the main benefits and reasons why it is often used when teaching a Second Language. Such as the mood of the students shift when working with this method in class, which consequently enhances their mood to a happier one; besides, it can provide breaks so that the activity is not so tough; thus, attention, engagement and willingness to participate in classroom activities increase (Michos 2017, 512). Furthermore, it promotes objective-centred activities, and the learning process becomes more entertaining (513). Motivation and engagement for learning, which are some of the most relevant features of gamification, have also been taken into consideration in other studies (Lee and Hammer 2011; Urh et al. 2015; Yürük 2019), although "[g]amification is not just designed for learner fun and enjoyment" (Sezgin and Sezgin 2019, 1206). However, this technique has also found disadvantages. Such as using gamification apps very regularly will become more a mandatory activity than an enjoying one, and as a result, it will be demotivating for learners (Lee and Hammer 2011; Furdu, Tomozei, and Köse 2017). Moreover, in Furdu, Tomozei, and Köse study they highlighted that those students who are not naturally competitive, using gamification would not be as motivating and engaging as for those competitive ones (2017, 58). That is why to succeed while using this innovative teaching method, preparation from teachers is needed in order to know how to cover the contents, how to incorporate the technology and use it properly during lecture sessions, and to provide an engaging approach to the student to achieve deep learning (Dakka 2015, 15). Therefore, students would not feel overburdened.

Although gamification uses game elements in non-gamified environments, in this case, in a classroom with the purpose to learn a language, it does promote learning but more implicitly. This method encourages *implicit learning* in which the knowledge is gained unconsciously because the student is not putting explicit effort to absorb vocabulary (Köse, Çimen, and Mede 2016, 363). Some applications that fulfil the learning process in an enjoying way, which are gamified and share characteristics of clickers are Kahoot!, Socrative, and Quizlet. They are free tools for teachers and students that can be incorporated in everyday classroom practice (Faya and Martín-Macho 2019, 2). There are more and more applications and websites dedicated to the learning of a language, albeit this study is focused on the aforementioned gamification applications.

2.2. Kahoot!, Socrative and Quizlet.

These three apps have been chosen for this study because they are commonly used to revise English Language vocabulary and grammar. In fact, their use will be later analysed in university students from the UIB with a questionnaire. The main reason why they are famous is that they are based on gamification, which attempts to leverage motivation offered by games to solve the issue of lack of motivation in education (Lee and Hammer 2011, 1). The first one is Kahoot!, a free online game-based application that can be used with smartphones, laptops or with similar gadgets, which offers different options to practise a language; such as quizzes, discussions, and surveys that make the learning process more fun, appealing and challenging (Yürük 2019, 92). Indeed, according to Bicen and Kocakoyun, it is a practical application to ameliorate academic performance (2017, 19). Kahoot! has also found to be a useful application to learn a language at university level when acquiring an L2. More specifically, it has been demonstrated in different studies to be successful when learning vocabulary. With this app, learners scored highly after using it thanks to the easiness of use which can be utilised individually or in collaboration; and because it has been proved that it motivated students in the classroom to learn at the same time they enjoyed playing the game (Llerena and Rodríguez 2017; Michos 2017; Yürük 2019). In fact, Llerena and Rodríguez (2017), Bicen and Kocakoyun (2017), and Yürük (2019) demonstrated in their studies that Kahoot is a good gamification app to use with university students.

The second application, Socrative, is defined by Faya and Martín-Macho as a mobile app that offers different versions for teachers and students with a wide variety of possibilities to create activities (2019, 4). It offers different type of questions such as true/false, multiple-choice or short answers that can appear randomly or with an established order (4). Similarly to Kahoot!, according to Awedh eh at., they state that using Socrative in class is beneficial for students because it encourages individual learning and in groups (2014, 19). This app is concerned with the enjoyable aspects of using a gamified application, and additionally, it enhances the engagement of students, but it also assesses their academic performance and the possible communication student-teacher when there is a knowledge gap (Awedh et al. 2014; Dakka 2015; Faya and Martín-Macho 2019). However, some studies have also worked with Socrative in other fields of study that were not related to acquiring a language. Such as in a higher education engineering module (Dakka 2015), or in the course of computer architecture (Awedh et al. 2014) where the concepts were adequately understood while using the app.

Finally, Quizlet is a popular application that promotes students' autonomy when learning a language because it allows them to revise actual words on their own using different activities such as flashcards, matching, writing definitions and practising pronunciation (Köse, Çimen, and Mede 2016, 367). Nevertheless, some of its features are not found in the mobile application but only on the website (Dizon 2016, 44). There have been different studies which have focused on this app to learn vocabulary. For instance, in Dizon's study (2016) he demonstrated the effectiveness of using this app for nine students who were acquiring English as a Second Language in the Faculty of Foreign Studies in Japan. He compared the academic results before and after using the app for ten weeks, and Quizlet supported their vocabulary enhancement. Similarly, Sanosi (2018) used the same procedure in the college of Sciences and Humanities in Saudi Arabia with 42 EFL learners. He also worked with this application to develop and acquire vocabulary observing students' performance before and after their tests in two groups: a control one of 21 leaners and an experimental one of 21 as well. The final outcome after using Quizlet was also positive, as the experimental group who worked with the app inside and outside the classroom improved their academic results considerably. In opposition to these positive results, in Köse, Çimen, and Mede study (2016), even though learners felt motivated in their independent study with Quizlet during class time, and it helped them to acquire vocabulary and to score highly after using it for four weeks in comparison to their first vocabulary quizzes, they found some drawbacks when using this gamification app. For instance, some answers were not taken as correct for minor punctuation mistakes while using the app, and there were not examples of sentences with the new vocabulary they were learning, which might have affected to some students' motivation. Despite this, Quizlet is analysed as a useful application for vocabulary acquisition as well as the two ones mentioned above.

In general, these three applications share some standard features with gamification that made the studying environment in class far from being a burden but instead a motivating and engaging method to acquire knowledge. By using them, students can feel part of their learning process having constant feedback about their possible mistakes and receive help from their instructor when a concept is not understood, which is one of the main characteristics of gamification learning, evaluating the students' improvement apart from motivating them (Sezgin and Sezgin 2019, 1206). However, each application has its characteristics that differentiate one from the other. Such as their varied style of games they offer, which can create different environments of learning and how they cover different needs with their activities. For these reasons, they should all have recognition.

Thus, although some research has been conducted on the use of Socrative, Kahoot!, and Quizlet, to the best of my knowledge, not many studies have focused on examining the usage of these three tools inside and outside an English Language classroom at university level, nor it has been compared to other subjects of the degree of English Studies from the UIB. That is why this study will be focused on them because there has not been paid enough attention to these three applications together comparing their employment, and finding which one is the most used or preferred one for teachers and learners of the degree.

3. The Study.

3.1. Objectives of the Study

The main aim of this study is to analyse how often three gamification apps: Kahoot!, Quizlet, and Socrative are used at university level, more particularly, within the degree of English Studies at the UIB. To complete this aim, an online questionnaire was given to a group of students. It included some questions about how and when these applications are used inside the classroom by the teachers and outside the classroom by the students themselves. Moreover, there were some questions designed to analyse the usage of these applications inside the English Language subjects of the degree and other questions for non-English Language subjects. For instance, they were asked whether their teachers used these applications during their university lessons, if they were useful or not for them during their learning process (either inside and/or outside the classroom) among other queries that will be explained in the Research Materials section. Nevertheless, the research questions that this dissertation is aimed to answer through it are:

"Do UIB teachers within the English Studies degree use Kahoot, Socrative and/or Quizlet? If so, which ones, in what subjects and for what reasons?"

"Do English Studies´ students use them outside the classroom? If so, which ones and for what reason?"

"Will these undergraduates use gamification when they become teachers in the future?"

Finally, considering the results provided in the online survey, an interpretation of them would determine whether this new educational technique has enough representation at university level and whether it has been useful in their process of acquiring and studying a Second Language.

3.2. Methodology

This study as opposed to the majority, it was not based in previous lessons in which the aforementioned applications were used to revise contents covered in a subject. Such as creating a game to revise grammar and vocabulary from an English class, to, after that, provide a questionnaire to know the perceptions of students while using it. However, it was based on a theory that will be defended and covered throughout this work and will be later demonstrated with results. In this case, the methodology followed was accomplished with quantitative research. As Newman and Benz explain, "[t]he quantitative approach is used when one begins with a theory (or hypothesis) and tests for confirmation or disconfirmation of that hypothesis" (1998, 3). Thus, an online survey was provided with the aforementioned intention of defending the thesis of this dissertation.

3.2.1 Participants

The only requirement for the students that took part in the questionnaire was that they were currently studying the degree of English Studies in the UIB or that they have already finished it. In this survey, 35 students participated; seven of them were males and 28 female. The age range of them was between 18 to 30 years approximately. Twenty-eight of them are currently studying the degree, and seven are postgraduates. The previous ones are studying in different years from their first year to the fourth or final year. Even though this survey was also aimed at students in their first year, I could not contact with any of them. Nonetheless, interviewees from other years answered: five students were in their second year, three in their third year, and 20 of them in their fourth or final year. All of them have different English levels, even though this information was not specified in the survey, neither analysed.

3.2.2. Data collection and administration.

The data for this current study was primarily obtained from the quantitative method of a questionnaire created in Google Forms.[1] As a consequence of the present situation of a pandemic, the procedures of the data collection were affected. An instance of this is the fact that I could not contact any student from the first year as I had to follow an online questionnaire, and I could not speak to any of them in person. Had it not been for this phenomenon, a paper

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[1] The complete questionnaire about Gamification at university level is found in the following link:
https://docs.google.com/forms/d/1mTpemBWQ8izC2-98GsebR7WeEkcMlbyKNw5VbVCVWoc/edit

made survey would have been provided personally to students instead of an online one and possibly, more data could have been collected. Consequently, all the information was obtained during a certain period of time between two and three weeks approximately. After that, the collection of the answers were divided into different sections.

3.2.3. Research materials

In this section, the questionnaire will be explained. Even though this study is focused on examining the use of three gamification apps in the process of acquiring English as an L2, attention has been paid to other subjects of the degree of English Studies in order to compare the results and find an overall vision of gamification at university level. The survey is divided into 24 questions, which combines different styles of answers to have a broader range of them. They include compulsory questions, short answer ones, multiple-choice questions about Kahoot!, Quizlet and Socrative in which more than one solution can be chosen. A subjective question is included with a scale of options from the most costly option to the most positive one, and finally, queries in which students had to write were added.

To start with, some compulsory and personal questions were asked such as gender, age range, whether they are currently studying the degree English Studies or if they have already finished it, and in which academic year they are taking. Then, a multiple-choice question about which of the three apps students know. After that, the questions can be grouped into three sections which will also be analysed separately in the results.

The first section deals with four questions concerning Kahoot!, Quizlet and Socrative and their use outside the classroom by the students. The first two are appointed to their employment for the English Language subjects, to revise vocabulary and grammar separately. After that, a simple "Yes" "No" "I don't know" question regarding its possible usage to revise concepts from other subjects of the degree, and the final one in which the student had to specify writing what these applications were used for.

The second one involves their employment inside the classroom to later observe the role teachers can have concerning the apps. This part is addressed firstly to the English Language subjects matter, and after that, to the possibility of their utilisation in other subjects are also taken into consideration. The former one, stars with a multiple-choice question about which of the three apps have been used in class, to then answer writing down which kind of activity they did during that time. Finally, a question about the frequency in which they were used. In the latter part related to other subjects, a similar pattern was followed but with the only

difference that they had to specify writing the name of the subject and which activity they carried out with the applications.

The final section covered the students' opinion. It included a question about the usefulness of these apps rating them from "I strongly disagree" to "I strongly agree". Furthermore, a multiple-choice one about in which possible subjects these apps could be used, and whether students would recommend working with them in class more regularly. In the end, personal questions about students' perceptions of the apps were asked. Such as if they have enjoyed working with them in their learning process, or if they felt motivated to study the subjects after their use, or whether they will use this technique if they become teachers in the future among others.

3.2.4. Data analysis

To collect the data from the questionnaire, Google Forms offered a section in which answers were automatically interpreted and represented differently. The first option summarised the answers with graphics. The second one provided each question separately, and it illustrated how many people responded to them and how many times the options were chosen. The last one, each replied form was presented individually with the respective interviewee replies.

In my case, I have put together the answers taking into consideration the summary in graphics as well as the individual questions to have more accurate data. After that, I have gathered the most relevant results that demonstrated the contrast between them with graphics I made in Google Spreadsheet. Other essential aspects were analysed and explained individually with no tables nor graphics.

3.3 Results and discussion

In this section, not all the questions of the survey were analysed carefully, but instead, those queries that were more relevant for the study in order to analyse the use of the three gamification apps. To start with the analysis of the results, it is vital to highlight whether students know the gamification apps Kahoot!, Quizlet and Socrative. As it was a multiple-choice question, students could select more than one option. Learners answered that all of them knew Kahoot!, 24 people knew Quizlet, but nobody knew Socrative. The absence of representation of Socrative is a significant result that will be demonstrated throughout this part of the study, and it will be later discussed. Taking into consideration the sections in which the questions were divided in research materials, the rest of the outcomes will be examined

following a similar order to manly analyse the use of three gamification apps in English Language subject, and contrast the results to other non-English Language ones of the English Studies degree to find a general view of gamification.

To begin with, the aforementioned applications will be scrutinised according to their use outside the classroom firstly focusing on the English Language subject, as this study is focused on their adoption when teaching and learning English as an L2. Then, their use in other subjects is also regarded in order to respond to one of the aforementioned research questions from the Objectives section. According to Kahoot!, Quizlet and Socrative worked individually by students outside class, a significant difference is found when revising the English vocabulary and grammar, as it is illustrated in Table 1. Two colours are used to distinguish the results of vocabulary from grammar, and four options are possible, the applications and also the possibility of not having used any of them. Even though there were 35 participants, in any of the future analysed questions with graphics, there will not be unanimity in choosing one app concretely, that is why the number of students represented is lover than 30. Looking at their outside-of-classroom usage to revise vocabulary, Quizlet is the most used one with 15 people being slightly above Kahoot only with a person of difference. However, there is a significant number of people (13) who have never used them with this purpose. As far as grammar is concerned, the results vary. Most of the students (19) have not used any of the apps to revise grammar. Those who have, Kahoot! is more common (9) than Quizlet (7). Contrarily, Socrative has not been worked with for any of the previous intentions.
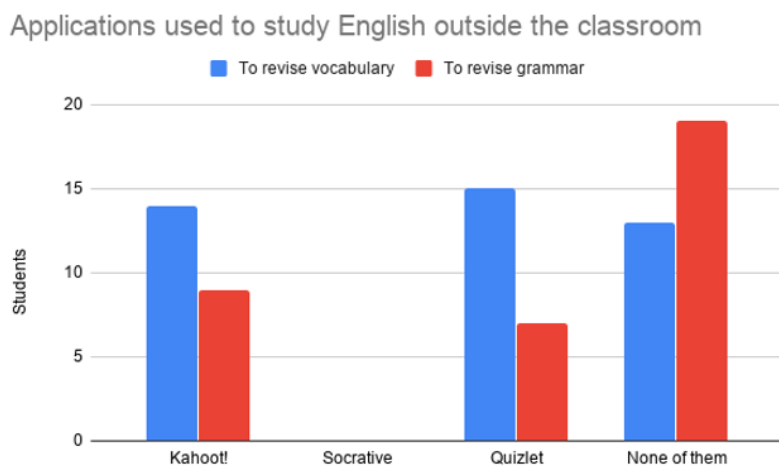

Table 1

In comparison to these results, using these gamification apps for other subjects has also been regarded. The majority of interviewees (77,1%) admitted having worked with them, and only 22,9% of them have never used them. Those who did, they specified writing they have

employed them mainly for History subjects, such as Cultural Insights II, to revise historical data and concepts. Moreover, they were also used to revise Linguistics and Literature subjects.

As far as these applications are utilised inside classrooms, the contrast between English Language subjects and others from the degree shown in Table 2 is relevant. If the previous ones are taken into consideration, the majority of learners (27) have used Kahoot!, some Quizlet (6), but others (8) have never worked with any of the apps in their English Language classes. Generally, students specified that teachers who worked with them utilised them to practise Use of English. They were more focused on vocabulary, but exercises with grammar constructions, fixed phrases and idioms were also included. Regarding other subjects of the degree, a wide range of students (22) did not practice with any of the applications in their classes. If they did, it was with Kahoot! (12), except two people who worked with Quizlet. Similarly to the outside-of-classroom utilisation of the apps in other subjects, teachers from History subjects were the ones who have been mentioned more frequently. Notably, the subject of Cultural Insights II, in which the apps were aimed to help students to revise concepts, historical periods and data in class. Again, Linguistic teachers also employed them to revise the theory. The subject of ICT was mentioned because its teachers explained to students how to use gamification methods, more specifically, Kahoot! and how to create a game with it. Finally, as it is shown in the graphic, Socrative does not appear in the results of using the applications in the English Languages lessons, nor in the other subjects' ones.
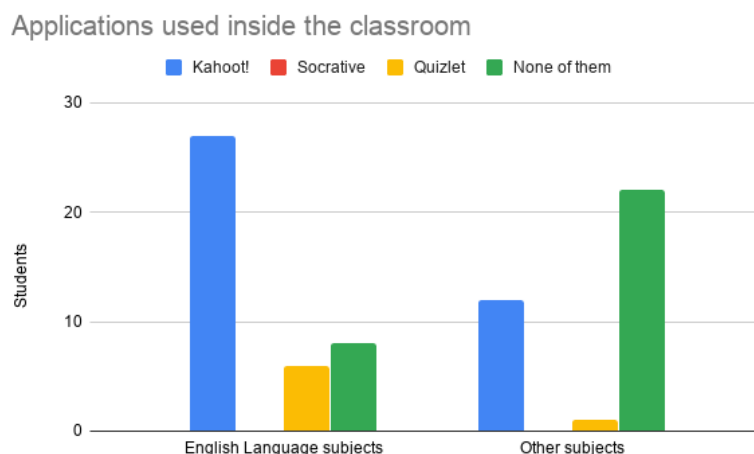

Table 2

Considering the frequency in which the gamification apps were utilised in class, Table 3 provides a view of their differences between English Language and non-English Language subjects. Concerning the first, as it has been explained before, it is more common the usage of Kahoot! or Quizlet in English subjects. In fact, teachers and students have worked with them

in class generally more than three times, if not, twice or once, and sometimes more than four times. Opposed to this, we found that in other subjects they have been employed once or twice, and very rarely three or four times. These outcomes show a contrast between teachers working with the apps from English subjects and those from other subjects. The first ones show that they probably try to innovate their teaching methods by using new techniques in their lessons, in this case, gamification, meanwhile the second ones very rarely experiment with these educational alternatives, which might be a consequence of the type of contents they have to cover in their subjects.
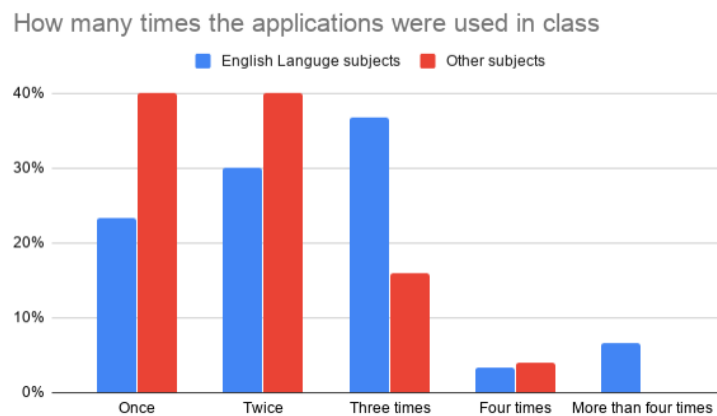

Table 3

To finish the analysis of the results, this last section is centred in the most relevant of the interviewees' personal opinions about the perceptions of the applications. They were asked with a scale of five points from "I strongly disagree" to "I strongly agree" if they believed these apps were useful to revise concepts seen in the classroom. A wide range of them, 31 students, voted positively, 26 of them agreed, five of them strongly agreed, but there were two people that neither disagree nor agree, and other two were not in favour of the statement. Moreover, in relation of the impact of motivation to study by using these applications, 16 learners felt motivated to study, ten of them did not know whether they felt motivated or not, and nine of them were not stimulated to study. Students were asked whether they would recommend working with these gamification applications more regularly in their university classes and most of them (27) said yes, only five were opposed to this, and three people did not know it. In addition, the possibility of learners having worked with the aforementioned gamification tools autonomously was enquired. The results were very close because 19 of them have never worked with the apps, but contrary to this, 15 people have used them to study autonomously. A final query, which was part of the research questions, was asked with a future vision: if they were going to become teachers, they will use these applications or not. A wide array of students

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(27) answered yes, and eight did not know it. This one is a crucial question for the future role they could have when becoming instructors, as they will have to adapt to the needs of Digital Natives (see section 1) or the future new generations of students.

As far as the analysed outcomes are concerned, there are a few issues to discuss. Considering the last result, there is a difference between what learners would do if they became teachers and the current situation of using gamification apps in the classroom at university level. When they are used to teach and practice the English Language as a Second Language, Kahoot! is the preferred one for teachers, even though some of them have never used these applications in their respective subjects. Nevertheless, for teachers from other subjects, there is little representation of this educational method to help students revise the content of their subjects. This might be a consequence of teachers having to follow a syllabus and cover certain concepts and knowledge in a fixed period of time. However, these gamification tools are useful ways of revising much content without wasting much class time. Overall, there is a certain tendency for teachers to choose Kahoot! in classrooms. On the other hand, when students decide to revise English on their own via gamification, Quizlet also gains importance, especially when revising vocabulary, as it has been positively described for this concrete aim. Had teachers recommended this application for independent study such as other studies have tried to encourage it outside the classroom (Dizon 2016; Sanosi 2018), the results would probably be different.

Another founding to discuss was the absence of Socrative in the results of the study. Taking into consideration the little representation gamification is having at the current moment at university in comparison to how it could be, Kahoot! is the most powerful application for English teachers and in some occasions for students as well, which leaves Quizlet and above all Socrative aside. This result was similar to Bicen and Kocakoyun (2017) study in which comparing Kahoot! to other applications such as ClassDojo, Classcraft and Socrative, students had a predilection for the first mentioned. To avoid this inequality with the apps when teaching an L2, as utilising new methods such as gamification apps has been proved to be beneficial for acquiring a Second Language, teachers should try to promote their usage inside and outside the classrooms of those applications that are not so popular but are useful in the learning of a language, in this case, Quizlet and Socrative. Therefore, these applications would become more and more common for students in their learning process, and maybe they will find out new attractive alternatives to acquire a language than the same traditional techniques.

Finally, it is relevant to mention some limitations this study has faced. The lack of participation of students from the first year affected the results because I could not collect any

data from them as a consequence of the current pandemic. Moreover, because of this questionnaire was focused in analysing the three applications mentioned above, their usage inside and outside the classroom and the students' perceptions of them, there is no record or specific information of the lessons in which learners and teachers worked with them in their English and non-English Language subjects. For instance, what kind of contents they covered according to their academic year and individual level of the language, the days or lessons they dedicated to revising with the applications, or the procedures teachers followed to incorporate these tools to their classes.

4. Conclusions and further research.

This research has been conducted to demonstrate there is not enough representation of the method of gamification at university level in general, but more specifically in the field of teaching and learning English in the degree of English Studies at the UIB. With much of the previous research made about this method, it has been shown that not only it is beneficial for students and their process of acquiring a language, but it is also an innovative manner of learning for the twenty-first-century learners who are more familiarised with the use of ICTs. In fact, it has been demonstrated that it fosters engagement at the same time students feel encouraged and motivated to learn.

Nonetheless, this study has answered the previous research questions thorough the results and has demonstrated various outcomes. It has proved that in English Language subjects, teachers sometimes use gamification applications in their lessons. When they are used, instructors have a clear preference for Kahoot! in comparison to Quizlet, and above all Socrative, which is unknown for teachers, and for the students of the degree mentioned above who participated in the online survey. Similarly, their employment in other subjects of the degree has also been observed. In comparison to their usage in English subjects, the outcome was different. These applications were not worked with much frequency in their lessons, but when teachers decided to employ them, Kahoot was practically the favoured one. However, it resulted helpful to cover concepts from History subjects such as Cultural Insights II or Linguistic subjects. This investigation also raised awareness of the usage of the aforementioned gamification apps for studying autonomously outside the classroom. In general, learners did not study English language with them, but those who sometimes worked with the applications, they used them to revise vocabulary and grammar. For the former intention, Quizlet becomes

the most relevant application, but to study grammar or revise concepts of other subjects of the degree, Kahoot! is still the first choice.

Regarding all the results, teachers have an essential role when acquiring a language. They are the ones who decide to integrate new alternatives to teach a language. Gamification is one of the recent incorporations in the classrooms that makes the learning more enjoyable, as it has been proved to be helpful in the process of learning a language. Even though its integration has been progressive, if instructors start promoting this technique in their lessons as well as its possible use for autonomous work and study, learners will probably become more acquainted with it. Therefore, gamification in general as well as apps such as Kahoot!, Socrative and Quizlet, need more representation to become more popular at university level, because they make studying an L2 more entertaining without consuming much class time.

Eventually, it would be interesting to do future research in which these three applications were used during a semester in one of the English Language subjects of the aforementioned degree. Thus, academic performance and motivation to study in learners during class could be analysed before and after using them. To at the end, find out which one provides better results in acquiring language. As far as teaching with gamification apps is concerned, another possible further research could be interviewing teachers of different subjects of the degree about their knowledge and usage of the method of gamification in their lessons and whether they like it or not. Then, ask them which of the three applications analysed in this dissertation (Kahoot!, Socrative and/or Quizlet) they know, which one/s they use, why they use or do not use them, and with which frequency they work with them in their classes. Finally, in this case, it would be a teacher-centred study about the use of these gamification apps.

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