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Unveiling the Impact of Kahoot! on Engaging EFL Learners.

A Study among Master One students at MKU of Biskra.

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Dedication

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To my father (Allah yarhmou), *I hope you are proud of me.*

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Abstract

Kahoot! is a Game-based Learning (GBL) platform which has emerged as a powerful tool in educational setting. significantly enhancing student engagement and learning outcomes. This study aims to explore the effectiveness and impact of Kahoot! on student engagement in various learning contexts. It also seeks to provide a deeper understanding of students' attitudes towards this gamified learning platform and the optimal strategies for its implementation. The primary aims of this study are to provide background information about gamification in education, specifically focusing on the Kahoot! platform. The concept is explained and demonstrated in the context of various academic disciplines. The goal is to improve students' engagement by integrating interactive activities into the learning process, encouraging them to take a more active role in their education. We hypothesize that Kahoot! can be a valuable tool to enhance student engagement and learning outcomes. To achieve the intended aims of our study, we adopt a descriptive approach that involves using mixed methods of data collection. One of these methods is a questionnaire administered to the students, targeting a sample of Masters One students (N=35). Additionally, unstructured interviews are conducted with faculty members (N=05) to gather insights into their experiences with using Kahoot! in their teaching. The findings indicate that both students and teachers recognize the potential of integrating Game-based Learning tools like Kahoot! into the educational curriculum. Students reported increased engagement and enjoyment in their learning activities, while teachers observed improved participation and attentiveness in their classes. The results suggest that Kahoot! can significantly enhance the overall learning experience, supporting our hypothesis that it is an effective tool for promoting active learning and improving educational outcomes.

Key-words: Mohamed Khider of Biskra, Kahoot!, Game-based Learning, Emgagement, M1 EFL learners

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

LE: Learning Engagement.

ELLs: English-language learners.

GBL: Game-based Learning.

IBL: Inquiry-based Learning.

SE: Student Engagement.

PIN: Personal Identification Number.

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GENERAL INTRODUCTION

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Background of the Study

The process of the teaching and learning of English as a Foreign Language (EFL) is constantly evolving, adjusting to meet the requirements and preferences of diverse students. In recent years, technology has emerged as a powerful tool for educators, offering innovative and engaging ways to enhance the learning process.

Such technological advancement has impacted EFL education through the implementation of Game-based Learning (GBL). GBL improves education through utilizing game mechanics to create an engaging and interactive learning experience. This approach has shown great potential in various educational settings, including EFL classrooms.

Kahoot! is a popular online platform that allows educators to create interactive quizzes and games. These games can be used to review previously learned material, introduce new concepts, and assess student understanding. The platform's gamified elements, such as points, competition, and leader boards, aim to increase student motivation and engagement.

The attempt to achieve effective classroom engagement has always been a hurdle in the educational process. Although the implementation of GBL has been proved to be useful and the utilization of Kahoot! has shown great potential, limited research specifically explores its impact on student engagement in this context. Meaning that examining the effectiveness of Kahoot! can provide valuable insights for educators seeking to integrate technology and enhance student learning experiences.

This study aims to investigate the impact of Kahoot! on the engagement of EFL students. By analyzing student participation, motivation, and learning outcomes, the study seeks to contribute to the understanding of how GBL tools can be effectively utilized to optimize learning in EFL classrooms.

Statement of the Problem

Student engagement is an important part in the whole learning experience. Numerous researches in education and psychology have concluded that students' Learning Engagement (LE) is crucial for their academic success (Greene et al., 2004; Reeve & Lee, 2014; Yang et al., 2021). When students are engaged, they are more motivated to participate, pay attention, and actively process the information being presented. This can lead to deeper understanding and improved learning outcomes. GBL tools such as Kahoot! show great promise concerning the achievement of an engaging and interactive learning experience. However; their specific impact on students remains under-investigated. This lack of research creates a gap in our understanding of how GBL tools can be effectively utilized to optimize learning experiences in this specific context.

Literature Review

A large number of studies and research publications acknowledged the effectiveness of Using and Implementing Computer-Assisted Language Learning in the EFL Classroom to improve EFL learners' comprehension. Some of these studies are presented here.

Plump and LaRosa (2017) investigated the use of Kahoot!, a game-based learning platform, in higher education classrooms. They found that Kahoot! was easy for instructors to implement and foster students' engagement and active learning. Students reported enjoying the use of Kahoot! even after a whole semester, suggesting its potential as a tool for long-term motivation. These findings support the growing body of research highlighting the potential benefits of game-based learning in promoting student engagement and facilitating a more active learning environment.

In another study, Wang and Tahir (2020) conducted a review of 93 studies exploring the use of Kahoot! as a learning tool in various educational settings. Their review highlights the

potential benefits of Kahoot! for enhancing learning performance, increasing classroom engagement, fostering positive attitudes among both students and instructors, and potentially reducing student anxiety. However, they also acknowledge mixed findings regarding learning outcomes and emphasize the need for further research to explore its long-term impact and effective instructional design strategies.

Kaur and Nadarajan (2020) conducted a qualitative study examining the experiences of teachers and students using Kahoot! in an English language classroom. Although not published in a peer-reviewed journal, their research provides valuable insights through semi-structured interviews and questionnaires. The study found that both teachers and students reported positive experiences with Kahoot!, highlighting its potential to increase student engagement, encourage active participation, and foster a more interactive learning environment. However, it is important to acknowledge the limitations of this study, such as the limited generalizability and the lack of peer-review.

From all above literature review, many scholars underscore the effectiveness of Kahoot! in EFL classrooms, emphasizing its role in enhancing student engagement, learning outcomes, and the overall classroom experience. The platform's interactive nature, combined with its adaptability to various learning objectives, makes it a valuable tool for educators aiming to create an engaging and effective learning environment.

Significance of the Study

The particular significance of this study lies in the new approach for relying on GBL tools (Kahoot! in particular) to determine the efficacy towards learner engagement. By understanding how Kahoot! influences student engagement, educators can gain valuable insights into effectively integrating technology to enhance their teaching practices. This

knowledge can empower them to create more engaging and interactive learning experiences for their EFL students.

Research Questions

This research seeks to answer the following research questions:

RQ1: To what extent does the use of Kahoot! impact the engagement of Master One EFL learners at MKU of Biskra?

RQ2: Does the use of Kahoot! influence the perceived motivation and enjoyment of learning English among EFL learners?

Hypothesis

Based on the above research questions we propose the following research hypothesis:

✓ The use of Kahoot! may positively impact the engagement of Master One EFL learners at MKU of Biskra.

Aims of the Study

General aim:

✓ This study aims to investigate the effectiveness of using Kahoot! to improve Master one students' engagement at The University of Mohamed khider Biskra.

Specific aims:

✓ To show the benefits of using Kahoot! in Master One class.
✓ To promote the use of Kahoot! in EFL classes in order to enhance learners' engagement.

Research Methodology

To gain a comprehensive understanding the effect of Kahoot! on student Engagement, we employed a mixed methods approach. Quantitative data was collected through a students'

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questionnaire. Simultaneously, qualitative data was gathered via a teachers' interviews to explore the lived experiences and perspectives on the topic.

Data Collection Methods/ Tools

In this study, two gathering tools will be used. The first one is a questionnaire to be given to the students to find out the benefits of using Kahoot! as a learning tool to improve their classroom engagement. The other gathering tool is a teachers' interview about the introduction of GBL tools such as using Kahoot! in Master One classes.

Population and Sample

In this research, we will select Master One students of English at Biskra university as a population since they are more familiar with using technology. Moreover, we are going to choose four (04) teachers in the field of English at UMKB to arrange an interview.

Structure of the Dissertation

The present study consists of two main parts, the theoritical part and the practical part. The former includes two main chapters, and the latter is an emperical part which includes one chapter.

The first chapter of the dissertation is devoted to introduce the concept of game-based learning (GBL) while focusing on Kahoot! in particular.

The second chapter is revealed with defining the importance of participation and engagement in the teaching and learning process, highlighting the importance of students' engagement in the learning process and its impact on academic achievement, and the difficulties faced by teachers to achieve an interactive and engaging classroom experience.

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The last chapter is concerned with gathering and alnalyzing the data obtained through the two gathering tools which are, the sudents' questionnaire, and teachers' interview in order to confirm/ refute our hypothesis.

CHAPTER ONE:
ENGAGEMENT

CHAPTER ONE: ENGAGEMENT

Introduction

Engagement is the student's effort to interact with the material, level of interest, and the overall connection to the learning experience. It is a collaborative process between the student's attempt to learn, and the teacher's attempt to provide knowledge. It relies on the student to be active through participation, asking questions, contributing to discussions to achieve proper construction of knowledge. This enthusiasm goes beyond just grades; it reflects a deep motivation to learn and a positive emotional response to the educational experience. "The truth is that many instructors struggle with student motivation and engagement in their courses not currently in the teaching profession". (Rojabi et al., 2022) Enhancing learners' academic engagement is one strategy to alleviate their insecurities and apprehension and motivate them to study English (Ho, 2020). Academic engagement can be classified into three categories: behavioral, cognitive, and motivational (Linnenbrink and Pintrich, 2003).

Academic Engagement

Academic Engagement (also known as Academic Enthusiasm) refers to behaviors that are related to learning and academic achievement (Ibrahim et al., 2022). It focuses on the organization of different materials by the institution to opt for and provide the most optimal learning experience in order to encourage students to participate and acquire their goals (Mahmodiyan et al., 2018). On the other hand Jafaripour et al. claims that

> People with academic enthusiasm pay more attention to the
>
> issues and topics they are learning, work hard, enjoy their
>
> academic duties, show more commitment to the rules of the

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> academic location, avoid inappropriate and undesirable
>
> behaviors and perform better in exams (2020).

Students with strong academic enthusiasm are better equipped to handle challenges in their studies. Because of this, it is important for education researchers to make figuring out what sparks this enthusiasm and how to nurture it a top priority.

In other models, academic engagement is considered an instrument consisting of behavioral, cognitive, and motivational dimensions (Linnenbrink and Pintrich, 2003).

Behavioral Engagement

Behavioral engagement, as defined by Linnenbrink and Pintrich in 2003, is one of the three dimensions of academic engagement, alongside cognitive and motivational engagement. In particular, behavioral engagement focuses on students' observable behavior in relation to their academic tasks, specifically in the context of homework. This dimension demonstrates patterns in the process of completing homework, patterns such as the amount of effort student put in to complete their homework, their persistence and dedication, and their level of consistency. In essence, behavioral engagement is concerned with how students control and manage their academic responsibilities efficiently to ultimately achieve academic engagement.

Cognitive Engagement

Cognitive Engagement is concerned with the student's conscious effort to utilize different strategies in order to learn, expand their knowledge, or master a difficult skill (Fredericks, Blumenfeld & Paris, 2004; Ravindran, Greene, & Debacker, 2005; Rotgans & Schmidt, 2010). Cognitive engagement (Linnenbrink & Pintrich, 2003), involves students using various strategies to organize information, link new knowledge to previous knowledge, plan, monitor, and evaluate their own learning. This process contributes significantly to their academic achievement. Cognitive engagement is closely related to students' motivation, including self-efficacy and task-value beliefs, which are positively associated with cognitive

engagement. Cognitive strategies, such as rehearsal, elaboration, and organizational strategies, as well as metacognitive strategies like planning, monitoring, and regulating, are essential components of cognitive engagement. These strategies are crucial for students to learn meaningfully and achieve better academic performance. The use of cognitive and metacognitive strategies is a good indicator of students' learning and achievement, highlighting the importance of cognitive engagement in educational settings Weinstein and Mayer (1986) claim that Cognitive Engagement is essential for learning and academic achievement.

Motivational Engagement

According to Linnenbrink and Pintrich (2003), motivational engagement is about the psychological processes that push students into engaging in learning activities. It includes the motivating factors that have an impact on students' attitudes, behavior and academic achievements. In terms of intrinsic motivation, learners highly value their own interests in a particular subject being learned, the worthiness of studying it as well as chances of becoming successful. This type of engagement is crucial for establishing a positive learning climate and realizing academic success. These features are found in self-efficacy beliefs, task-value beliefs, and challenge-skill flow zone amid others. Consequently, motivational engagement facilitates student's desire to learn, maintain perseverance through struggles and accomplish their academic goals.

Intrinsic Motivation

Intrinsic motivation, as noted by Linnenbrink and Pintrich (2003) is the process whereby a person does something because they love it and enjoy doing it themselves unlike receiving external rewards or avoiding punishments. This motivation results in happiness, pleasure or enjoyment in performing certain activities for its own sake without an expectancy of award or fear of negative outcomes. On the other hand, intrinsic motivation is closely linked to self-determination which entails wanting to control one's life, striving for mastery, and

wishing to connect with others. This involves taking on challenging tasks, applying skills and indulging into personal pursuits. Often intrinsic motivation orientation carries with it high levels of self-determination. It emphasizes that curiosity-based learning; desire for hard tasks that provide optimal difficulties; and seeking competence along with independent mastery are among the most important factors that drive intrinsic motivation

Extrinsic Motivation

This theory of motivation is defined as extrinsic motivation by Linnenbrink and Pintrich (2003), which relies on external rewards or consequences. Extrinsic motivation is different from intrinsic motivation in that the former depends on outside factors like personal interest and enjoyment of the task itself; its orientation is instead towards some external outcome. These include grades, rewards and punishment. Students who are categorized as being extrinsically motivated tend to participate in learning activities particularly when there may be external rewards for doing so or even risks of punishment if they do not. Academic environments have been highly influenced by this type of motivation since students' behaviors and learning outcomes are affected by it to a large extent.

Social Motivation

The term social engagement in language teaching and learning refers to the involvement of students in interaction. The idea behind this concept is that enhancing language skills require a lot of communication among learners within groups, between peers and teachers. It can be carried out by engaging them in role-plays, group discussions, and project work or via peer feedback sessions. Social engagement as a feature of language learning aims at establishing an environment for using the language naturally and authentically thus enhancing proficiency in it and cultural literacy as well. Through social activities, students are able to express their thoughts orally which leads to increased memory retention rates of the language learnt. Additionally, social engagement cultivates a sense of identity as well as community among

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students hence boosting their desire to learn more and excel in language acquisition endeavours. At the same time, it assists outgoing characters who know how to interact effectively with others off campus on ways they may maneuver through life's challenges. In summary, social engagement in teaching and learning languages is about creating an environment where students actively participate in language learning activities with others, aiming to improve language skills, cultural understanding, and social skills. (Hiver et al., 2021)

Lack of Motivation

The idea of pursuing a motivating atmosphere for students can sometimes be neglected or overlooked among educators, considering it is one of the most important pillars in the teaching and learning process. Shore (2017) defines the lack of motivation as the unwillingness to participate in various tasks or activities provided by the instructors. When students are unmotivated, they tend to take a more passive approach towards their learning experience, due to their disinterest, lack of sense of belonging inside the educational context. Moreover, lack of motivation is categorized by both external and internal factors. EFL teachers should be aware of these factors in order to find suitable solutions for a suitable outcome. Since motivation is a tool responsible for the success, and failure of students concerning language production (Zioud, 2021).

As previously mentioned, factors that are concerned with the lack of motivation tend to be both internal and external:

Internal and External Factors.

Dörnyei (2001) and Ushioda (2021) define demotivation as a negative process that diminishes an individual's motivation for language learning activities, focusing on both internal and external causes. This view is different from the previous one which concentrated only on external factors; thus, it suggests that demotivation should be seen in a more general way which includes cognition and affections involved. Demotivation can be caused by anxiety, self-

efficacy beliefs, or perceived effort in learning language. Anxiety often emerges when learners are afraid of making mistakes or failing in their performances leading to massive decrease to use the target language. Self-efficacy belief that one can succeed is another important internal factor; learners who have low self-efficacy may think that no improvement will ever happen despite their efforts. Also considered is the feeling that tasks are too effortful when compared to what appears to be done if they do not do enough. These internal forces are closely connected with the outside influences like teaching methods employed, classroom climate established or even personal circumstances of a learner which may strengthen or weaken the impact of inner forces on motivation. Critical for development of strategies to deal with and overcome demotivation in language learning is the comprehension of these internal and external factors.

Self-efficacy

Self-efficacy engagement is an intricate idea that entails self-trust in one's skills, which impacts behavioral, mental and motivational involvement in education. The learning engagement has to be there for students to learn better and succeed as it calls for more attempts, endurance and application of sound educational techniques. By offering learning experiences that are challenging and supportive, teachers can help boost self-efficacy beliefs, thus, aiding student engagement and classroom learning (Linnenbrink and Pintrich, 2003).

Classroom Management

Numerous teachers typically neglect the influence of classroom setting and arrangement on students' engagement. Eitel and St. Onge (2017) highlighted the importance of classroom arrangement on the increase of Active participation and engagement. The study focused on analyzing students' performance outcome depending the formation they are put in. They analyzed the effect of Circle Formations; their hypothesis was that "students would be most engaged when positioned with everyone on the same eye level". The study concluded and supported the idea that students are more interacted and focused when they are positioned at

the same eye level as the instructor, calling it a more "comfortable and interactive learning environment". As St. Onge & Eitel said

> Instructors noticed that students were more willing to share ideas or add to the learning activity, especially reserved students, when in this inclusive learning circle. Instructors also noted feeling more relaxed and comfortable with their students, which Fostered organic communication and made it easier to control the discussion and establish eye contact with passive students. (2017)

 Not only this study illustrated a new method for a more suitable classroom setting, it also highlighted and encouraged instructors to be more creative and to take a less traditional approach regarding classroom arrangement.

The Relationship between Classroom Management and Engagement

"The teacher and the students spend at least a quarter of their time in school, and establishing effective communication improves their feelings toward school and improves the quality of teaching and learning" (Pianta et al., 2022). Teacher-student interaction in the classroom is a key factor in achieving positive learning outcomes. It is a crucial source of social support and it is on of the social and psychological factors of the class. Teachers should opt to create a positive, communicative atmosphere to ensure the integration of positive emotions within the learning experience. Pianta et al. (2020) define student-teacher communication as part of positive emotions, self-confidence in mutual communication. (Martin & Marsh, 2006)

The Importance of Engagement

Teaching and learning languages mainly depend on student engagement that significantly affects the extent of learning outcomes. As per research work, language acquisition outcome has been identified as largely indicative of motivation and engagement,

which is also in line with Astin's Social Learning Theory and the Theory of Student Engagement. These are the theories that focus on how to make learners motivated and involved in education processes especially during foreign language learning. For instance, students can develop active participation in their studies thus engaging in a more responsible attitude towards them. In contrast to this type of active participation, passive learning involves rote learning without applying this knowledge to real life situations. According to Akbari et al.'s (2016) study, one remarkable finding was about Facebook group engagement indicating that online social networks improve student engagement and motivation for language acquisition. This study advocates the idea that educational practices become effective when they enhance student commitment as suggested by Astin himself.

Furthermore, the research has also shown that motivation is another factor that should be considered in increasing learning outcomes. The results suggested that online social networks such as Facebook increased students' engagement and motivation in language learning resulting into better learning outcomes compared with traditional face-to-face environments. Moreover, this investigation further points out how online social networks can function as quite effective tools for education while focusing on teaching of languages. Consequently, it offers channels to exchange different cultures and languages, which can facilitate knowledge and understanding in general education subjects too.
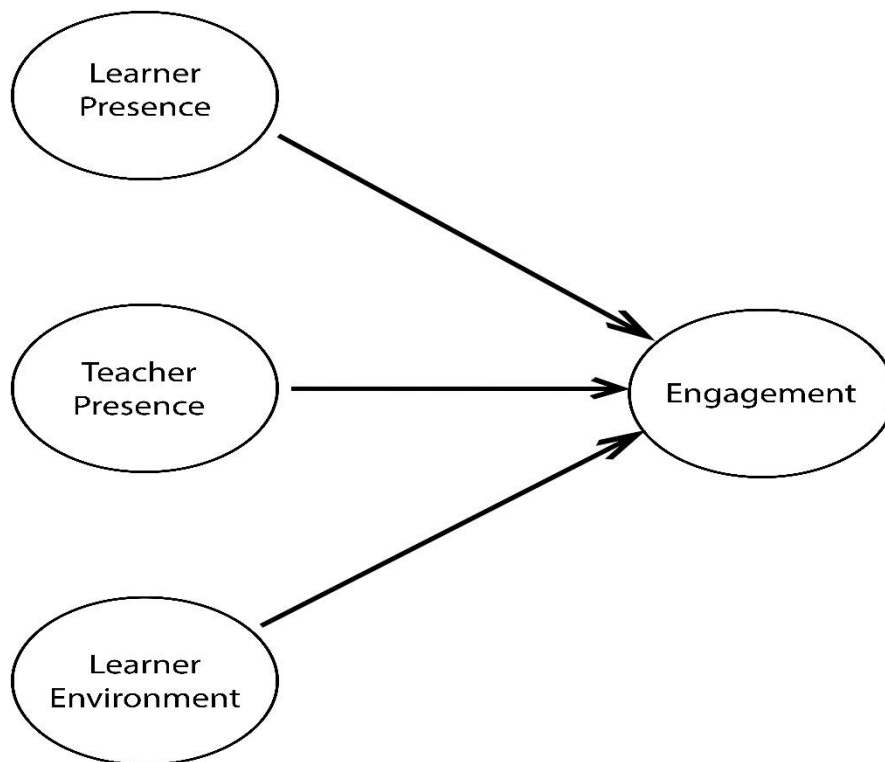
Figure 1: Key Variables that Influence Engagement.

Reasons for Lack of Engagement in an EFL Setting

      Engagement has become an important focus area in second language acquisition (Hiver et al., 2020). There are several key variables that influence EFL learner involvement in the classroom. Such elements involved the status of the teacher, the presence of learners, learning surroundings, and teaching resources (Li and Li 2022). The interaction between these elements may influence the engagement of students in an EFL class that is context-specific.

Teacher Presence

      The learning effectiveness and participation of students are affected by the presence of an instructor in an online learning environment (Li & Li, 2020). It is referred to as the degree of visibility of the instructor himself which has a central role in engaging student participation. Instructor presence does not only involve face-to-face interactions with students within a brick-

and-mortar classroom but also extends to virtual teaching where it is essential for establishing connection and enabling effective learning. This includes aspects such as course design and organization, discourse facilitation, direct instruction, assessment strategies and technological support. All these dimensions can be measured using a thirty-item questionnaire framework that enables comprehensive identification of teaching presence by instructors. The study emphasizes that in online learning, the requirements for teaching presence are higher due to the physical separation between students and instructors, which necessitates more intentional and effective strategies to maintain engagement and learning outcomes.

Learner Presence

Based on Li and Li (2020), the learner presence is a feeling of togetherness, preparedness for interaction, and readiness to expose oneself among students in an online learning situation. This concept is vital for linking students together as well as ensuring that learners are involved with the course. In cyberspace, individuals often have feelings of loneliness and insecurity, which hinder their active participation in class activities. As such, increasing learner presence entails fostering a sense of community feel, openness to talk and sharing personal traits. These may include greeting behavior patterns; expression of feelings; utilization of smiley faces which enable students announce themselves and see that they are part of each other or eliminate alienation due to an impersonal interface.

Learner environment

According to the study carried out by Li and Li (2020), LE is composed of the psychological, social, cultural and physical conditions that surround a learning process. More often than not, this happens through interactions among different stakeholders who include students who are the major participants in this cycle, faculty members, and other categories of staff. These people traverse their own motivations feelings as well as interactions with others within a physical space including cultural aspects like institutional regulations. The LE also

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includes several factors that influence student engagement during the learning experience, such as motivation levels, group work dynamics, emotional tone of the classroom environment etc. It is characterized by high levels of engagement and motivation, a positive emotional climate, support among peers, strong faculty-student relationships, meaningful experiences and small class size. Some negative aspects of the LE are evident in some aspects of group work or problems arising from poor work-life balance. Community is another shortcoming for successful LEs. To enhance a positive learning process for students these components are very vital to be incorporated into it.

The Effect of Stress and Anxiety on Student Engagement (SE)

Student engagement (SE) is profoundly affected by stress and pressure whereby the level of participation in academic activities and efficiency of learning processes are both influenced. In higher learning institutions, college students suffer from academic stress that relates closely to their anxiety levels, time management skills or leisure satisfaction implying that if properly managed could either be a distraction or booster to engagement (Misra & McKean, 2000). Anxiety was also found to be relevant in undergraduate research methods courses as indicated by Papanastasiou & Zembylas (2008) who pointed out the nature and implications of this phenomenon on motivation for active learning and persistence when faced with academic challenges. Furthermore, according to Pekrun (1992), emotions have been linked to learning outcomes where anxiety plays a critical role as a cognitive/motivational mediator which can either foster or inhibit engagement. Therefore, these studies present a complicated relationship between stress, anxiety and student involvement thus creating a need for targeted programs developed to assist learners handle these effectively.
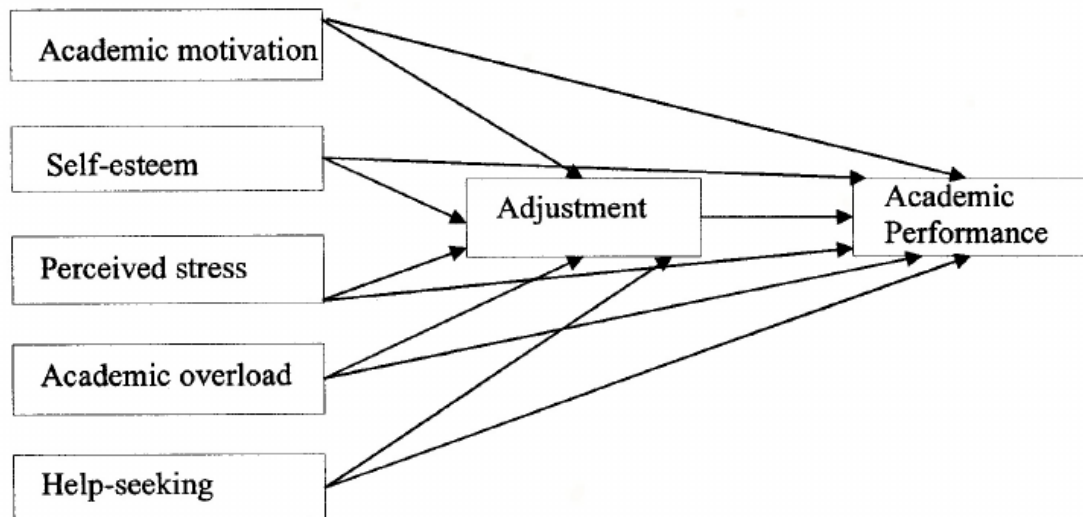
Figure 2: Model of Academic Performance (Petersen et al., 2009, 2010)

Strategies to Improve Student Engagement in an EFL classroom

Promote Classroom Interaction

This notion focuses particularly on motivating students to use and apply what they have learned so far in real-life context. It focuses on encouraging students to use the language they have learned to interact with each other. Structured activities such as carousel walks, book clubs, student interviews, and discussions on various topic, can greatly enhance the nature of engagement within the classroom. Providing explicit modelling and practice of academic language helps students engage more effectively with each other (Innovative Strategies for Teaching English Language Learners, n.d.).

Increase Comprehensible Input and Language Output

In "Theory of Second Language Acquisition" the American linguist, education researcher, and activist Dr. Stephan Krashen believes that language is acquired when instruction aims for delivering language that is just above the students' current level of proficiency. The input is referred to as "comprehensible" when students understand most, but

not all of the language (Teaching with Comprehensible Input: Definition & Examples, 2022). The emphasis of Comprehensible Input is on giving instruction in a challenging language to students while still keeping it within their reach. Effective delivery of comprehensible input involves teachers using simpler vocabulary, avoiding idioms and talking more slowly. They should also include visual aids and graphic organizers to improve comprehension as well. Besides this, teachers may break instructions into parts and set clear objectives to help students understand what they are learning and remember the given content better too. However, for this method to work effectively, it is important for the teacher to have an understanding of where his or her learners stand concerning the target language skills and then adjust instructions accordingly so that they neither become too easy nor very difficult for them to comprehend. Additionally, provide ample opportunities for students to talk, collaborate, and write in all content areas. (Teaching With Comprehensible Input: Definition & Examples, 2022).

Leveraging Innovative Teaching Strategies

Creative ways to foster curiosity and active involvement in learning include using inquiry-based learning, problem-based learning, and strategic use of classroom technology. This way, students become more engaged and they collaborate with each other as they actively learn. In the same vein, inquiry-based learning allows students to construct their own meaning which stimulates curiosity encouraging their active participation during the lesson (Reza, 2021).

Inquiry-based Learning

Regarding the English as a Foreign Language (EFL) education, inquiry-based learning (IBL) is an educational approach that aims to promote active learning through investigation and discovery. More importantly, they stimulate thinking and encourage research on particular topics, thus encouraging critical thinking, problem-solving skills development, and gaining a better understanding of what is at stake. This method also enhances students' motivation and

engagement levels making them capable of utilizing their knowledge in real life situations. Communicative Language Teaching principles which are driven by communicative competence principles and learner's language performance constitute the bedrocks of this pedagogical technique (Team, 2024). While there were restrictions concerning the number of respondents involved in the study and intervention time frame, we conclude that IBL can have a positive effect on EFL learners' critical thinking ability according to its findings implying further usage within EFL teaching activities (Wale & Bishaw, 2020). Upcoming studies may also focus on how IBL affects students' listening, reading or speaking abilities in order to increase its application into EFL instruction practices (How Inquiry-based Learning Can Enhance Your ESL Lessons | Learn English, n.d.).

Problem-based Learning

Curriculum model based on problems is PBL (Problem-Based Learning) that provides a platform for active and multidisciplinary learning via task-based challenges. This approach is particularly effective in English as a Foreign Language (EFL) classrooms, where it motivates students to master content by solving ill-structured, open-ended, or ambiguous problems. By involving learners in real and relevant intellectual inquiry, PBL allows them to learn from life situations. The significance of the pedagogy in PBL includes; providing a real world challenge; developing higher order thinking ability; Inter-discipline learning; Independent learning; Information mining skills development; Team work skills improvement and communication enhancement. Students are involved in self-directed learning where they meet as groups discuss, compare, review and debate what they have learnt. The starting point of meaningful problem solving is often prior knowledge, assumptions and experiences that can create an entry point into problems according to some theories underlying PBL: social constructivism/ situated cognition/ sociocultural theory/ dialogic teaching/ Scaffolding by teachers etc., which emphasize on experience as context for learning information processing focus on strategic

application of different ways of handling new information when joining groups reflect student-centered discovery questioning guidance research-driven teaching using problem as stimulus critical reflection all through the process (Leong & Patrick , n.d.)

Strategic Use of Classroom Technology

The significance of strategic technology application in EFL classrooms cannot be underestimated because it will enhance the teaching and learning process. It includes merging different tools of technology and resources related to learning objectives, proper training for teachers, and accessibility to necessary devices and software. Through interactive and individualized learning experiences, technology can motivate and engage students. Nevertheless, its success depends on dealing with such issues as teacher training, resource availability, and ensuring that technological use is supportive of meeting the educational goals. Through strategic integration of technology into their instruction, educators can create more dynamic, interactive and collaborative environments leading to better EFL student results (Elements, n.d.).
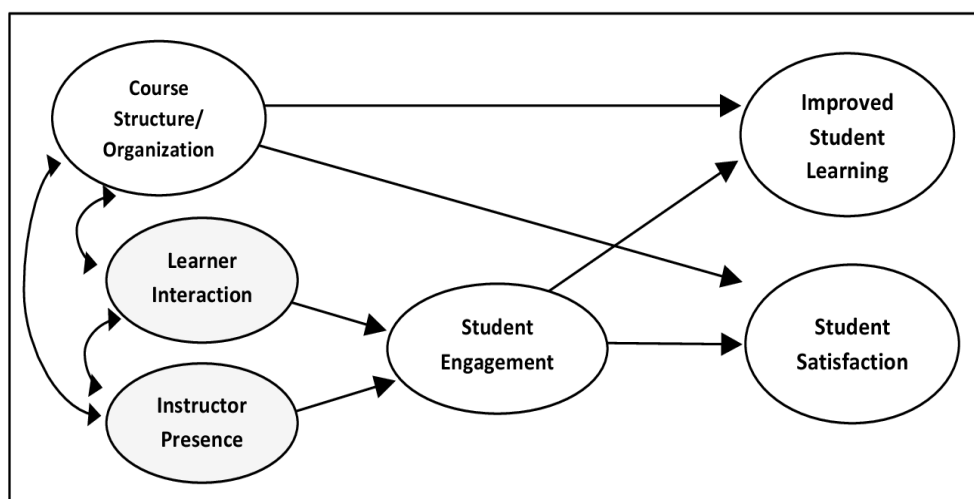
Figure 3: Conceptual Diagram Hypothesized Relationships (Gray & DiLoreto, 2016)

THE EFFECT OF KAHOOT! ON ENGAGING EFL LEARNERS

The Effect of Online Education on Student Engagement (SE)

The shift from physical (face-o-face) education to online education was drastic yet, it was needed. In fact, online education presented educators to new flexible methods of teaching. These educators focused on exploring the most optimal to deliver knowledge to students effectively. Whereas the challenge laid on students' perception and attitude towards online learning. This drastic shit has tested the students' level of adaptability and willingness to adopt new concepts and out of the ordinary approaches towards learning. According to a study by Gray and DiLoreto (2020), the transition to online learning necessitates careful consideration of course design, learner interactions, and instructor presence to foster meaningful engagement. Their research highlights the importance of structured and organized courses, interactive learning experiences, and proactive instructor involvement in enhancing student satisfaction and perceived learning outcomes in virtual classrooms.

This emphasis on the interconnectedness of course structure, learner engagement, and instructor support aligns with findings from Engageli (2021), which suggests that successful online education relies on leveraging technology to facilitate interaction, designing flexible learning pathways, incorporating gamification, providing timely feedback, and cultivating a sense of community among learners. Together, these studies underscore the multifaceted nature of student engagement in online education, underscoring the need for innovative pedagogical approaches to navigate the digital learning environment effectively.

Conclusion

To conclude, it is difficult to define or conceptualize learner engagement in a monochromic manner. Its definition varies depending on the setting and the factors that must be taken into consideration to define and moderate proper class participation and engagement. It thrives within a complex ecosystem shaped by motivation, instructional design, and

technology integration. Starting from this notion, educators' awareness of these factors can play a massive role in cultivating a learner environment that fosters active participation for a more efficient perception of knowledge.

This chapter tackled different categories of student engagement, how motivation affects engagement, different variables that influence engagement. It also focused on the challenges educators face when they are met with a passive classroom experience, and highlighted some of the key factors that hinder the pathway to reach an engaging learning experience. Eventually, this chapter filed different strategies that can be implemented to efficiently achieve proper learner engagement.

CHAPTER TWO:
KAHOOT! REVIEW

CHAPTER TWO: KAHOOT! REVIEW

Introduction

The development of learning strategies and methods is a on-going process. Teachers and instructors tend to look for new innovative ways to make the learning experience more engaging and more exciting. Moreover, with the technological development and its inclusion in the lives of individuals, its inclusion within the educational process is inevitable. Technology serves as a tool that functions as a facilitator for students and an aid for teachers. As a result, Game-based learning (GBL) platforms offer the space for education to be approached in ways that are interactive and enjoyable to ensure the improving and fostering of EFL students' language acquisition. If implemented properly, this approach introduces new ways to ensure better student engagement, create a vibrant learning atmosphere, and foster deeper comprehension and retention of language skills.

This study aims to explore the benefits of using Kahoot! In EFL teaching and learning, particularly in enhancing student engagement. It investigates learners' attitudes and perceptions towards Kahoot and evaluates its effectiveness in the language learning process. The chapter begins with an overview of Game-based Learning (GBL) and then focuses on Kahoot's features, including how to create an account, its various exercises, and the advantages it offers for language learners. Furthermore, the study delves into the degree of applicability of Kahoot! In educational settings, including its potential effects in formal education through "Kahoot! For universities. Finally, it discussed the impact of Kahoot on students' engagement and on the learning experience, emphasizing its ability to create an interactive and engaging learning environment conducive to language acquisition. In conclusion, this study illuminates the benefits of incorporating Kahoot into EFL learning, demonstrating its potential to enhance student engagement and contribute to a more dynamic and effective language learning.

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Overview of Game-based Learning (GBL)

Game-Based Learning (GBL) is an educational approach that integrates game elements to enhance the learning process. It emerged from game research in the mid-1950s and gained significant traction in the 1980s when scholars began to explore the integration of games into instruction. The popularization of electronic games and the transformation of educational concepts led to a gradual acceptance of games as learning tools. The term "Game-Based Learning" has been increasingly recognized in academic literature, indicating a rapid growth in interest and application of this pedagogical method. (Liu-Xia et al., 2021)

Emergence of Game-based Learning (GBL)

In recent decades, numerous teaching approaches and strategies have emerged due to the increasing need of more dynamic teaching methods. One of these educational approaches is Game-based Learning. It emerged from game research in the mid-1950s and gained significant traction in the 1980s when scholars began to explore the integration of games inti instruction. It integrates game elements to enhance the learning process, and the term itself has been increasingly recognized in academic literature, indicating a rapid growth in interest and application of this pedagogical method (Liu-Xia et al., 2021). GBL emerged within the context of English as a Foreign Language (EFL) as a pedagogical approach that leverages the engaging and motivational aspects of games to facilitate language acquisition. GBL is particularly beneficial for English-language learners (ELLs) as it provides a context for communicating in English, allowing them to practice their language skills in a fun and engaging environment. It encourages conversation about personal interests, discussions of in-class rules, and peer collaboration, making the learning process more natural and less intimidating for ELLs (Liu-Xia et al., 2021). GBL can take various forms, including card games, board games, simulation games, word games, puzzle games, and video games, catering to different learning styles and

preferences. The key is to choose games that are both educational and engaging, ensuring that students are motivated to learn and apply their language skills in a fun and effective way (Nisbet, 2023).

Types of Game-based Learning (GBL)

Game-Based Learning (GBL) encompasses a variety of game types, each serving different educational purposes and catering to various learning styles. Here's an overview of these game types:

Card Games

Card games are a traditional form of GBL that can be adapted for educational purposes. For instance, a math-themed card game like "War" can be modified to include mathematical problems or vocabulary challenges related to numbers. This not only makes learning fun but also reinforces mathematical concepts and vocabulary in a context that is engaging for students (Nisbet, 2023).

Board Games

Board games, such as Scrabble, are excellent for language learners. They can be used to practice spelling, vocabulary, and grammar. Teachers can play along with students, introducing new words and concepts, and using a dictionary to clarify meanings. This interactive approach not only enhances vocabulary but also encourages students to think about word forms and parts of speech (Nisbet, 2023).

Simulation Games

Simulation games, like "The Sims," can be adapted for EFL teaching by incorporating scenarios that require students to use English in a simulated real-world context. For example, students could be tasked with creating a virtual family, managing their household, and

interacting with other characters in English. This type of game encourages students to use language in a practical, contextual way, making learning more relatable and effective (Nisbet, 2023).

Word Games

Word games, such as Scrabble, are directly related to vocabulary acquisition. They can be used to test and reinforce vocabulary from lessons, making learning more interactive and enjoyable. Teachers can also introduce new words or concepts during gameplay, ensuring that students are exposed to a wide range of vocabulary in a natural, engaging environment (Nisbet, 2023).

Puzzle Games

Puzzle games, like Sudoku or 2048, can be used to enhance problem-solving skills and vocabulary related to numbers and spatial awareness. These games can be adapted for EFL teaching by incorporating elements that require students to use English to describe the puzzle or the solution process. This not only makes learning more engaging but also helps students develop their problem-solving and communication skills (Nisbet, 2023).

Video Games

Video games, such as Fortnite, can be used in EFL classrooms to teach a wide range of skills, including communication, teamwork, and strategic thinking. Teachers can design activities that require students to use english to communicate with each other, solve puzzles, or strategize in a virtual environment. This approach not only makes learning fun but also provides a context in which students can apply their language skills in a practical, real-world scenario (Nisbet, 2023).

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Quizzes

Digital platforms like Quizziz can be used to test and reinforce vocabulary acquisition skills. In an EFL classroom, quizzes can be used to assess students' understanding of new words and their ability to use them in context. The competitive nature of quizzes can motivate students to learn, as they can see their progress and compete with their peers. This method has been shown to be effective in boosting vocabulary acquisition among EFL students (Nisbet, 2023).

Kahoot!

Overview the Platform of Kahoot

In March 2013, Kahoot! Launched as a cloud-based, game-based learning platform designed to make education more engaging and interactive. Kahoot gave users the freedom to access the platform via a web browser or the Kahoot! app. It allowed its users to create and play quizzes, known as "Kahoots", these user-generated quizzes can be used for a wide range of educational purposes, including training, presentations, meetings, events, and as a tool for both in-person and distance learning. Kahoot! supports various devices, including laptops, tablets, smartphones, Chromebooks, and desktop machines, and it integrates with video conferencing platforms like Microsoft Teams, Zoom, and Google Hangouts, making it versatile for different learning environments. The platform is available in 17 languages and has a user base of 7 billion non-unique players as of 2022. Kahoot! is free to use, with a premium version offering additional features and tools for educators and professionals.

Figure 4: The Kahoot! Application on the App Store (App Store Preview, n. d).

Steps for Creating the "Kahoot Application" Account

On the website https://kahoot.com click on the green button on the upper right corner
of the website. Choose your account type based on your preference (for example: as a
student). Then enter all required information such as: date of birth, username, email,
password. Select Join Kahoot!. On the "Available Plans" scroll down and choose the basic
plan   for   students.
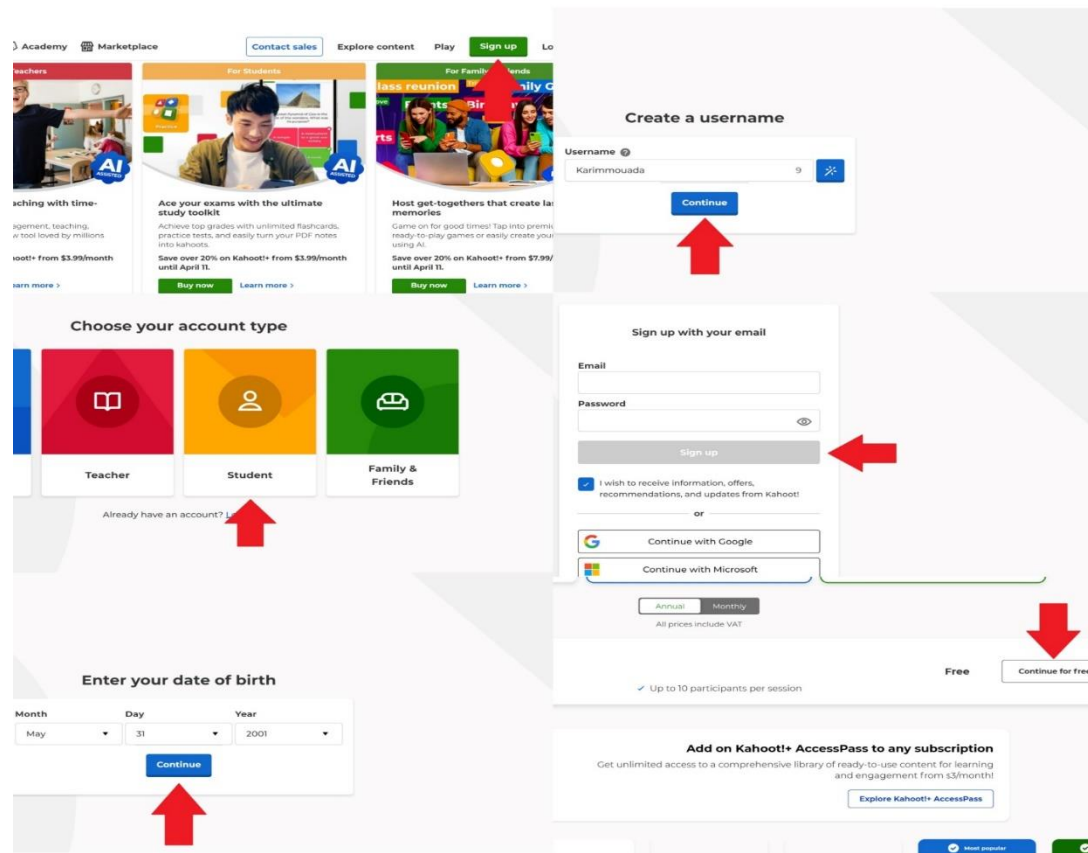
Figure 5: The Kahoot! account creation process (Kahoot! website preview).

Account Types

The difference between account types (Professional, Teacher, Student, Family & Friends) on the Basic plan of Kahoot! primarily revolves around the intended use and the features available to each type of user. Here's a breakdown:

Professional

This account type is designed for professionals who want to use Kahoot! for training, presentations, or meetings. It offers features that facilitate the creation of engaging and interactive content tailored for professional development. The focus is on creating and sharing content that can be used in a variety of professional settings.

Teacher

Teacher accounts are specifically designed for educators to create and share educational content. They have access to tools and features that support the creation of educational quizzes and activities. Teachers can also use Kahoot! to assess student understanding and engagement in the learning process.

Student

Student accounts are intended for learners who use Kahoot! to participate in educational quizzes and activities created by teachers. Students can access a wide range of educational content created by their teachers and other educators. This account type is focused on learning and engagement.

Family & Friends

This account type is designed for personal use, allowing users to create and share quizzes with friends and family. It's a great way to engage in fun and interactive activities with

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loved ones. The focus here is on entertainment and social interaction rather than educational content.

Kahoot! Account Optimization

The general goal of website or application optimization based on user needs is to enhance the overall user experience (UX), making it more intuitive, efficient, and enjoyable for users. Kahoot! optimizes the user experience based on account types (Professional, Teacher, Student, Family & Friends) on the Basic plan by tailoring the platform's features and functionalities to meet the specific needs of each user group. This customization ensures that each account type can effectively utilize Kahoot! for its intended purpose, whether it's for educational purposes, professional development, or social interaction. For professional accounts, Kahoot! offers tools and features that facilitate the creation of engaging and interactive content tailored for professional development, such as advanced quiz creation tools and analytics for assessing engagement and learning outcomes.

Teacher accounts are provided with a range of tools designed to enhance their teaching experience, including the ability to create and share educational content, assess student understanding, and engage in formative assessments. The Basic plan allows teachers to access these features for free, making it an ideal starting point for educators looking to integrate Kahoot! into their teaching practices. Students, on the other hand, can participate in educational quizzes and activities created by teachers, with the Basic plan offering a foundation for students to access and engage with educational content. Lastly, Kahoot!+, a subscription plan, is designed to make learning and fun with family and friends easier, offering a collection of engaging learning apps for kids and adults alike. This plan is tailored for social interaction, ensuring that families and friends can connect and learn together in a fun and educational environment.

How to Host a Game in Kahoot!

Hosting games or rooms in Kahoot! are called live "Kahoots". In order to host a Kahoot, the instructor needs to log into their account first, then select "Create" to begin. Kahoot! then provides the individual with two options to choose from, the first is to choose a blank form of the Kahoot they want to host, the second option is to choose a wide variety of templates that are available on the platform, the choice between these two options depends on the instructor's objective and students' needs. Once the game type is selected, click "Settings" to customize the live Kahoot's title, description, cover image, language, and save location. Next, click "Add question" to add questions and then choose the type of question. Type in the questions and then add possible answers, and select the correct answer. In a multi-choice question, one must ensure that they have at least three options. There is also an option to add images that can be integrated as a form of facilitation or a captivating factor, this can be done by clicking "Find and insert media".

Moreover, the default 20 second time limit for questions can be adjusted as needed. After personalizing the fundamentals, the live Kahoot is initiated by clicking "Start" on the game's info page. A unique Personal Identification Number (PIN) will appear, which will be shared among participants in order to join the hosted Kahoot by their instructor. As they enter the PIN, they are presented with the option to choose their usernames and personalize their avatars by their preferences, which will trigger their intrinsic motivation, since it gives them a sense of belonginess by expressing themselves. Lastly, click "Start" once everyone is ready to begin the game.
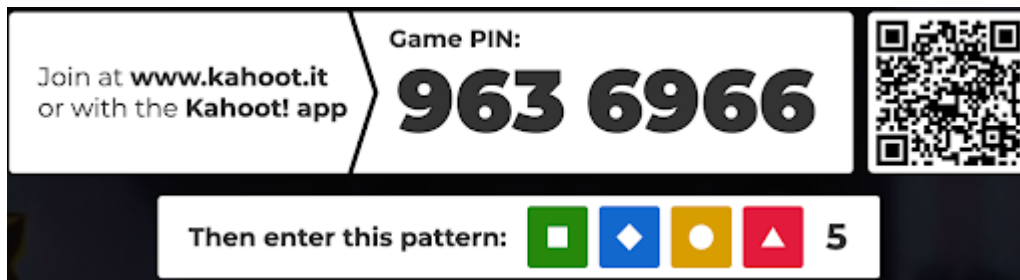
Figure 6: Kahoot PIN code Preview (Kahoot! website preview).
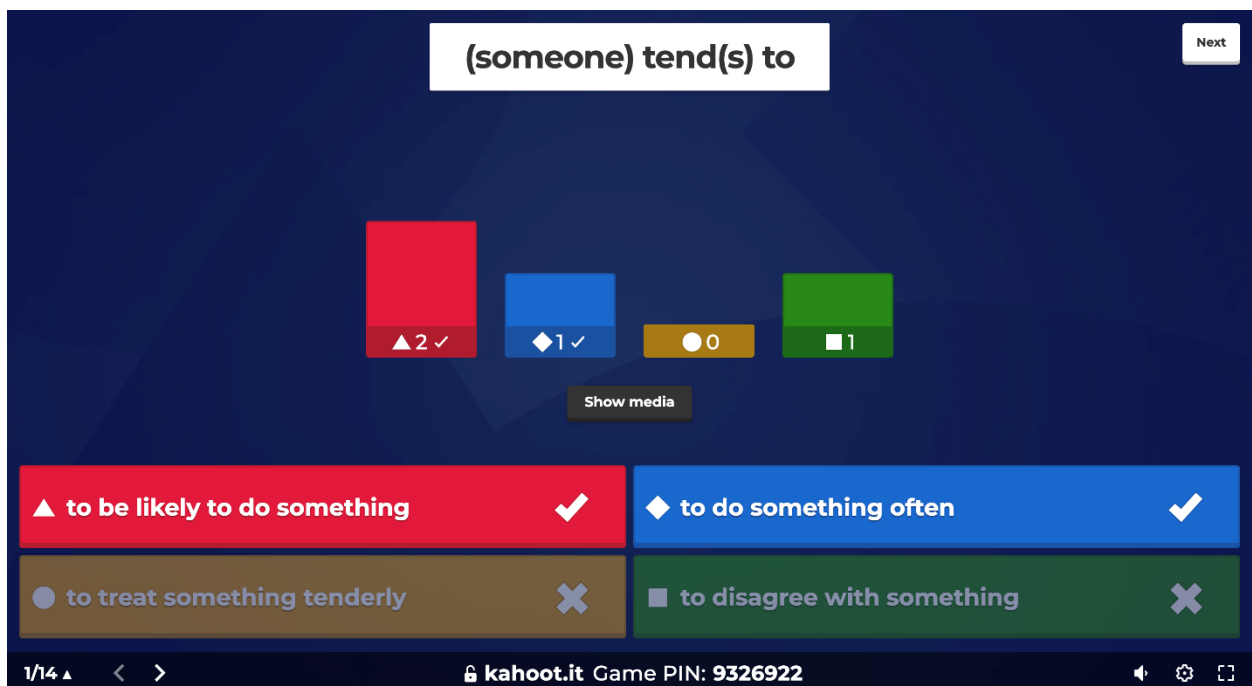
Figure 7: Kahoot! In-game Preview (Kahoot! website preview).

Kahoot! In-game Rewards System

Kahoot!'s in-game reward system is designed to enhance engagement and participation among players. However, for instance, Kahoot! Pro might differ based on game settings and version used regarding the specifics of this system. This general notion involves giving rewards to those who score high in the game, those who answer questions correctly and finally to the players who engage actively during the game. Such rewards include points, badges or emotes that can be earned as they progress. For example, correct answers may earn one some points that can be used to unlock other content or features within a game. Besides being the first

person answering a question or achieving high scores, achievement allows one to earn badges

for different occasions. Fun animated reactions featuring a variety of characters such as emotes

allow them to express themselves when it comes to various challenges; they are also an added

element of fun and interaction during learning periods. Enriched by the incorporation of

leaderboards, the in-game reward system of Kahoot! becomes even more exciting and engaging

for players.

The game is made more competitive and thrilling through the real-time score display,

which shows player ranks. In this regard, leaderboards act as an interface for visualizing how

well a player has performed thereby encouraging accurate and fast responses to questions from

the participants so as to improve their ranks on the leaderboard. Students become more engaged

in their learning since they are compelled to perform better than their classmates due to this

rivalry.

Figure 8: Live Picture of a Leaderboard from a Masters two Online.

The Effect and Integration of Kahoot!

The Effect of In-game Rewards on Students' Competitive Nature

In-game rewards can have a positive or a negative impact on students. Kahoot!'s in-game rewards have shown a significant impact on students' motivation, the competitive element of Kahoot! is seen as a motivating factor that encourages students to think critically, increases their engagement levels, and creates a dynamic classroom environment. It motivates students to prepare beforehand and engage with the material, acting as an icebreaker that encourages interaction among peers. The desire to win and be the best in the class is a strong motivator, prompting students to prepare and engage with the material more thoroughly. This competitive nature also fosters a sense of comradery among students, as they support each other and discuss strategies. However; the competitive aspect of Kahoot! can also have negative effects on the learning process. Some students approach to learning can divert from learning to having fun due to the dopamine rush they experience in a competitive setting. This can lead to rushed answers and insufficient analysis of questions. This competitive focus can be a distraction from the learning objective, causing students to lose sight of their goal to learn new things.

Kahoot! can sometimes be a contributor to these negative impacts since it offers a fun and enjoyable experience, which will result in a prioritization shift from learning to just having fun. The instructor is then presented with a new challenge which is setting a balance between fun and learning to effectively use Kahoot! as a tool in the classroom. Summarily, although Kahoot!'s leaderboard has the potential to increase students' sense of competitiveness and involvement in their learning, it is important to strike a balance that does not jeopardize learning objectives. Students tend to be motivated by Kahoot!'s competitive trait; nonetheless, the need for concentration on studying or understanding the content is crucial (Licorish et al., 2018).

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The Integration of Kahoot! and its Use for Teaching and Learning

The shift from traditional memorization and routine drills in the English language instruction took the EFL classroom by storm (Alharthi, 2020). This shift in dynamic is aimed at accomplishing the most optimal engaging learning strategy that ensures proper academic outcomes. As a result, the combination of the focus towards technology and game-based learning (GBL) creates a strategy that is satisfactory for both the instructor and the learner. The Kahoot! platform is a project derived from the previously mentioned combination. The solicitation of this particular platform is to obtain a more stable and optimized learning experience. In order to proceed, critical analysis of Kahoot! and its effects on learning performance, classroom dynamics, students' and teachers' attitudes and perceptions, and students' anxiety, is crucial (Wang & Tahir, 2020).

The Effect of Kahoot! on Learning Performance

The integration of Kahoot! into the learning process has been shown to significantly enhance learning outcomes across various educational levels, from kindergarten through to college. A comprehensive literature review of 93 studies conducted by Alf Inge Wang and Rabail Tahir highlights the positive impact of Kahoot! on student learning. These studies, which were chosen for their relevance, academic rigor, and credibility, collectively demonstrate that Kahoot! has a positive effect on learning performance.

Kahoot! showed significant positive effect on the learner's intrinsic motivation, which is a long-lasting dilemma for instructors. The pursuit of triggering the student's intrinsic motivation by instructors is common, and Kahoot! serves as facilitator for this particular task. The platform intrinsically motivates students through play, curiosity, and a desire to win, leading them to learn without realizing it. Statistical significance tests from studies included in their review showed that 70% of the participants experienced a significant increase in their

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final grades or test scores when using Kahoot! compared to other teaching methods (Wang & Tahir, 2020).

The Effect of Kahoot on Classroom Dynamic

According to Wang, A. I., & Tahir, R., Kahoot! has been found to have a mainly affirmative impact on classroom dynamics through the research. A study done by Norwegian University of Science and Technology revealed that the inclusion of audio and music in Kahoot! sessions resulted in remarkable improvement in classroom dynamics creating more interactive environment for verbal discussions as well as questioning. Similarly, during an English course where the students were taught using flipped classroom method, it was discovered that Kahoot! greatly increased interactivity with teachers and peers; it also enhanced participation and attendance rates.

In addition, findings from Bangkok University indicated that Kahoot! significantly improved motivation towards class participation compared with traditional paper quizzes. However, a study in the previously mentioned Norwegian University of Science and Technology showed that prior to this diminishing over five months, Kahoot! had a statistically significant effect on classroom dynamics for software architecture courses. In this case, despite positive results of many studies conducted few involved statistical analysis while others did not report effects of Kahoot! on classroom climates that are either negative or neutral. Therefore, further research is necessary to establish its significance in educational settings using statistical tests for significance and effect sizes as well.

The effect of Kahoot! on Students' and Teachers' Perceptions and Attitudes

Kahoot! has a profound impact on students' perceptions and attitudes towards learning. The shift from traditional learning experience is mainly composed by the focus on a more enjoyable and engaging learning experience. By making learning more interactive and

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competitive, Kahoot! encourages students to actively participate in the learning process, thereby enhancing their attention and focus in the classroom. Active participation by students who partake in Kahoot!'s tasks tend to passively acquire knowledge. "Incidental learning" or "implicit learning" is an effortless and unconscious endeavour which makes learning less of mental draining procedure. For instructors, Kahoot! is a tool that provides manageable and adjustable quizzes that can serve as a form of assessment. It allows for personalized instruction and instant feedback on students' performance and comprehension of the course content. Teachers regard Kahoot! as an easy, user-friendly platform and the capability to make various types of questions that suits different learners depending on their needs. It is a valuable tool for educators who aim for incorporating more interactive and engaging activities into their curriculum as it allows them to determine student knowledge level, understand the topics better as well as identify areas where more instruction is needed (Licorish et al., 2018).
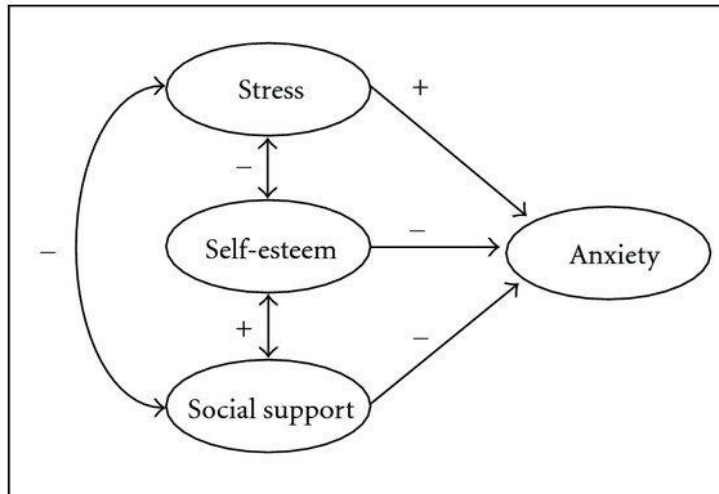
Figure 9: Conceptual framework for anxiety (Ratanasiripong & Paul, 2012).

The Effect of Kahoot! on Students' Anxiety

In traditional learning environment, students' anxiety is a common recurrent challenge that faces most educators. When an educator is instructed to present a lecture, student tend to

struggle in understanding the content provided due to lack of engagement, lack of confidence, or feeling anxious about the content provided. (Shaker et al., 2021). Kahoot! can have a significant role in boosting student confidence and engagement in learning through its fun and competitive nature. The flexibility of the platform offers room for educators to explore different strategies within the classroom to ensure moderation of the levels of students' anxiety. This notion in particular is very important, since moderation can be beneficial for academic performance. In contrast of complete elimination of anxiety. Strategies to mitigate anxiety include allowing anonymity through nicknames, encouraging team play instead of individual competition, and adjusting the pace of questions to reduce the pressure to respond quickly. These adjustments aim to create a more supportive and less stressful environment for students, potentially enhancing their learning experience and outcomes

(Shaker et al., 2021).
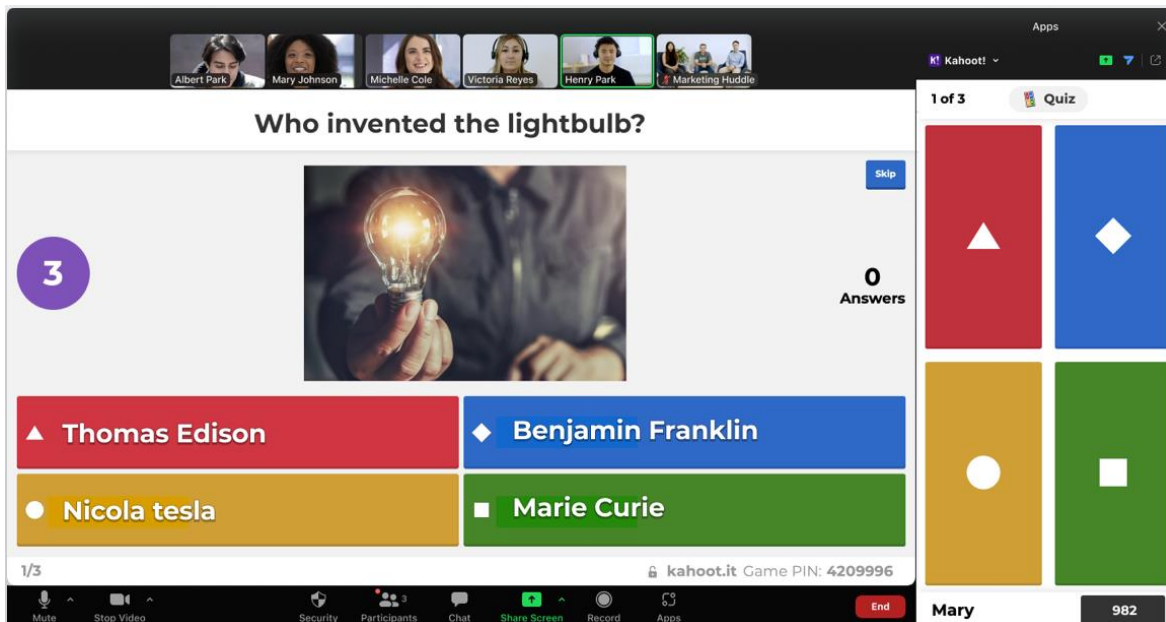
Figure 10: Use of Kahoot! in a Zoom Online Session (Source Unknown, n.d).

The Integration of Kahoot! within Online Education to Enhance Students Engagement

    (SE)

To increase student engagement in online education, Kahoot was integrated. For instance, Dr. Prachi Ajeet Ph.D. describes Kahoot as a game-based learning platform that allows instructors to develop interactive quizzes, polls and games specially designed for online teaching environments. Thus it ensures learners become more active and connected as they express their thoughts, opinions or ideas through the tool by sharing them across one another. Additionally, interface of Kahoot's with different Learning Management Systems (LMS) including but not limited to Canvas, Moodle, Blackboard, Google Classroom and Microsoft Teams makes it easy to assign and grade Kahoots thereby improving its use as an online teaching and learning tool. Consequently this allows instructors to track students' participation in real time thus leading to effectiveness in internet based academic provision. By using these tools and platforms, online educators could have the ability to create engaging tasks for students, use Kahoot! as a form of assessment, and smooth the shift from traditional education to online education.

Conclusion

In conclusion, Kahoot! presents itself as a valuable tool for enhancing engagement in a learning environment. It offers educators a more flexible and creative method of teaching. Many recent studies display that Game-based Learning (GBL) has been the new profound era of teaching and learning. GBL platforms such as Kahoot! fosters a dynamic classroom experience that caters to a competitive spirit while simultaneously promoting self-assessment and knowledge retention. However, it is important to acknowledge that further research is needed to explore the platform's long-term efficacy and its adaptability across diverse learning contexts.

This chapter attempted to review basic notions and types of Game-based Learning (GBL) and its emergence. Then it delved into the applicability of Kahoot! to illustrate a better simplified description of the platform. It analysed its types and its different functions regarding its account optimization and in-game rewards system. Eventually, further examination of the effects and integration of Kahoot! took place to demonstrate how the platform can be effectively implemented into the teaching and learning experience.

CHAPTER THREE:
ANALYSIS AND INTERPRETATION OF DATA

CHAPTER THREE: INTERPRETATION AND ANALYSIS OF DATA

Introduction

The current study aims at exploring the impact of the Game-based Learning (GBL) platform Kahoot! to enhance Student Engagement (SE). This chapter is critical to the research process, describing the research methodology, data collection, analysis and conclusion. The chapter justifies these choices, ensuring transparency and replicability. Furthermore, it provides a roadmap for readers by outlining the research design and the potential significance of the findings. Lastly, this chapter strives to answer most anticipated questions based on the interpretation of the collected data, and hypothesise potential patterns in which Kahoot! can be efficiently implemented.

Research Approach

The study aimed to understand potential benefits of the Game-based Learning (GBL) platform Kahoot! to improve levels of engagement in the classroom. We decided to opt for a quantitative research approach for its applicability and suitability for this particular research objective. "Quantitative research offers the strength of measurement and generalizability to larger populations. Statistical analysis allows researchers to test hypotheses, identify causal relationships, and make predictions with a high degree of confidence" (Rose, A., 2023). Furthermore, this research methodology consisted of a questionnaire among 35 students, and an interview with 3 teachers. These data collection instruments were adopted to ensure proper gathering of opinions and experiences.

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Research Design

The research's aim is to explore opinions and experiences of students and teachers with Game-based Learning (GBL) approach, in particular; the use of the platform of Kahoot! in class. It investigated the challenges students and teachers face during the educational process within the educational environment. What hinders students' attempt to actively participate in class and the difficulties teachers face in trying to create a more dynamic and engaging learning experience. As well as providing potential solutions and strategies though identifying strengths and weaknesses of the platform to ensure proper description of potential benefits. All was set through the reliance on the descriptive method to guarantee proper collection of results to answer the current study questions. Along with the use of the quantitative method approach since it fits the objective of the study. Statistical analysis will explore correlations and potentially use regression models to understand how Kahoot! use might influence learner engagement. The study aims to shed light on this complex relationship and inform future strategies for student success.

The research design or the research strategy stands for stands for the plan of action specific to the quantitative approach that relates the theoretical assumptions to its practical aspects to ensure attaining results relevant to the advanced research questions (Creswell, 2009). To eliminate shortcomings of this methodology, researchers integrate it for improving Researchers employ the quantitative method to strengthen the credibility of their findings. This approach enhances both the validity and reliability of the results, while also mitigating potential biases in the data collection and analysis process.

Population and Sample

The target population of the study are Masters One students at the English Department of Mohamed Khider in Biskra. The selection of this particular population was not arbitrary but

was influenced by various factors. Firstly, Masters One students have more experience with higher education, this ensured that not all, but most of the students were exposed to different learning approaches by their university teachers. This in particular guaranteed possible awareness of the GBL platform Kahoot!. Thirty-five (35) students were each presented with a questionnaire and four (04) teachers were presented with an unstructured interview. The students questionnaire facilitated in gathering clear insights on the students willingness to participate in GBL activities and in using Kahoot!, starting from description and an overview on the platform to illustrate the functions in case some of the students display unawareness of the platform when presented with the questionnaire.

Then, it delved into how Kahoot! affected their level of engagement and participation, their information retention, and their overall academic performance. Furthermore, the objective of the unstructured interview with the 4 teachers was gather information on their experience with the platform, concerning the incorporation of the platform, patterns in which Kahoot! exhibited a level effectiveness, potential benefits, proper implementation and awareness of technical preparation of the platform, challenges, and students' feedback. Moreover, this study aimed to analyse teachers' attitudes and students' perceptions toward the platform to understanding the optimal way to integrate it and its importance to foster an engaging learning and teaching experience.

Data Collection Tools

this study utilizes a questionnaire and an interview to gather data from both teachers and students, aiming to achieve several objectives. These include testing the research hypotheses, answering the research questions, and capturing diverse perspectives on online education. A questionnaire and an interview were chosen as the primary data collection tool

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due to their suitability for gathering information on participants' ideas, attitudes, and experiences related to the research topic.

Students' Questionnaire

The nature of this questionnaire is a semi-structured nature. It contained sixteen questions, fourteen out of those sixteen questions were closed-ended, consisting of multiple-choice and yes or no queries. And other two questions were open-ended. The questionnaire was designed with clear, concise questions to ensure student participants could easily understand and respond. This approach prioritized both data collection and participant comprehension, ensuring culturally appropriate questions that yielded valuable information.

Description of Students' Questionnaire

The questionnaire began with a clear description of the platform Kahoot! and the concept of Game-based Learning (GBL) to help students gain familiarity on what the questionnaire will focus on. The first two questions attempted to test the students' level of awareness on the target subject. It posed the questions whether the participants have had any form of knowledge about the platform of Kahoot! or GBL beyond Kahoot!. The survey then explores the participants' interest in incorporating GBL into their studies, ranging from not interested to very interested, followed by the frequency of their usage of such platforms, from daily to never. Engagement levels are then probed by asking how engaged students felt during recent GBL activities, with options from much more engaged to much less engaged. The questionnaire further investigates whether these activities improve understanding of course material compared to traditional learning, and whether students would like more such activities, allowing for open-ended responses to gather detailed feedback.

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Subsequent questions examine the perceived effectiveness of GBL in improving information retention, offering various statements reflecting different levels of personal experience and belief in GBL's efficacy. It also inquires whether GBL platforms cater to the respondents' specific learning styles. The survey includes several statements to which respondents must indicate their level of agreement, such as whether GBL makes learning more enjoyable, increases attention during lessons, motivates learning, helps identify areas for improvement, and caters to different learning styles. The competitive aspect of Kahoot! is also examined for its motivational impact. By addressing these aspects, the questionnaire aims to provide a comprehensive understanding of how game-based learning influences student engagement, motivation, and learning outcomes, while also highlighting students' preferences and potential benefits of integrating more interactive learning activities into educational environments.

Validity of the Questionnaire

The validity of the questionnaire on "The Impact of Kahoot! and Game-based Learning on Student Engagement" was ensured through validation by an expert researcher. This validation process is crucial for establishing the reliability and accuracy of the data collected. According to Litwin (1995), "Validity refers to the degree to which a survey measures what it purports to measure" (p. 33), highlighting the importance of having a validated instrument to ensure the results are both credible and relevant to the research objectives. The expert's input helps to refine the questionnaire, ensuring that it accurately captures the intended constructs and provides meaningful insights into the impact of game-based learning on student engagement.

Administration of the Questionnaire

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The official version of the questionnaire is edited and designed using Google Forms; after that, the survey is published online to the target sample, which is Masters One students. Additionally, this sample is available to collect our data during the second semester.

Administration of the Questionnaire

This survey was distributed to a representative sample of students who have experienced various forms of learning, including traditional lectures and game-based learning. Participants are asked to complete the survey, which includes both closed and open-ended questions, to provide insights into their engagement, motivation, and perceptions of game-based learning tools like Kahoot!. This method ensures a diverse range of responses, enhancing the reliability and comprehensiveness of the collected data.

Section one: Introduction and Awareness

Item 01: Have you heard of the platform Kahoot! before?

Table 01: Level of awareness on Kahoot!.

Option	Percentage
Yes, I have heard of Kahoot! and have used it in my class.	31.4%
I have heard of Kahoot! but have not used it for educational purposes.	45.7%
No, I have not heard of Kahoot!.	22.9
Total	**100%**
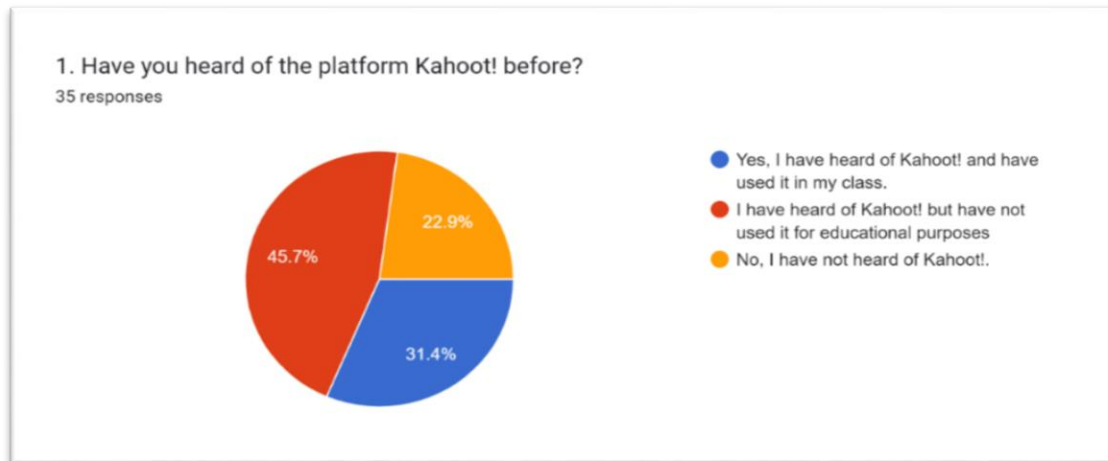
Pie 1: Level of awareness on Kahoot!.

According to the results, even though awareness of Kahoot! is high, it is not usually used in the educational setting. Over 45.7% of non-users who are aware of the platform can be targeted to increase both usage and awareness of the platform by eliminating the barriers faced by this population segment while trying to incorporate it into their classrooms. Furthermore, tactics to extend its client base and influence within education through reaching out to 22.9 percent of the population that does not know about Kahoot!

Item 02: Are you familiar with the concept of Game-based Learning (GBL)?

Table 02: Level of familiarity with Game-based Learning (GBL).

Option	Percentage
I have heard of game-based learning (GBL) and have used similar tools.	48.6%
I have heard of game-based learning (GBL) but have not tried it myself.	40%
No, I haven't heard game-based learning (GBL) before.	11.4%
Total	**100%**

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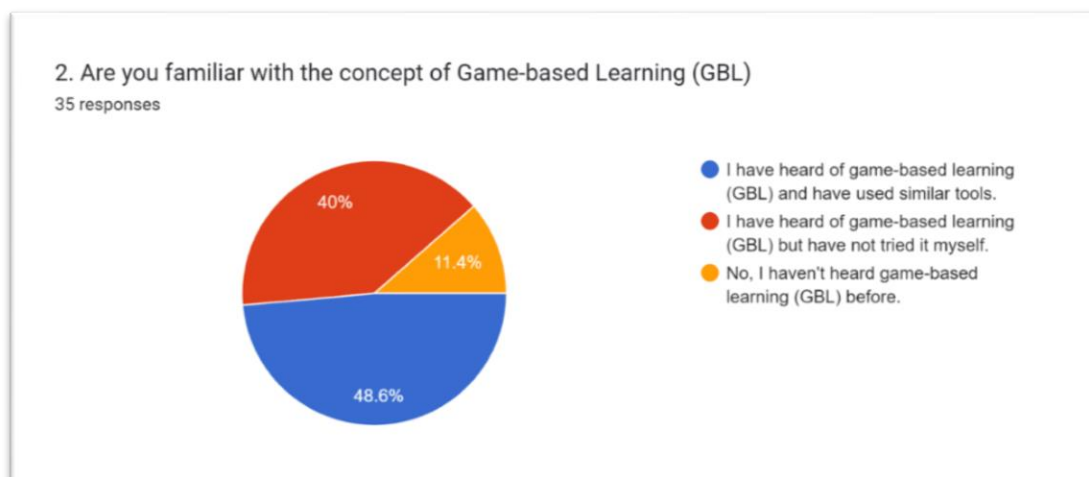
Pie 02: Level of familiarity with Game-based Learning (GBL).

The data reveals that there is a high level of awareness about game-based learning (GBL) but actual usage is relatively less. The 40% who are aware, but have not tried GBL, indicate a huge opportunity to increase engagement by looking at the barriers they face. Additionally, raising awareness among the 11.4% who know nothing about GBL could also help in popularizing the method further. Focused efforts on demonstrating benefits and providing support for educators might enhance integration and use of GBL tools in educational settings.

Item 03: How interested are you in incorporating game-based learning into your learning class?

Table 03: Level of interest in incorporating GBL into learning classes.

Option	Percentage
Very Interested	31.4%
Interested	31.4%
Somewhat interested	34.3%
Not interested	2.9%
Total	**100%**

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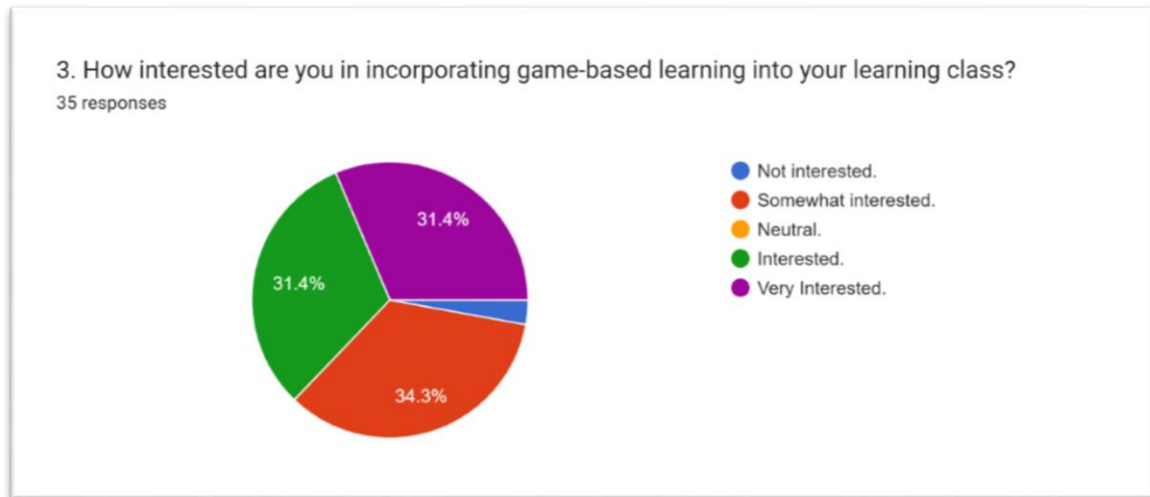
Pie 03: Level of interest in incorporating GBL into learning classes.

The data shows a high level of interest in incorporating game-based learning (GBL) into learning classes, with 62.8% of respondents either very interested or interested. Additionally, 34.3% are somewhat interested, suggesting a general openness to GBL. Only a small fraction, 2.9%, are not interested, indicating that resistance to GBL is minimal. This presents a significant opportunity for educational providers to capitalize on this interest by offering support, training, and resources to facilitate the integration of GBL into educational practices. With proper implementation strategies, the interest can likely be converted into widespread adoption and usage.

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Item 04: How often do you use Kahoot! or other game-based learning platforms in your studies?

Table 04: Frequency of Using Kahoot! or Other Game-Based Learning Platforms.

Option	Percentage
Daily	5.7%
Weekly	17.1%
Monthly	8.6%
Rarely	25.7%
Never	42.9%
Total	**100%**
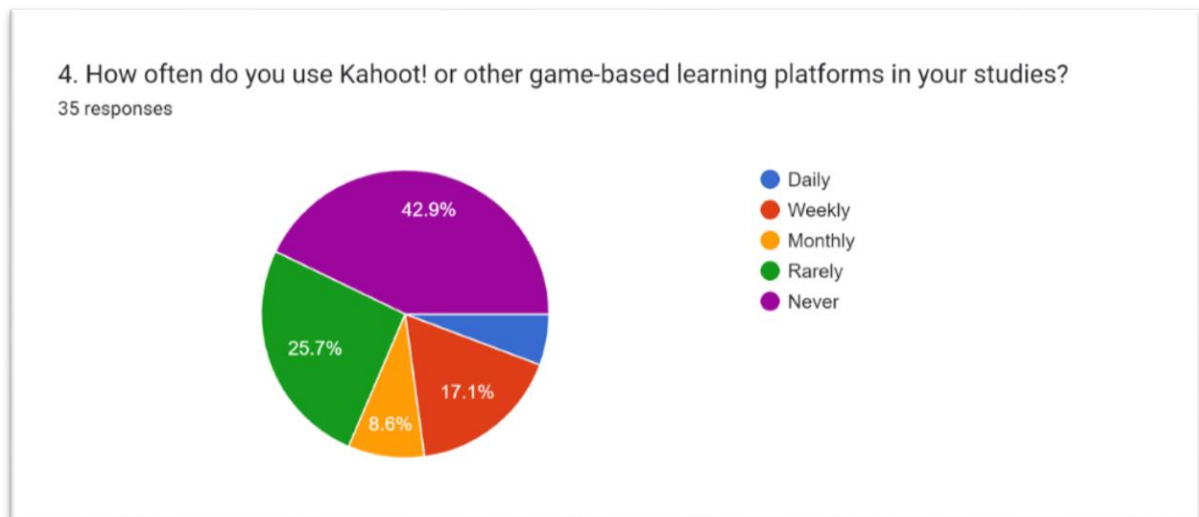
Pie 04: Frequency of Using Kahoot! or Other Game-Based Learning Platforms.

The data shows that while there is a noticeable level of engagement with game-based learning platforms, a significant portion of respondents do not use them regularly. With 22.8% using them frequently (daily or weekly) and 34.3% occasionally (monthly or rarely), there is substantial room for growth.

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Item 05: Think about a recent class where you learned through a game or interactive activity,

how engaged were you during this activity?

Table 05: Engagement During Recent Game-Based Learning Activity.

Option	Percentage
Much more engaged	42.9%
Slightly more engaged	14.3%
Neutral	34.3%
Much less engaged	8.6%
Total	**100%**
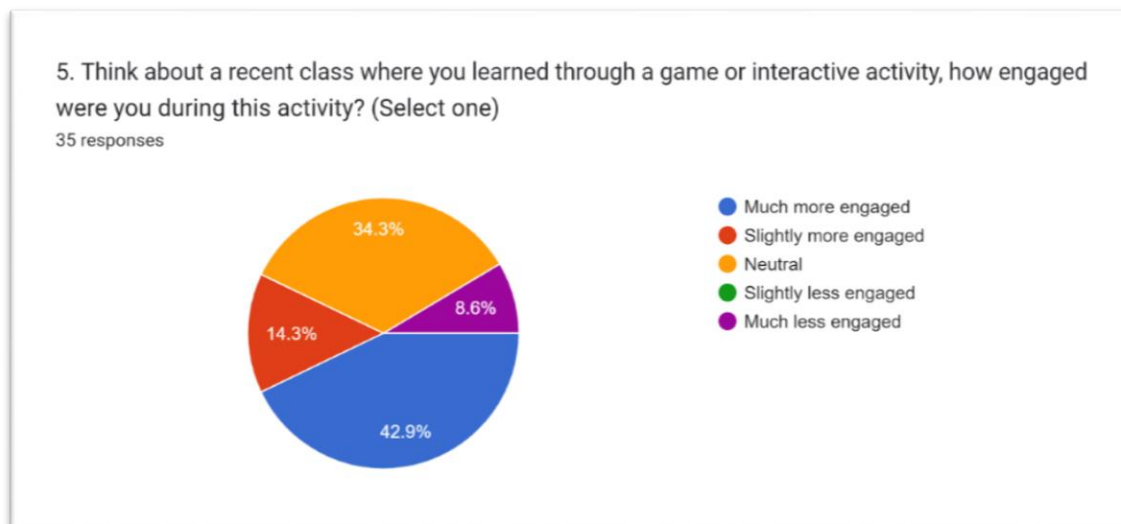
Pie 05: Engagement During Recent Game-Based Learning Activity.

The data shows that game-based learning activities significantly enhance engagement

for a majority of students, with 57.2% feeling more engaged (much more or slightly more) and

34.3% feeling neutral. Only a small percentage (8.6%) felt much less engaged. These findings

suggest that while GBL is generally effective in increasing student engagement, there is room

to optimize these activities to cater to a broader range of students.

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Item 06: Would these activities help you understand the course material better than traditional

learning class?

Table 06: Effectiveness of Game-Based Learning in Understanding Course Material.

Option	Percentage
Much better	42.9%
Slightly better	40%
Neutral	8.6%
Slightly worse	8.6%
Much worse	0%
Total	**100%**
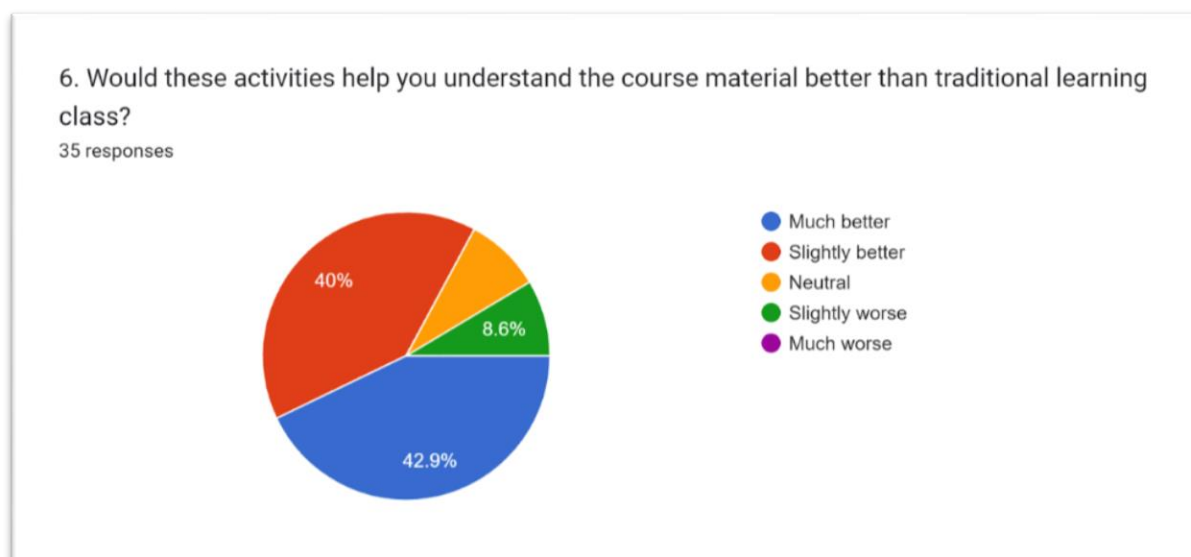
Pie 06: Effectiveness of Game-Based Learning in Understanding Course Material.

        The data indicates that a substantial majority of students (82.9%) perceive game-based

learning activities as more effective than traditional methods for understanding course material.

With 42.9% stating that GBL helps them understand "much better" and 40% "slightly better,"

the positive impact is clear. However, the presence of neutral (8.6%) and slightly worse (8.6%)

responses suggests a need for a balanced approach to address varying preferences and optimize

the effectiveness of GBL.

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Item 07: Would you prefer to have more activities like this incorporated into your classes? Why or why not?

The data from 35 students reveals an overwhelmingly positive response towards incorporating more activities, particularly game-based ones, into their classes. Many students (e.g., Students 8, 12, 17, 23, 28, 34) highlight that such activities boost their motivation and make learning more engaging and interactive, aiding in better retention of information (e.g., Students 1, 6, 10, 14). Several students (e.g., Students 2, 4, 5, 15, 22, 30) appreciate these activities for breaking the monotony of traditional classes, making learning less boring and more enjoyable. They believe that game-based activities help reinforce concepts in a fun way, leading to improved understanding and retention of material (e.g., Students 1, 6, 14, 29). Additionally, these activities promote communication, participation, and collaboration among students (e.g., Students 11, 19, 25). Some responses (e.g., Students 16, 24) note that game-based learning aligns well with contemporary educational approaches and addresses diverse learning styles. Only one student (Student 18) expressed a negative view, suggesting that learners might focus solely on the enjoyment aspect rather than the educational content. Overall, the data strongly supports the integration of more game-based and interactive activities in educational settings to enhance engagement, motivation, and effective learning.

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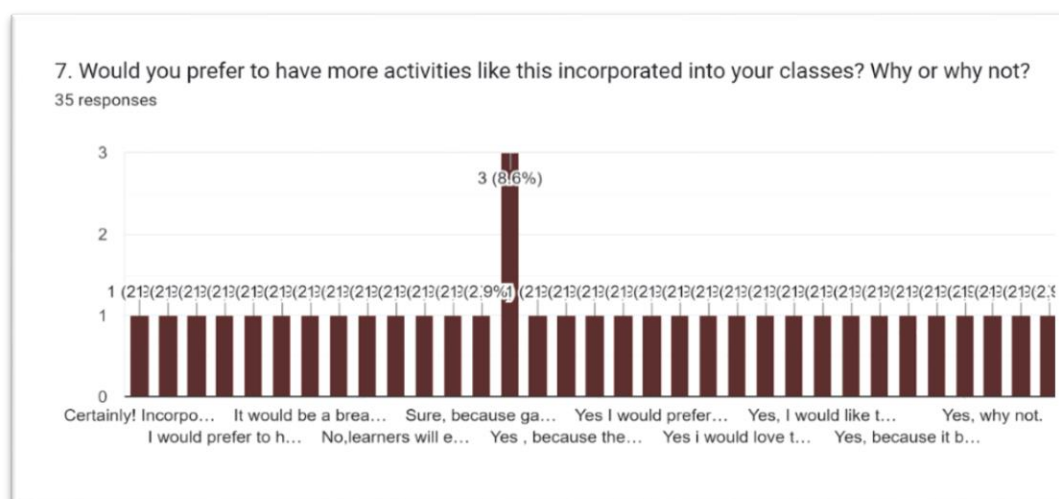
Graph 01: Incorporation of GBL activities into EFL classes.

The responses strongly suggest that students prefer incorporating more game-based learning activities into their classes. The primary reasons include increased engagement, better understanding and retention, and breaking the monotony of traditional methods. While there are a few concerns about over-reliance on GBL, the overall sentiment is clearly in favor of a more interactive and engaging approach to learning.

Item 08: Do you believe that game-based learning can improve retention of information?

Table 07: Belief in Game-Based Learning Improving Information Retention.

Option	Percentage
Yes, I have experienced better information retention through GBL.	17.1%
As a student, I have noticed improved retention when using GBL platforms.	22.9%
I am not familiar with Kahoot!, but I believe GBL can improve information retention.	22.9%
Absolutely, GBL has definitely helped me retain information more effectively.	0%
I haven't used GBL before, but based on research, I believe it can improve information retention.	11.4%
I have seen a significant improvement in my retention of information using GBL.	2.9%

I think GBL has the potential to greatly enhance information retention for students.	0%
Based on my personal experience, I would say GBL is effective in improving information retention.	2.9%
GBL may not work for everyone, but for me, it has definitely improved my retention of information.	2.9%
Yes, GBL has been proven to be effective in enhancing information retention for students.	8.6%
Total	**100%**
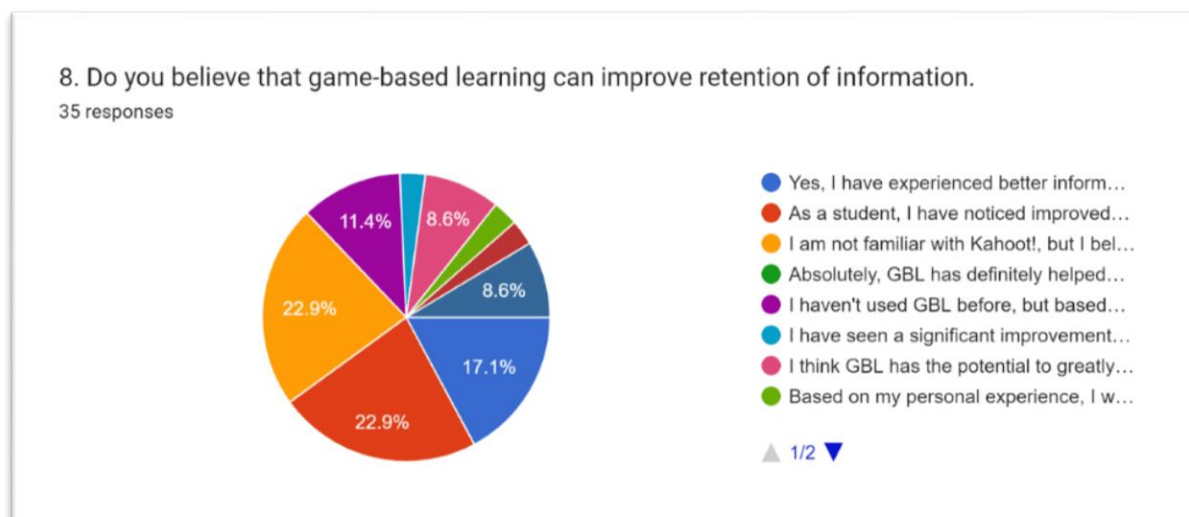
Pie 07: Belief in Game-Based Learning Improving Information Retention.

The data reveals a generally positive belief in the effectiveness of game-based learning (GBL) in improving information retention, with 40% of respondents reporting direct experiences of improved retention and 34.3% believing in its potential based on indirect knowledge. However, the lack of strong affirmations and the low percentage of those noting significant improvement indicate a need for more demonstrative evidence and direct positive experiences.

Item 09: Do you feel that game-based learning platforms like Kahoot! cater to your specific learning style?

Table 08: Catering of Game-Based Learning Platforms to Specific Learning Styles.

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Option	Percentage
Yes, very much so.	25.7%
Somewhat.	65.7 %
Not Really.	5.7%
Not at all.	2.9%
Total	**100%**
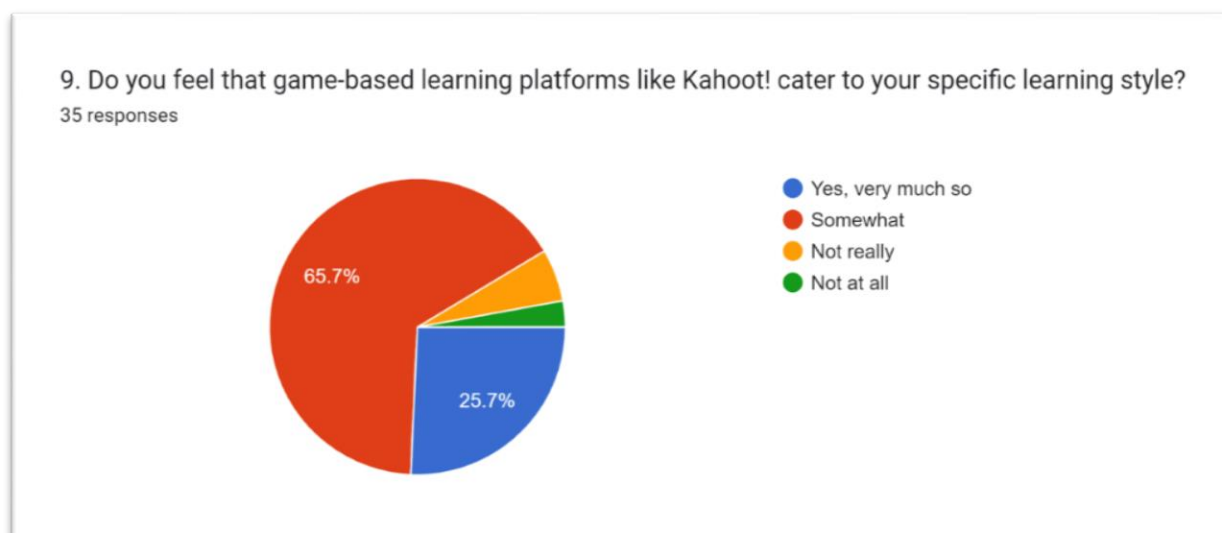
Pie 08: Catering of Game-Based Learning Platforms to Specific Learning Styles.

The data shows that a majority of students (91.4%) believe that game-based learning platforms like Kahoot! cater to their specific learning styles to varying degrees. While 25.7% feel these platforms cater very well to their needs, 65.7% feel they cater somewhat, indicating overall satisfaction but also room for improvement. The small percentage (8.6%) of students who feel that these platforms do not cater to their learning styles highlights the importance of further enhancing the adaptability and customization of GBL platforms to ensure they meet the diverse needs of all learners.

Item 10: In your opinion, do you wish to have more game-based activities included in your field of study to make learning more interactive compared to traditional learning?

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The data consists of responses from 35 students regarding the integration of game-based activities into their field of study. The majority of students (33 out of 35) expressed positive support for the idea, highlighting various benefits such as enhanced engagement, improved retention and understanding of concepts, and making learning more enjoyable and effective.
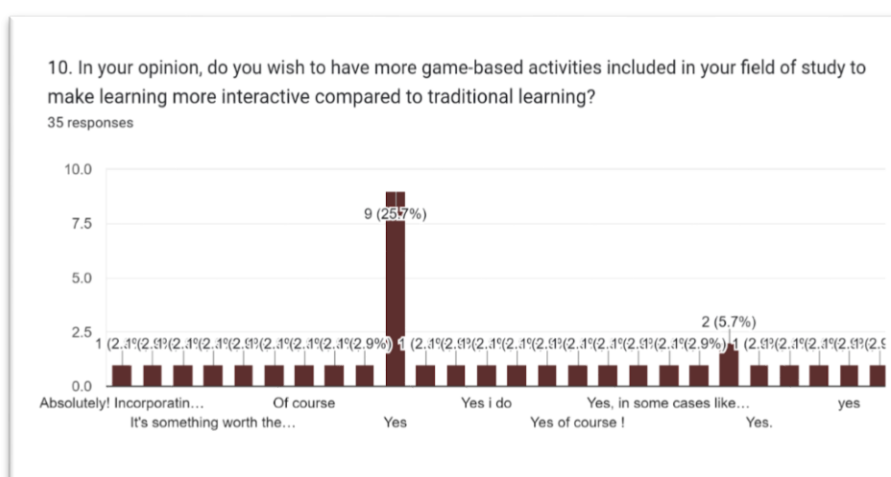
Graph 02: Integrating Game-Based Activities for a More Interactive Learning Experience

The responses strongly suggest that students are in favor of more game-based learning activities in their field of study. The primary reasons include increased engagement, better understanding and retention, and enhanced motivation. While there is a small minority with different preferences, the overall sentiment is clear: students desire a more interactive and game-based approach to learning.

Item 11: Using Game-based Learning platform such as Kahoot! makes learning more enjoyable.

Table 09: Desire for More Interactive Learning.

Option	Percentage
Strongly disagree.	5.7%
Disagree.	0%

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Neutral.	14.3%
Agree	42.9%
Strongly agree.	37.1%
Total	**100%**
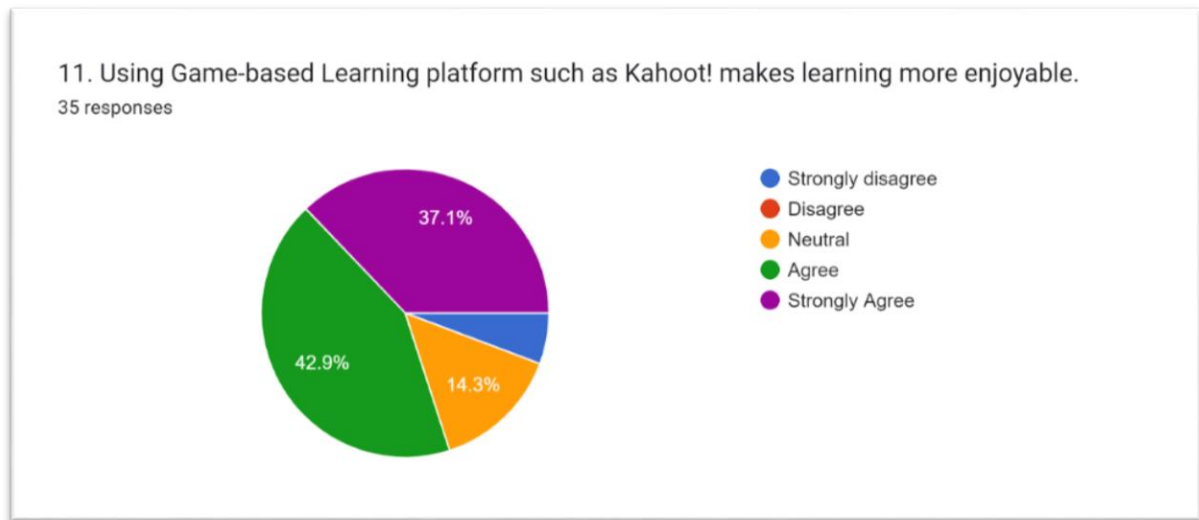
Pie 09: Desire for More Interactive Learning.

The data indicates that a significant majority of students (80%) find that using game-based learning platforms like Kahoot! makes learning more enjoyable, with 42.9% agreeing and 37.1% strongly agreeing. The low percentage of negative responses (5.7% strongly disagree) and the 14.3% neutral responses suggest that while most students benefit from the enjoyable aspects of GBL, there is room to explore and address the needs of those who do not find it as engaging. Overall, the positive reception highlights the potential for GBL platforms to enhance the learning experience and increase student motivation.

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Item 12: I find myself paying more attention during lessons that use GBL platforms such as Kahoot!.

Table 10: Attention During Lessons Using Game-Based Learning Platforms.

Option	Percentage
Strongly Agree	34.3%
Agree	48.6%
Neutral	17.1%
Disagree	0%
Strongly Disagree	0%
Total	**100%**
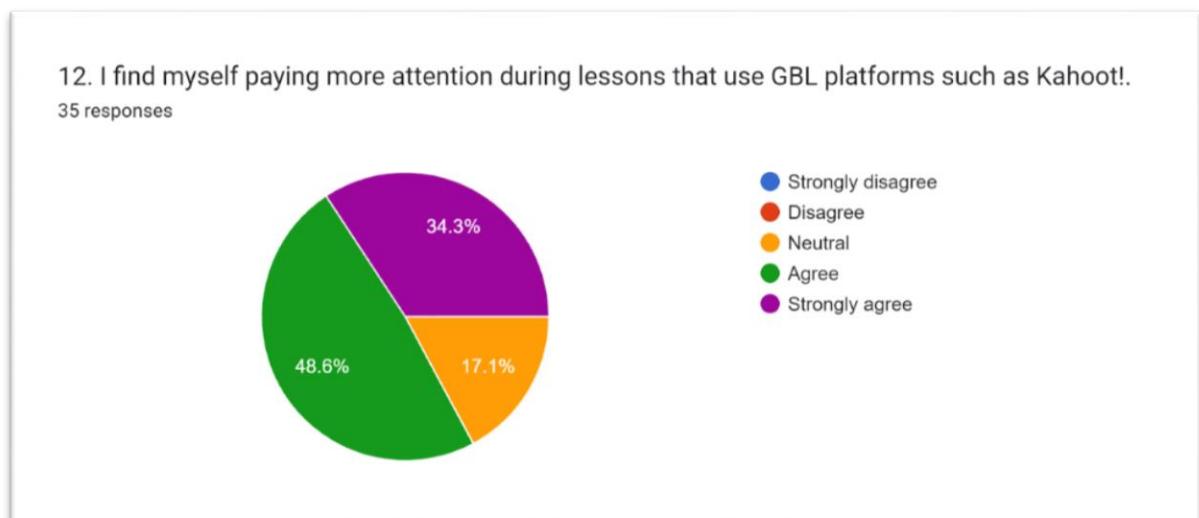
Pie 10: Attention During Lessons Using Game-Based Learning Platforms.

The data indicates that a significant majority of students (82.9%) strongly agree or agree that they pay more attention during lessons that use game-based learning (GBL) platforms such as Kahoot!. This suggests that GBL platforms effectively enhance student attention levels, which can contribute to improved learning outcomes. With no negative responses, it is clear that GBL platforms are generally perceived positively in terms of their impact on attention during lessons.

Item 13: I am more motivated to learn when games are used in class.

Table 11: Increased Motivation to Learn with Game-Based Learning.

Option	Percentage
Strongly Agree	34.3%
Agree	54.3%
Neutral	11.4%
Disagree	0%
Strongly Disagree	0%
Total	**100%**
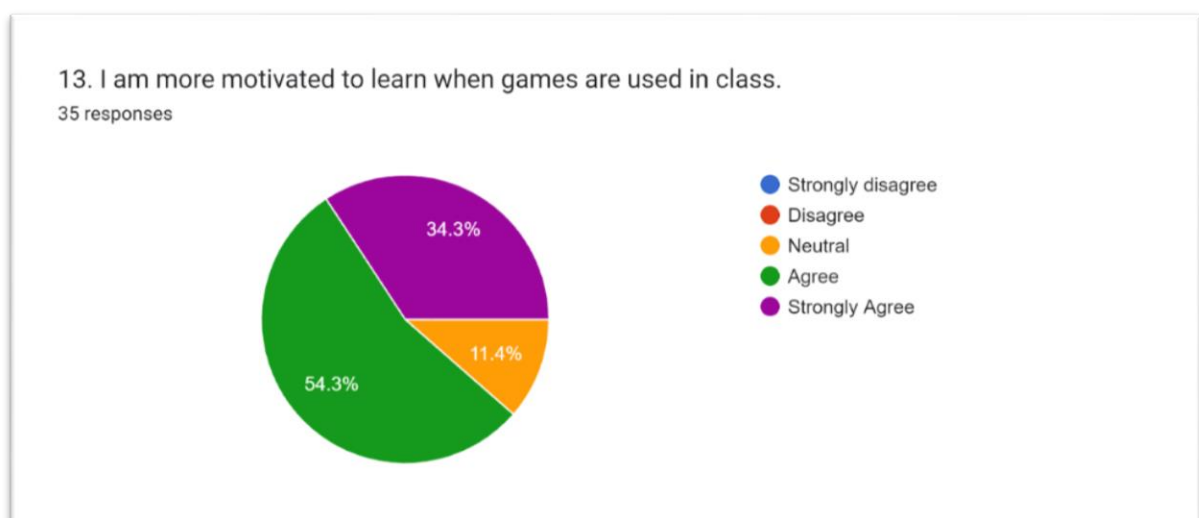
Pie 11: Increased Motivation to Learn with Game-Based Learning.

The data indicates that a significant majority of students (88.6%) strongly agree or agree that they are more motivated to learn when games are used in class. This suggests that game-based learning (GBL) effectively enhances student motivation, which can contribute to improved learning outcomes. With no negative responses, it is clear that GBL is generally perceived positively in terms of its impact on motivation during lessons.

Item 14: Playing Kahoot! and other GBL platforms helps me identify areas where I need to improve my understanding.

Table 12: Identifying Areas for Improvement Through Game-Based Learning.

Option	Percentage
Strongly Agree	20%
Agree	45.7%
Neutral	34.3%
Disagree	0%
Strongly Disagree	0%
Total	**100%**

14. Playing Kahoot! and other GBL platforms helps me identify areas where I need to improve my understanding.
35 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

45.7% 20% 34.3%

Pie 12: Identifying Areas for Improvement Through Game-Based Learning.

The data indicates that a majority of students (65.7%) strongly agree or agree that playing Kahoot! and other GBL platforms help them identify areas where they need to improve their understanding. This suggests that GBL platforms effectively support self-assessment and identification of learning gaps, which can lead to more targeted and effective learning strategies. With no negative responses, it's clear that GBL is generally perceived positively in terms of its impact on identifying improvement areas during learning activities.

Item 15: Kahoot! and other GBL platforms cater to different learning styles.

Table 13: Catering to Different Learning Styles.

| Option	Percentage
Strongly Agree	20%
Agree	45.7%
Neutral	31.4%
Disagree	2.9%
Strongly Disagree	0%
Total	**100%**
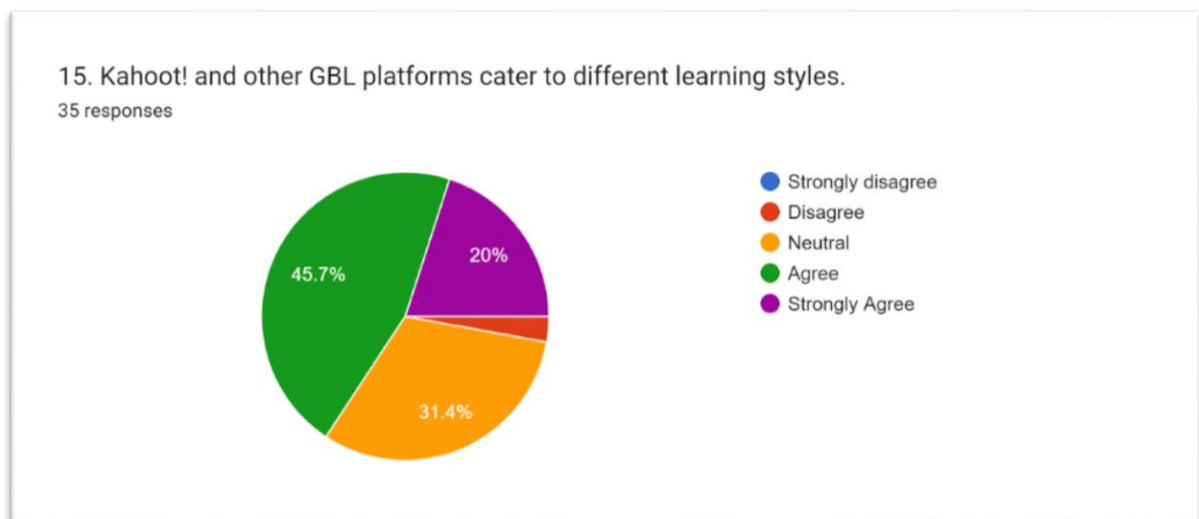
Pie 13: Catering to Different Learning Styles.

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The data indicates that a majority of students (65.7%) either strongly agree or agree that Kahoot! and other GBL platforms cater to different learning styles to some extent. This suggests a generally positive perception of the adaptability of GBL platforms in accommodating diverse learning preferences. However, the presence of neutral responses (31.4%) highlights the need for ongoing efforts to enhance the customization and flexibility of GBL platforms to better meet the varied needs of all learners.

Item 16: The competitive aspect of Kahoot! motivates me to learn more.

Table 14: Motivation Through the Competitive Aspect of Kahoot!.

Option	Percentage
Strongly Agree	34.3%
Agree	37.1%
Neutral	25.7%
Disagree	2.9%
Strongly Disagree	0%
Total	**100%**

Pie 14: Motivation Through the Competitive Aspect of Kahoot!.

The data indicates that a majority of students (71.4%) either strongly agree or agree that the competitive aspect of Kahoot! motivates them to learn more. This suggests that incorporating competition into learning activities through platforms like Kahoot! can be an effective strategy to enhance student engagement and motivation. With only a small percentage of students expressing neutrality or disagreement, it is clear that the competitive aspect of Kahoot! is generally perceived positively in terms of its impact on motivation during learning activities.

Teachers' Interview

Description of the Teachers' Interview

To explore the impact of Kahoot! on engagement from the teachers' perspective, a structured interview was conducted. This interview comprises nine questions designed to gain a comprehensive understanding of the teachers' familiarity with GBL and Kahoot! in particular, the primary functions such as the incorporation into lessons, effective stages of use, potential benefits, challenges encountered, addressing competition anxiety, best practices and tips, overall student engagement, student feedback, motivation to participate, and their overall opinions on Kahoot!.

Administration of the Interview

The interview targets teachers of Masters One at the University of Mohamed Khider of Biskra to ask about their personal opinion about the integration of Kahoot!. These teachers were interviewed online because of the distance and their hectic time schedule. Another teacher was interviewed face-to-face, the interview took place inside their personal office and the duration of it was about 15 minutes.

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Analysis of the Teachers' Interview

I have been able to interview four (04) teachers. Which was sufficient since not all teachers have the needed experience with Kahoot! or GBL in general. All of the teachers I have interviewed had more than five (05) years of teaching experience, and even though some of them have not used Kahoot! in particular, but they were able to give valuable insights on potential benefits of the platform.

Question 01: Can you describe how you would incorporate Kahoot! (Or any game-based learning platform) into your lessons?

Teacher A: *"Usually through task-based teaching in which the final product and objective of the game is syllabus-oriented and learner needs-based"*.

Teacher B: *"Engage students around a game and highlight the objectives of the game-based lesson"*.

Teacher C: *"Use Kahoot! as a class starter to get students engaged right from the beginning of the lesson. Create a fun quiz related to the topic you'll cover that day. It's a great way to activate prior knowledge and set a positive tone for the class"*.

Teacher D: (Transcribed interview)

"In two courses, mainly in my first year speaking class or oral expression and Usually in the courses that focus on some theoretical or have some theoretical aspects and a lot of concepts, new concepts to students So usually I integrate it to either warm up to a session especially with first-year students or to Recap, refresh or remember some of the key concepts in for example in the research methods or in Statistics because we have a lot of a lot of concepts in such a short time. So, I find it as a very interesting way to So these are the only ways I integrate it. Okay, very good".

The responses indicate that teachers find Kahoot! and similar GBL platforms valuable for different educational purposes, ranging from engaging students at the beginning of a lesson to reinforcing complex concepts. These methods not only make learning more interactive and enjoyable but also align with specific educational objectives, enhancing the overall effectiveness of the teaching process. This strategic incorporation of GBL highlights its potential to transform traditional learning environments into more dynamic and student-centred experiences.

Question 02: At what stage of the lesson do you find Kahoot! (Or any game-based learning platform) most effective (introduction, review, etc.)?

Teacher A: *"All of the lesson stages can benefit from gamification of language learning. I believe the practice and product stages of the lesson are the ones that can benefit the most".*

Teacher B: *"The beginning of the lesson".*

Teacher C*: "Kahoot! can be effectively used at various stages of a lesson, depending on your instructional goals and the content you're covering. Kahoot! can serve as an engaging introduction to a new topic".*

Teacher D: (Transcribed interview)

"Both at the start or the end of the or the end of the lesson, I Think it's a very interesting way to attract student's attention to some of the concepts particularly with first-year students and at the end of the lesson to as I said to recap and remember some of the key concepts and as I use it also as a revision to as we did with this statistics course, so this is Yeah, I find it both useful. I did not use it as a teaching method. I did not use it. I don't use it partially because I use the free version, but I don't I don't think… personally, It's effective to just keep using it as a teaching tool, because I think it's just like, either formative assessment tool. It's like a

formative to know exactly where if everyone understands. Because, what was really interesting to me how you use the form of assessment."

The responses indicate that teachers find Kahoot! and similar GBL platforms valuable for different educational purposes, ranging from engaging students at the beginning of a lesson to reinforcing complex concepts. These methods not only make learning more interactive and enjoyable but also align with specific educational objectives, enhancing the overall effectiveness of the teaching process. This strategic incorporation of GBL highlights its potential to transform traditional learning environments into more dynamic and student-cantered experiences.

Question 03: What do you think are the potential benefits from using Kahoot! to enhance language learning? (Vocabulary acquisition, grammar practice)

Teacher A: *"through interactiveness, I believe vocabulary can be the first benefit".*

Teacher B: *"Motivation and gaining students' attention (a hard currency these days)".*

Teacher C: *"Kahoot! can be a valuable tool for enhancing language learning, including vocabulary acquisition and grammar practice. Here are some potential benefits:*

Vocabulary Acquisition:

Engagement: Kahoot! quizzes are interactive and competitive, which keeps students engaged.

Repetition: it is crucial for vocabulary retention. Kahoot! allows you to create multiple quizzes on the same topic, reinforcing vocabulary over time.

Grammar Practice: Create Kahoot! questions that focus on sentence structure, verb tenses, prepositions, and other grammatical concepts.

Parts of Speech: Use Kahoot! to reinforce parts of speech (nouns, verbs, adjectives, etc.).

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Contextual Learning: Kahoot! questions can include sentences where students infer word meanings from context.

Spelling and Pronunciation: Kahoot! quizzes can test spelling accuracy.

Pronunciation Practice: Use Kahoot! to include audio clips of words or sentences.".

Teacher D: (Transcribed interview)

"I may use it I think in oral expression. I feel it's a way to elicit some speech from students to brainstorm some of the key concepts or to help students brainstorm about particular topics. For example, I give them like general questions general culture questions and then I want them to talk about. We do like a very quick quiz and then we talk about it, so I think it's particularly effective in speaking, because my field I am mainly interested in speaking, oral expression, and phonetic pronunciation. So, I'm only interested in English speech. So, I find it as a way to help to motivate students to speak about particular topics. You can use it to test students about the cultural awareness or knowledge about civilization or British civilization or American history. For example, you can use it on plenty of events in plenty of ways. But, for speaking for me, I found it effective as like a brainstorming tool to help students talk about different topics".

The responses indicate that Kahoot! offers numerous benefits for enhancing language learning, including increased engagement, vocabulary acquisition, grammar practice, and oral expression. By making learning interactive and enjoyable, Kahoot! helps maintain students' attention and motivation, which are crucial for effective language acquisition. Additionally, its versatility allows it to be used across various stages of the lesson and for multiple educational objectives, from reinforcing basic language skills to promoting cultural awareness and oral proficiency.

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Question 04: Have you encountered any challenges in using Kahoot! for your lessons? If so, can you elaborate? (e.g., technical difficulties, catering to diverse learning styles)

Teacher A: *"I have not used it in class yet"*.

Teacher B: *"I didn't use it"*.

Teacher C: *"There are some challenges I have encounterd when using it in my lessons:*

1. Technical Difficulties:

- Internet Connectivity.

- Device Compatibility**: Ensure that all students have access to devices (such as smartphones, tablets, or computers) compatible with Kahoot!.

2. Time Constraints:

- Game Duration: Kahoot! games can be time-consuming.

3. Diverse Learning Styles:

- Visual vs. Auditory Learners: Kahoot! primarily engages visual and auditory learners. However, kinesthetic learners (who learn through physical activities) may not find it as effective.

4. Overemphasis on Competition:

- Pressure: While competition can be motivating, some students may feel stressed or anxious about being timed or competing against peers.

- Learning vs. Winning: Ensure that the focus remains on learning rather than just winning the game.

5. Content Relevance:

- Customization: Kahoot! quizzes are user-generated. If not customized well, the questions may not align perfectly with lesson objectives.

6. Classroom Management:

- Noise Level: Kahoot! can get noisy, especially during competitive moments.

- Student Behavior: Some students may get overly competitive or distracted during Kahoot! games.

7. Assessment Limitations:

- Surface-Level Understanding: Kahoot! assesses surface-level knowledge. It may not reveal deep conceptual understanding or critical thinking skills.

- Guessing: Students can guess answers without truly understanding the material.".

Teacher D:

"In my mind my two main challenges with using Kahoot! is primarily access to Internet, some technical challenges related to access to Internet in the classroom. In the year before I used to use it in the classroom. I use Kahoot! in the classroom more than I used it in online teaching. I used it, I managed to do it, if you ask the previous years. Particularly in your Masters. We used to like stream internet- share internet access 4g. And then stream it to a data show and then let everyone join through 4g and it's very interesting, so many students share internet and we have like a super power. But, the problem is that all students have access or good access to Internet and sometimes internet is slow. the other technical challenge is that not many students know how to install the app and navigate the app. So, there is a problem with that. There is also the problem of not having access to the premium version. The premium

version is very expensive and requires institutional access. So, the institution should buy it because it's very very expensive It's like, I think six hundred dollars, five hundred dollars for a yearly subscription and it's too much too much for me. I think for individual subscription. I think it's 120 but if you want like an institutional access where you have can help like 130 or 140 students like we have in Masters. You need to pay. Yeah, it's not sustainable. I don't know. I don't think the the app is famous enough for them (teachers) to use it and not many teachers know about it. With the free version, I think you can use pictures, you can use text and so on. But, with the premium version you can even integrate audio. You can ask them about audio, You can ask about videos, You can show videos and then ask them a question about those videos you know, you can do many things, you can do many many things and you can integrate like multimedia and integrate different things. The problem with the free version if you don't have a lot of access. But yes, you can cater to many learning styles. And engage all students".

The challenges identified underscore the complexities involved in integrating game-based learning platforms like Kahoot! into educational settings. Addressing technical issues, managing classroom dynamics during competitive activities, customizing content to fit educational objectives, and ensuring equitable access to enhanced features are essential for leveraging Kahoot! effectively as a tool for interactive and engaging learning experiences. These insights can guide educators in overcoming barriers and optimizing the use of Kahoot! to support diverse learning needs and enhance educational outcomes.

Question 05: How do you address the potential for competition anxiety in Kahoot! for your students?

Teacher A: *"I have not tried to to be a fair judge but it is possible to reduce anxiety via more interactive tasks".*

Teacher B: *"Competition is encouraged as long as it can contribute to the achievement of the objectives of the lesson".*

Teacher C: *"Addressing competition anxiety in Kahoot! is essential to create a positive learning environment. Here are some strategies to use:*

1. Team Play

2. Friendly Atmosphere

o Emphasize that Kahoot! is meant for fun and learning.

o Remind students that everyone makes mistakes. The goal is to learn and improve.

3. Timed Questions:

o Adjust the timer settings. Longer timers can reduce anxiety.

4. Anonymous Mode:

o This way, students won't see each other's scores during the game. It reduces direct comparison and anxiety.

5. Mixed-Ability Quizzes:

o Create quizzes with a mix of easy, moderate, and challenging questions.

6. Preparation and Familiarity:

o Explain the rules and how it works. Familiarity reduces anxiety.

o Practice a sample Kahoot! quiz together so students know what to expect.

7. Alternative Assessment Methods:

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o Use Kahoot! alongside other assessment tools.".

Teacher D:

"I don't share the full leaderboard, only the three first three. But yeah, it's competitive by nature because it's like a quiz game, it's a gamified quiz game for like a gamified quiz or learning more for the purpose of learning. Originally the app was designed for kids, but then it was expanded even for university students yeah, but it started to motivate, because the only way to motivate like high school students or middle school students is by integrating like a gamified way of learning so they compete, they want to compete. But, the problem is that it doesn't always work in our context, some students don't want you to see their score and they don't want their score to be seen, it's a different culture here. It's a different culture some students use fake names… I remember one of the top students last year, he's a male student, he used to write "first" his name was first and No one knew who was "first" and he was always the first he was the first by far. He did not write his name so some students feared competition, but some other students wrote their names. The good thing is that it does not show the full report. When you finish, download the full report by Excel sheets, or you can see it on the website, and you can see how many students... How much time students spent on each question their correct answers the percentage of correct answers. But, the leaderboard by the end shows only like the three top. It can get tricky, as a teacher for example I was giving the test mark this morning not all students want their friends to see their marks. So, we have a different culture, a unique culture here in Algeria, but some students are open to it, they are happy to participate"

Interviewer: *"I've seen the effect of Kahoot! or the competition in Kahoot!. How it affects the motivation of students to actually learn because they seem to be driven more to the competition than learning How do you control that? how do you control that?"*

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Teacher D:

"Perhaps male students are more driven to competition? Yeah exactly yeah, What do you mean like how they start focusing on the competition in particular and forget about learning? I think it has some benefits. You cannot you know, conscious learning you cannot force students to consciously learn all the time. For example, English, most of the things you learn about English are unconscious learning, when you're watching a movie or listening to a song and instantly listen to a word and look up for its meaning or ask for its meaning and all the sudden you know that word So yeah, I think it's just part of it you cannot expect all the students to learn when you're just talking in the lecture Maybe they are looking at you. They are looking at the board, but they don't understand anything and they're just done zoning out So yeah, that's part of teaching".

Addressing competition anxiety in Kahoot! requires thoughtful planning and sensitivity to individual and cultural differences among students. Educators can effectively manage these challenges by implementing a range of strategies that promote engagement, mitigate anxiety, and support diverse learning styles and preferences. By leveraging Kahoot! strategically, educators can create a positive and motivating learning environment that enhances student participation, learning outcomes, and enjoyment in the classroom.

Question 06: Do you have any best practices or tips for creating effective Kahoot! quizzes specifically for language learners?

Teacher A: *"Language level, we should always pay attention to that".*

Teacher B: *"I never used the technique.".*

Teacher C: *"I consider the following best practices and tips:*

1.Incorporate Multimedia Elements: Use images, videos, and music to enhance engagement.

2. Formulate questions that are easy to understand.

3 - Ensure the questions align with learning objectives and target language skills.

4. Focus on Vocabulary and Grammar.

5. Create quizzes that reinforce vocabulary acquisition and grammar rules.

6. Design questions that expose students to cultural nuances.

7. Cover a range of language topics.

8. Encourage collaboration by allowing students to play in teams.

9. Preparation and Familiarity.".

Teacher D:

"Yes. It's just a tool don't focus on it as the center of the lesson use it just as a revision or a warm-up. And make students look up for it when you use it make them look up for it. This is the good part, but don't overuse it. Don't overuse it. It's not the centre of everything as with everything."

Interviewer: *"so beyond quizzes, have you explored other ways to utilize Kahoot for interactive activities?"*

Teacher D: *"There are plenty of other things I used it once maybe as an opinion poll I asked students opinion. For example, if they want to do role plays for first-year role plays or conversations or individual person presentation. So, this is usually the problem with first-year because they're so shy and some students like to do role plays some students like to do individual presentation. They don't want to be associated with anyone they like to work individually. So, students are different. Yes, so I use it for opinion poll and discussions, and I*

use it mostly for like quizzes, interactive quizzes. For opinion polls, it's excellent because it gives you like the percentage of what students think at that moment".

Creating effective Kahoot! quizzes for language learners involves careful consideration of language proficiency levels, alignment with learning objectives, incorporation of multimedia elements, and thoughtful design of quiz questions that reinforce vocabulary, grammar, and cultural understanding. Educators can enhance the learning experience by leveraging Kahoot! as a tool to engage students interactively while ensuring its integration supports broader educational goals in language acquisition and proficiency.

Question 07: How would you describe your students' overall engagement with Kahoot!

Teacher A: *"I cannot really say as I have not tried it".*

Teacher B: *"Never been exposed to it".*

Teacher C: *"The overall engagement of students with Kahoot! tends to be highly positive and enthusiastic. Here are some observations:*

1. Excitement and Energy: Students often express excitement when they know a Kahoot! game is coming up.

2. Active Participation: During Kahoot! sessions, students actively participate by answering questions, competing for points, and trying to be at the top of the leaderboard.

3. Peer Interaction: Kahoot! encourages peer interaction. The team mode fosters collaboration and teamwork.

4. Positive Reinforcement: Celebratory sounds, animations, and the "correct" answer screen provide positive reinforcement. Even if they don't win, the fun experience motivates them to participate again.

5. Variety of Topics: Students appreciate the diverse range of Kahoot! quizzes. Whether it's vocabulary, grammar, or cultural trivia, they find it engaging.

6. Formative Assessment: Kahoot! serves as a formative assessment tool. Teachers gauge student understanding and adjust instruction accordingly.

7. Classroom Bonding: It's a break from traditional learning methods and adds a social element to the classroom.".

Teacher D:

"Generally, it's very very good. Yes, generally it attracts student's attention. Students like to see something new. And sometimes even with the problems as I said at the beginning last year We did not have access but we just had to risk it. I said I'm going to risk it, if it works, it works. If it doesn't work, It's just another day. You have to risk sometimes as a teacher. In order to create something new and engaging, you have to risk you have to you have to improvise and risk and be creative and innovative. But for online to be honest, it's easy because I am at home. I have my laptop I have my computer. I have backup internet. I have internet. I have like the 4g. So, I have all the backup if anything fails I have the backup but the problem is here (The university). You know, you have only one option it can fail or it can work. And in front of all of the students, sometimes it doesn't, sometimes it's disappointing"

Interviewer: *"But imagine you come like ready you have a plan in mind that like you come and it doesn't work out.*

Teacher D: *"It happened in my first year as a teacher. In the amphi, I planned the data show. I planned the Kahoot! quiz. I planned everything but then the socket didn't work. And then I had to resort to just using the chalk. Yes. Okay, I was not disappointed. I had my plan B I had to turn to the handout to explain. But the students were disappointed.*

Interviewer: *"Definitely, you want to escape that traditional way of teaching."*

Teacher D: *"Yes, of course."*

Educators perceive Kahoot! as a powerful tool for enhancing student engagement and learning experiences through gamification. Despite technological challenges, its interactive nature and ability to provide instant feedback make it a valuable asset in modern classrooms. To maximize its benefits, educators should ensure preparedness for technical contingencies while leveraging its features to foster collaborative learning environments and assess student progress effectively.

Question 08: Have you collected any formal or informal feedback from your students regarding their experience with Kahoot!? If so, can you share some key insights?

Teacher A: *"Not really, but my expectations would be positive of course".*

Teacher B: *"Haven't been exposed to it".*

Teacher C: *"Feedback from students regarding their experience with Kahoot! has been insightful. Here are some key insights:*

1. Polls for Quick Check-Ins: Teachers use Kahoot! Polls to gauge student readiness, social-emotional well-being, and classroom confidence.

2. Slide Reactions for Instant Feedback: With Kahoot! slide reactions, students can send small reaction icons independently as the lesson progresses.

3. Exam Scores and Correct Answer Display: During Kahoot! games, students receive instant feedback based on accuracy and speed. This transparency helps students learn from their mistakes.

4. Virtual Learning Feedback: In virtual learning environments, Kahoot! facilitates communication with students. Teachers collect feedback making adjustments as needed.".

Teacher D:

"Usually, it's just students maybe sending email or telling me that it was a good experience. It was something good. But, generally students were very positive in terms of their reaction mean Inspired by how you used it. Many students start to attend more quizzes because they like them".

Educators perceive Kahoot! as a valuable tool for fostering student engagement, providing instant feedback, and enhancing the learning experience through interactive quizzes and polls. Student feedback underscores the effectiveness of Kahoot! in improving classroom dynamics and supporting both in-person and virtual learning environments. Moving forward, educators can continue to leverage Kahoot! to gather insights, adjust teaching strategies, and maintain high levels of student engagement in diverse educational settings.

Question 09: In your observations, has Kahoot! motivated your students to participate more actively in your lessons? How?

Teacher A: *"I did not experience that yet, but I believe it will definitley help both the student and teacher in meeting halfway concerning the topics, teaching materials, tempo, and methods used in the classroom".*

Teacher B: *"I'd assume the game strategy works because students love games and having a formal content presented in a fun way".*

Teacher C: *"Kahoot! can significantly motivate students to participate more actively in lessons. Here's how:*

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1. Gamification and Competition: The game-based approach makes learning fun and stimulates critical thinking.

2. Interactive Questions: Kahoot! allows teachers to add interactive questions such as quizzes, polls, type answers, puzzles, and word clouds.

o Instant Assessment: Real-time reports help teachers assess how the class feels about a topic, allowing adjustments during the lesson.

3. Team Play: Organizing Kahoot! games in teams reduces individual pressure. Team dynamics foster engagement.

4. Variety of Topics: Kahoot! quizzes cover diverse subjects, from vocabulary to grammar. Students appreciate the relevance and enjoy exploring different topics.

5. Integration with Lessons: Teachers can create entire interactive lessons using Kahoot! slides. These slides introduce new topics, provide context, and recap key points.

7. Virtual Learning Adaptation: Kahoot! works seamlessly in virtual learning environments. Students answer questions on their devices while seeing them displayed on a shared screen. It bridges the gap between in-person and online learning.".

Teacher D:

"Yes, because it gives opportunity to students who don't usually like to raise their hand. So, it's like an indirect way to participate which is good for students who are shy, who don't want to talk in front of everyone. It's a good way (to help them feel included)".

Educators recognize Kahoot! as an effective tool for enhancing student engagement and participation in lessons. Its gamified structure, interactive features, real-time feedback mechanisms, and adaptability to different learning environments contribute significantly to

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motivating students and fostering active involvement in classroom activities. Moving forward, educators can continue to leverage Kahoot! to create dynamic and inclusive learning environments that cater to diverse student needs and preferences.

Synthesis and Discussions of the Study

After examination of the data from student questionnaires and teacher interviews, this section reveals that the hypothesis holds true. Kahoot! can be utilized in the educational setting to greatly enhance student engagement among EFL learners. The hypothesis has been confirmed.

Students' Questionnaire

There is a significant inclination among students as shown by data analysis to include game-based learning (GBL) platforms like Kahoot! in their education process. Many students know about GBL and show strong interest towards games in class. Presently, the usage levels of GBL platforms are not very high but engagement during those activities is significantly robust. Students find GBL more exciting as they learn since it helps them to get the material better compared to other traditional methods. They also believe that it improves their retention and satisfies their individual learning manners.

Similarly, GBL is believed by students to make learning more fun and help them pay attention better in class. Additionally, games promote motivation among students as they develop their weaknesses. Moreover, the students also value that GBL accommodates every student's learning style and the competitiveness of platforms such as Kahoot!. However, for example, overall opinions about GBL are very positive because students call for its increased use as part of the learning process. This suggests that educational institutions and educators

should consider expanding the use of GBL to enhance student engagement, understanding, and retention of information.

Teachers' Interview

the educators' responses regarding Kahoot! consistently highlight its significant potential to enhance student engagement and learning outcomes across diverse educational settings. From strategies for integration into lessons to identifying effective stages of implementation, educators recognize Kahoot! as a versatile tool capable of capturing students' attention from the beginning of lessons and reinforcing key concepts towards the end. The perceived benefits for language learning, including improved vocabulary acquisition, grammar practice, and cultural awareness, underscore Kahoot!'s role in making learning interactive and enjoyable. Despite challenges such as technical issues and competition anxiety, educators emphasize strategies to mitigate these issues, ensuring that Kahoot! remains a valuable tool for fostering a positive learning environment.

Student engagement with Kahoot! is described as enthusiastic and interactive, with observable benefits such as increased participation, peer interaction, and positive reinforcement through real-time feedback. Formal and informal feedback mechanisms further validate Kahoot!'s impact, providing valuable insights into student experiences and guiding educators in refining their teaching approaches. Overall, the responses contribute to the hypothesis that Kahoot! effectively enhances student engagement through gamification, interactive learning features, and adaptive teaching strategies, ultimately supporting a more dynamic and effective educational experience for students.

Conclusion

In conclusion, the role of this chapter was to examine and discuss the findings from the data that has been acquired from the students' questionnaire and also teachers' interview. Masters one students in the English department of the University of Mohamed Khider of Biskra were given a questionnaire to identify the frequency rate regarding their GBL platforms usage and the level of their interest in incorporating such platforms within the educational setting. It aimed at gathering opinions on how these students would benefit from their overall experience with the integration of GBL platforms, particularly, the integration of Kahoot!. The teachers' interview discussed the potential benefits of the integration of Kahoot! and focused on gathering insights on strategies and methods to incorporate the platform within the educational setting. It also aimed at understanding their experiences such as the difficulties they have faced, relapse in judgements considering their overall teaching objectives, reception of students' feedback regarding their experience with platform, and ultimately, its effects on the overall student engagement.

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General Conclusion

This study aimed at exploring the benefits of Kahoot! in engaging EFL students of Masters One. Moreover, this study also focused on the challenges teachers and educators face during the implimentation of such tools. It discovered the effect of integrating GBL platforms, such as Kahoot!, into the educational setting.

The nature of the reseach is a mixed method approach in which we have to submit a questionnaire for the Master One students in the University Mohamed Khider of Biskra, a questionnaire that gathered insights on students' perceptions and attitudes towards Kahoot!. And interview was submitted for teachers to gather opinion and insights based on their experience with using the platform into the educational setting. The population of this study comprises thirty-five Master one students (N=35) and a teachers interview of four (N=4) as a sample from Master One students at the department of English at the University Mohammed Khider of Biskra. As results, this research helped to confirm the hypothesis of this research.

Overall, this study concluded that Kahoot! could serve as a valuable tool in enhancing engagement among EFL learners. This game-based learning platform offers educators a flexible and creative teaching method that transforms the classroom experience. Kahoot!, presents a new era of teaching and learning by fostering a dynamic, competitive, and self-assessing educational environment. However, the long-term efficacy and adaptability of Kahoot! across diverse learning contexts require further investigation.

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Pedagogical Implications and Recommendations

Since Kahoot! and GBL proved its workability in an EFL classroom, further recommendations and suggestions could be highlighted for upcoming studies.

- Teachers should integrate Kahoot! into lessons as a started to activate prior knowledge and set a positive tone. Or use it at the end as form of recap of the overall lesson to reinforce key concepts, especially in theoretical subjects.

- Techers can employ Kahoot! for formative assessment to gauge student understanding in real-time and gather formal and informal feedback to improve quizzes and teaching strategies continuously

- Teachers and the institution in general should ensure reliable access to the internet and device compatibility to mitigate technical issues.

- Advocate for institutional support to access advanced features of the premium version for multimedia integration.

- Provide educators with training on using Kahoot! effectively and navigating technical challenges.

- Teachers should combine Kahoot! with other interactive activities to cater to diverse learning styles.

- Educators can integrate Kahoot! into virtual learning environments for enhanced communication and engagement online.

- Teachers can Integrate Kahoot! into various lesson stages to maintain student engagement throughout the session.

- Instead of traditional teaching, Kahoot! can be used to create dynamic classroom environment that fosters peer interaction and positive reinforcement.

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Appendices

Appendix 1

Student Questionnaire

The Impact of Kahoot! and Game-based Learning on Student Engagement.

Traditional lectures, despite
their value, can feel like passively watching a movie. Students take in information but have few opportunities to participate or ask questions. This one-way flow of knowledge can struggle to hold attention and may not cater to all learning styles. In particular, this is the reason technology is being increasingly integrated into teaching environments in view of enhancing students' engagement and motivation. Starting from this notion, Game-based learning (GBL) platforms, such as Kahoot! were developed to make the learning experience more enjoyable, interactive, and dynamic. GBL incorporates game mechanics and design elements into the learning process. Think points, badges, leader-boards, challenges, and narratives – all woven into activities that help students acquire knowledge and skills. Kahoot! turns quizzes into interactive games, where students compete in real-time to answer questions correctly.

* Indicates required question

1.   1. Have you heard of the platform Kahoot! before? *

   Mark only one oval.

   ⬭ Yes, I have heard of Kahoot! and have used it in my class.

   ⬭ I have heard of Kahoot! but have not used it for educational purposes

   ⬭ No, I have not heard of Kahoot!.

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1. 2. Are you familiar with the concept of Game-based Learning (GBL) *

    Mark only one oval.

    ◯ I have heard of game-based learning (GBL) and have used similar tools.I

    ◯ have heard of game-based learning (GBL) but have not tried it myself.

    ◯ No, I haven't heard game-based learning (GBL) before.

2. 3. How interested are you in incorporating game-based learning into your learning class? *

    Mark only one oval.

    ◯ Not interested.

    ◯ Somewhat interested.

    ◯ Neutral.

    ◯ Interested.

    ◯ Very Interested.

1. 4. How often do you use Kahoot! or other game-based learning platforms in your studies? *

    Mark only one oval.

    ◯ Daily

    ◯ Weekly

    ◯ Monthly

    ◯ Rarely

    ◯ Never

2. 5. Think about a recent class where you learned through a game or interactive activity, how engaged were you *
    during this activity? (Select one)

    Mark only one oval.

    ◯ Much more engaged

    ◯ Slightly more engaged

    ◯ Neutral

    ◯ Slightly less engaged

    ◯ Much less engaged

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6. Would these activities help you understand the course material better than traditional learning class? *

◯ Much better

◯ Slightly better

◯ Neutral

◯ Slightly worse

◯ Much worse

7. 7. Would you prefer to have more activities like this incorporated into your classes? Why or why not? *

_____

8. Do you believe that game-based learning can improve retention of information. *

◯ Yes, I have experienced better information retention through GBL.

◯ As a student, I have noticed improved retention when using GBL platforms.

◯ I am not familiar with Kahoot!, but I believe GBL can improve information retention.

◯ Absolutely, GBL has definitely helped me retain information more effectively.

◯ I haven't used GBL before, but based on research, I believe it can improve information retention.I

◯ have seen a significant improvement in my retention of information using GBL.

◯ I think GBL has the potential to greatly enhance information retention for students.

◯ Based on my personal experience, I would say GBL is effective in improving information retention.

◯ GBL may not work for everyone, but for me, it has definitely improved my retention of information.

◯ Yes, GBL has been proven to be effective in enhancing information retention for students.

7. 9. Do you feel that game-based learning platforms like Kahoot! cater to your specific learning style? *

Mark only one oval.

◯ Yes, very much so

◯ Somewhat

◯ Not really

◯ Not at all

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10. In your opinion, do you wish to have more game-based activities included in your field of study to make learning more interactive compared to traditional learning? *

_____

11. Using Game-based Learning platform such as Kahoot! makes learning more enjoyable. *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

12. I find myself paying more attention during lessons that use GBL platforms such as Kahoot!. *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

13. I am more motivated to learn when games are used in class. *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

14. Playing Kahoot! and other GBL platforms helps me identify areas where I need to improve my understanding. *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

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15. Kahoot! and other GBL platforms cater to different learning styles. *

Mark only one oval.

⬭ Strongly disagree

⬭ Disagree

⬭ Neutral

⬭ Agree

⬭ Strongly Agree

16. The competitive aspect of Kahoot! motivates me to learn more. *

Mark only one oval.

⬭ Strongly disagree

⬭ Disagree

⬭ Neutral

⬭ Agree

⬭ Strongly Agree

Appendix 2

Teachers Interview

The Impact of Kahoot! and Game-based Learning on Student Engagement.

Traditional lectures, despite their value, can feel like passively watching a movie. Students take in information but have few opportunities to participate or ask questions. This one-way flow of knowledge can struggle to hold attention and may not cater to all learning styles. In particular, this is the reason technology is being increasingly integrated into teaching environments in view of enhancing students' engagement and motivation. Starting from this notion, Game-based learning (GBL) platforms, such as Kahoot! were developed to make the learning experience more enjoyable, interactive, and dynamic. GBL incorporates game mechanics and design elements into the learning process. Think points, badges, leader-boards, challenges, and narratives – all woven into activities that help students acquire knowledge and skills. Kahoot! turns quizzes into interactive games, where students compete in real-time to answer questions correctly. I would like to personally thank you for your participation, all responses will remain confidential and only accessible to the project researcher, ensuring the integrity of the data collected.

1. Can you describe how you would incorporate Kahoot! (Or any game-based learning platform) into your lessons?

2. At what stage of the lesson do you find Kahoot! (Or any game-based learning platform) most effective (introduction, review, etc.)?

3. What do you think are the potential benefits from using Kahoot! to enhance language learning. (Vocabulary acquisition, grammar practice)

4. Have you encountered any challenges in using Kahoot! for your lessons? If so, can you elaborate? (e.g., technical difficulties, catering to diverse learning styles)

_____
_____
_____
_____
_____

5. How do you address the potential for competition anxiety in Kahoot! for your students?

_____
_____
_____
_____
_____

6. Do you have any best practices or tips for creating effective Kahoot! quizzes specifically for language learners?

_____
_____
_____
_____

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7. How would you describe your students' overall engagement with Kahoot!

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8. Have you collected any formal or informal feedback from your students regarding their experience with Kahoot!? If so, can you share some key insights?

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9. In your observations, has Kahoot! motivated your students to participate more actively in your lessons? How?

Appendix 3

Interview transcript with teacher D

Interviewer: *"Can you describe how you would incorporate Kahoot! into your lessons?"*

Teacher D:

"In two courses, mainly in my first year speaking class or oral expression and Usually in the courses that focus on some theoretical or have some theoretical aspects and a lot of concepts, new concepts to students So usually I integrate it to either warm up to a session especially with first-year students or to Recap, refresh or remember some of the key concepts in for example in the research methods or in Statistics because we have a lot of a lot of concepts in such a short time. So, I find it as a very interesting way to So these are the only ways I integrate it. Okay, very good".

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Interviewer: *"At what stage of the lesson do you find Kahoot! most effective?"*

Teacher D:

"Both at the start or the end of the or the end of the lesson, I Think it's a very interesting way to attract student's attention to some of the concepts particularly with first-year students and at the end of the lesson to as I said to recap and remember some of the key concepts and as I use it also as a revision to as we did with this statistics course, so this is Yeah, I find it both useful. I did not use it as a teaching method. I did not use it. I don't use it partially because I use the free version, but I don't I don't think… personally, It's effective to just keep using it as a teaching tool, because I think it's just like, either formative assessment tool. It's like a formative to know exactly where if everyone understands. Because, what was really interesting to me how you use the form of assessment."

Interviewer: *"What do you think are the potential benefits from using Kahoot! to enhance language learning?"*

Teacher D:

"I may use it I think in oral expression. I feel it's a way to elicit some speech from students to brainstorm some of the key concepts or to help students brainstorm about particular topics. For example, I give them like general questions general culture questions and then I want them to talk about. We do like a very quick quiz and then we talk about it, so I think it's particularly effective in speaking, because my field I am mainly interested in speaking, oral expression, and phonetic pronunciation. So, I'm only interested in English speech. So, I find it as a way to help to motivate students to speak about particular topics. You can use it to test students about the cultural awareness or knowledge about civilization or British civilization

or American history. For example, you can use it on plenty of events in plenty of ways. But,

for speaking for me, I found it effective as like a brainstorming tool to help students talk

about different topics".

Interviewer: "Have you encountered any challenges in using Kahoot! for your lessons? If

so, can you elaborate?"

Teacher D:

"*In my mind my two main challenges with using Kahoot! is primarily access to*

Internet, some technical challenges related to access to Internet in the classroom. In the year

before I used to use it in the classroom. I use Kahoot! in the classroom more than I used it in

online teaching. I used it, I managed to do it, if you ask the previous years. Particularly in

your Masters. We used to like stream internet- share internet access 4g. And then stream it to

a data show and then let everyone join through 4g and it's very interesting, so many students

share internet and we have like a super power. But, the problem is that all students have

access or good access to Internet and sometimes internet is slow. the other technical

challenge is that not many students know how to install the app and navigate the app. So,

there is a problem with that. There is also the problem of not having access to the premium

version. The premium version is very expensive and requires institutional access. So, the

institution should buy it because it's very very expensive It's like, I think six hundred dollars,

five hundred dollars for a yearly subscription and it's too much too much for me. I think for

individual subscription. I think it's 120 but if you want like an institutional access where you

have can help like 130 or 140 students like we have in Masters. You need to pay. Yeah, it's

not sustainable. I don't know. I don't think the the app is famous enough for them (teachers)

to use it and not many teachers know about it. With the free version, I think you can use

pictures, you can use text and so on. But, with the premium version you can even integrate

audio. You can ask them about audio, You can ask about videos, You can show videos and then ask them a question about those videos you know, you can do many things, you can do many many things and you can integrate like multimedia and integrate different things. The problem with the free version if you don't have a lot of access. But yes, you can cater to many learning styles. And engage all students".

Interviewer: *"How do you address the potential for competition anxiety in Kahoot! for your students?"*

Teacher D:

"I don't share the full leaderboard, only the three first three. But yeah, it's competitive by nature because it's like a quiz game, it's a gamified quiz game for like a gamified quiz or learning more for the purpose of learning. Originally the app was designed for kids, but then it was expanded even for university students yeah, but it started to motivate, because the only way to motivate like high school students or middle school students is by integrating like a gamified way of learning so they compete, they want to compete. But, the problem is that it doesn't always work in our context, some students don't want you to see their score and they don't want their score to be seen, it's a different culture here. It's a different culture some students use fake names… I remember one of the top students last year, he's a male student, he used to write "first" his name was first and No one knew who was "first" and he was always the first he was the first by far. He did not write his name so some students feared competition, but some other students wrote their names. The good thing is that it does not show the full report. When you finish, download the full report by Excel sheets, or you can see it on the website, and you can see how many students... How much time students spent on each question their correct answers the percentage of correct answers. But, the leaderboard by the end shows only like the three top. It can get tricky, as a teacher for example I was giving the test mark this

morning not all students want their friends to see their marks. So, we have a different culture, a unique culture here in Algeria, but some students are open to it, they are happy to participate"

Interviewer: "*I've seen the effect of Kahoot! or the competition in Kahoot!. How it affects the motivation of students to actually learn because they seem to be driven more to the competition than learning How do you control that? how do you control that?"*

Teacher D:

"Perhaps male students are more driven to competition? Yeah exactly yeah, What do you mean like how they start focusing on the competition in particular and forget about learning? I think it has some benefits. You cannot you know, conscious learning you cannot force students to consciously learn all the time. For example, English, most of the things you learn about English are unconscious learning, when you're watching a movie or listening to a song and instantly listen to a word and look up for its meaning or ask for its meaning and all the sudden you know that word So yeah, I think it's just part of it you cannot expect all the students to learn when you're just talking in the lecture Maybe they are looking at you. They are looking at the board, but they don't understand anything and they're just done zoning out So yeah, that's part of teaching".

Interviewer: *"Do you have any best practices or tips for creating effective Kahoot! quizzes specifically for language learners?"*

Teacher D:

"Yes. It's just a tool don't focus on it as the center of the lesson use it just as a revision or a warm-up. And make students look up for it when you use it make them look up for it. This

is the good part, but don't overuse it. Don't overuse it. It's not the centre of everything as with everything."

Interviewer: "*so beyond quizzes, have you explored other ways to utilize Kahoot for interactive activities?"*

Teacher D: "*There are plenty of other things I used it once maybe as an opinion poll I asked students opinion. For example, if they want to do role plays for first-year role plays or conversations or individual person presentation. So, this is usually the problem with first-year because they're so shy and some students like to do role plays some students like to do individual presentation. They don't want to be associated with anyone they like to work individually. So, students are different. Yes, so I use it for opinion poll and discussions, and I use it mostly for like quizzes, interactive quizzes. For opinion polls, it's excellent because it gives you like the percentage of what students think at that moment".*

Interviewer: *"How would you describe your students' overall engagement with Kahoot!?"*

Teacher D:

"*Generally, it's very very good. Yes, generally it attracts student's attention. Students like to see something new. And sometimes even with the problems as I said at the beginning last year We did not have access but we just had to risk it. I said I'm going to risk it, if it works, it works. If it doesn't work, It's just another day. You have to risk sometimes as a teacher. In order to create something new and engaging, you have to risk you have to you have to improvise and risk and be creative and innovative. But for online to be honest, it's easy because I am at home. I have my laptop I have my computer. I have backup internet. I have internet. I have like the 4g. So, I have all the backup if anything fails I have the backup but the problem is here (The university). You know, you have only one option it can fail or it*

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can work. And in front of all of the students, sometimes it doesn't, sometimes it's disappointing"

Interviewer: *"But imagine you come like ready you have a plan in mind that like you come and it doesn't work out.*

Teacher D: *"It happened in my first year as a teacher. In the amphi, I planned the data show. I planned the Kahoot! quiz. I planned everything but then the socket didn't work. And then I had to resort to just using the chalk. Yes. Okay, I was not disappointed. I had my plan B I had to turn to the handout to explain. But the students were disappointed.*

Interviewer: *"Definitely, you want to escape that traditional way of teaching."*

Teacher D: *"Yes, of course."*

Interviewer: *"Have you collected any formal or informal feedback from your students regarding their experience with Kahoot!? If so, can you share some key insights?"*

Teacher D:

"Usually, it's just students maybe sending email or telling me that it was a good experience. It was something good. But, generally students were very positive in terms of their reaction mean Inspired by how you used it. Many students start to attend more quizzes because they like them".

Interviewer: *"In your observations, has Kahoot! motivated your students to participate more actively in your lessons? How?"*

"Yes, because it gives opportunity to students who don't usually like to raise their hand. So, it's like an indirect way to participate which is good for students who are shy, who don't want to talk in front of everyone. It's a good way (to help them feel included)".

Résumé

Kahoot! est une plateforme d'apprentissage basée sur le jeu (Game-based Learning - GBL) qui améliore l'engagement des étudiants et les résultats d'apprentissage. Cette étude explore l'efficacité et l'impact de Kahoot! sur l'engagement des étudiants dans divers contextes d'apprentissage, et cherche à comprendre les attitudes des étudiants envers cette plateforme de gamification et les stratégies optimales pour son implémentation. Les objectifs principaux sont de fournir des informations sur la gamification dans l'éducation, en se concentrant sur Kahoot!. Le concept est démontré dans diverses disciplines académiques pour améliorer l'engagement des étudiants en intégrant des activités interactives dans le processus d'apprentissage. Nous émettons l'hypothèse que Kahoot! peut renforcer l'engagement des étudiants et améliorer les résultats d'apprentissage. Pour atteindre nos objectifs, nous utilisons une approche descriptive avec des méthodes mixtes de collecte de données, incluant un questionnaire administré à un échantillon d'étudiants de Master 1 (N=35) et des entretiens non structurés avec des enseignants (N=5). Les résultats indiquent que les étudiants et les enseignants reconnaissent le potentiel de Kahoot! dans le curriculum éducatif. Les étudiants ont rapporté une augmentation de l'engagement et du plaisir dans leurs activités d'apprentissage, tandis que les enseignants ont observé une amélioration de la participation et de l'attention en classe. Les résultats suggèrent que Kahoot! peut améliorer l'expérience d'apprentissage globale, soutenant notre hypothèse qu'il s'agit d'un outil efficace pour promouvoir l'apprentissage actif et améliorer les résultats éducatifs.

Mots-clés : Apprentissage basé sur le jeu (GBL), Engagement des étudiants, Gamification, Kahoot!, Éducation interactive, Résultats d'apprentissage, Motivation étudiante, Méthodes mixtes, Questionnaire étudiant, Entretien enseignant.