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TITLE

The Effects of Using Kahoot as a Digital Teaching Tool on Enhancing EFL Classroom Participation and Engagement

The case study of Second year-Master's students in linguistics at Mohamed khider University

A dissertation submitted in partial fulfillment of the requirements for a

Master Degree in English: Sciences of Language

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Declaration

I, Sara Sebkhi , solemnly declare that this dissertation, submitted to the Department of the English language and Literature at Biskra University, is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have academic integrity through the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Dedication

First of all, I dedicate this work to myself for believing in me and my capacities and for all the efforts I made.

To the Iron woman, my idol, « my beloved Mother», who loves, supports and guided me all the way to success,

To the one who taught me patience and struggle

And left us with pain and sorrow ... My father may Allah bless his soul

To my dear sisters Karima, Nassima, Zahra, Marwa, Inchirah and Hanine for their unconditional support and encouragement in my life and for sharing every moment of our lives with each other.

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Abstract

Recent technological advancements introduced digital tools that aim to enhance education, particularly in EFL classrooms. This study investigates the impact of Kahoot, a game-based learning platform, on student participation and engagement among second-year Master's Linguistic students at Mohamed Khider University. Addressing the common challenge of low classroom participation and engagement that hinders language acquisition, the research examines Kahoot's effectiveness in this specific academic context. Using a quantitative methodology, data were collected through a structured Likert-scale survey measuring students' perceptions of Kahoot's influence on engagement, participation, and comprehension. The results indicate that Kahoot significantly increases motivation, participation, attentiveness, and reduces speaking anxiety. Most students reported enhanced enjoyment and improved retention and understanding of class material when Kahoot was used. However, a small portion of students remained neutral or disagreed with these positive effects, stressing the individual differences in response to digital tools. The findings demonstrate Kahoot's strong positive impact on classroom dynamics and its potential as an effective interactive pedagogical tool in EFL learning environments.

Key words: Classroom participation, Digital learning tool, Educational technology, Kahoot, Student engagement

LIST OF ABBREVIATIONS

EFL English as a Foreign Language

FL Foreign Language

NTNU Norwegian University of Science and Technology

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General Introduction

Background of the Study

In recent years, there have been numerous technological advances in education in general and in language teaching in particular. These advancements led to the development of many tools to help teachers inside the classroom as a way to ease the teaching process and modernize traditional approaches. One of the many digital tools available, Kahoot. This tool enables students to participate in game-like activities that help them become more involved and engaged in their learning. Kahoot is a game-based learning platform that gained popularity for being a choice for teachers to provide an inclusive way for students in their learning. This digital platform offers many activities and provides immediate feedback, which can have a noticeable impact on student motivation and interaction within the classroom environment (Plump and LaRosa, 2017). In EFL classrooms in particular, learners can face many difficulties in class engagement and participation; Kahoot, as an interactive digital tool, offers qualities that can significantly improve these challenges. There have been several studies on the benefits of using Kahoot in education and EFL teaching. Some studies suggest that it is an effective instrument in promoting student engagement, enhancing classroom participation, and consequently, improving academic performance.

The current study examines how impactful using Kahoot in EFL classrooms can be, choosing second-year Master Linguistic students at Mohamed Khider University as a case study. Through analyzing students' responses to a carefully designed survey, this research explores the effectiveness of Kahoot, from the perceptions of students, as a digital tool in enhancing classroom participation and engagement.

Statement of the problem

Classroom participation and engagement are important aspects of language acquisition. Participation and active engagement enable students to gain confidence and practice their

language skills to become better language speakers and achieve academic success. The lack of participation and engagement in class lessons makes it difficult for learners to learn any language properly for learners, and obstructs proper evaluation and teaching for educators (Finn & Zimmer, 2012).

Digital tools, on the other hand, are a modern digital learning tool that enables language learners to enhance learning engagement and class participation by taking part in interactive tasks and quizzes. This research examines how Kahoot, a digital tool, impacts EFL learners in terms of classroom engagement and participation.

Research Questions

The current research examines the impact of using Kahoot among second-year EFL Master Linguistic students. This research aims to answer the following questions:

How does the use of Kahoot as a digital teaching tool affect student participation and engagement in EFL classrooms?

Sub Questions:

What are the students' perceptions of using Kahoot in EFL learning environments?

Does Kahoot contribute to enhancing student engagement in EFL classrooms?

What impact does Kahoot have on students' understanding and retention of class material?

Aims of the study

This research aims to explore the impact of using Kahoot as a digital teaching tool on enhancing student participation and engagement in EFL classrooms. The study focuses on a

detailed survey that's designed to study student perceptions on the effectiveness of Kahoot in fostering an interactive learning environment and improving student outcomes in an EFL context.

Significance of The Study

The current study can significantly contribute to the body of literature regarding the use of digital tools in the EFL setting, particularly Kahoot as an engaging online platform. This research also provides knowledge on how Kahoot enhances student participation and engagement to help teachers understand the benefits of integrating digital tools with traditional teaching approaches.

Methodology

This study adopts a quantitative research methodology, utilizing a descriptive analysis of the data gathered through a survey. The survey includes only closed-ended questions designed to assess students' levels of engagement, participation, and perceptions of using Kahoot in the classroom.

Data Gathering Tools

The main data collection tool for this study is a well-structured survey, which is composed of four sections, each of which has five closed-ended questions. The survey uses a Likert scale of agreement. The designed survey gathered quantitative data on students' engagement, participation, and perceptions of the digital tool.

The survey included four sections on:

1. Part 1: General Perception on Using Kahoot

2. Part 2: Classroom Participation
3. Part 3: Engagement
4. Part 4: Effectiveness of Kahoot as a Digital Tool

Data collected is analyzed using descriptive statistics to summarize the responses and identify themes, allowing the researcher to draw conclusions on the impact of Kahoot on student engagement and participation.

Sample

The participants will be second-year Master's students in Language Sciences at Mohamed Khider University. This sample is a practical choice because second-year Master's students were exposed to Kahoot as a digital tool in the classroom shortly before this research, making them an ideal choice.

Research Design

This research consists of two sections and three chapters. The first section, the theoretical part, comprises two chapters that set the theoretical foundations for the use of digital tools in education and student engagement and participation in EFL classrooms. The second section, the practical part, comprises one chapter that includes the field work and findings.

The theoretical part, comprises two chapters that set the theoretical foundations for the use of digital tools in education and student engagement and participation in EFL classrooms. Chapter one sets the theoretical basis for digital tools in education. The chapter discusses the use of digital tools in education, their types in EFL classes, and benefits and challenges of using digital tools in EFL classrooms. The chapter then provides an overview on Kahoot as a digital tool, and explores its general features. Chapter two sets the theoretical basis for the

second variable; student engagement and participation in EFL classroom. This chapter first defines the concepts of students' engagement and participation, then discusses the factors that impact student engagement and participation. Moreover, this chapter explores the role of technology in enhancing classroom engagement and the importance of student engagement and participation in EFL classroom.

The practical chapter, comprises of one chapter that includes the field work and findings. Chapter three discusses the methodology employed by this study, examines data gathering tools, and explains the analysis procedure. Then, the third chapter dives into the analysis process, presents the results of the survey, and discusses the findings.

Chapter one

Digital Tools in Education

Introduction

Advancements in technological fields in recent years have significantly impacted fields like research, academia, and education, thus changing the needs and demands of these fields. In the context of education, this field demands new approaches that are more beneficial and relevant to new generations of students. The future of education heavily relies on revolutionizing teaching methods and modernizing the field with the most recent technological advances to prepare students for a challenging future. These advances and the need for modernization are accompanied by the introduction of new teaching methods like blended learning, which combines digital teaching tools with face-to-face and online learning. This type of learning can significantly help educate students according to the latest teaching approaches.

There has been a significant rise in the use of digital tools in education, leading many universities to facilitate and encourage their use in various fields. This chapter examines the use of digital tools in education and their types, benefits, and challenges in EFL classrooms. Then, the chapter further examines Kahoot as a digital teaching tool in EFL classrooms and provides an overview of the tool.

Digital Tools in Education

Online technology has become a vital part of modern society because of its availability and ease of use, which has caused a shift towards the use of digital tools in academic research. Dancsa et al. (2023) state that researchers nowadays are more encouraged to use digital research tools. Consequently, technology has found its way into education and academia, providing many digital tools to modernize learning and teaching processes. Unlike digital learning tools, traditional teaching methods do not always offer an immediate learning

atmosphere, fast assessment, or great engagement. Digital learning tools are simply unmatched by traditional learning methods (p. 289).

Alordiah et al. (2023) define digital tools as software, applications, technologies, plug-ins, add-ons, or websites characterized by accessibility and availability via an internet connection. These digital tools can enhance learners' ability to conduct thorough research and master the knowledge they need to learn. Digital tools can enable EFL students to learn more effectively, raise their awareness of language errors, and better work with their peers.

Dancsa et al. (2023) further clarify that the 2019 epidemic has significantly contributed to popularizing online digital tools, especially in education, and made it a necessity ever since. Although online websites and platforms were available for quite some time before 2019, their use was not as frequent or as professional as it has become, as universities are now more dependent on teaching lessons, sharing resources, assessing learners, and sharing lectures on these platforms.

Technological devices, the internet, and digital tools help students be more included and productive in learning. In contrast, teachers can be the ones to validate students' roles and lead the teaching process. Countless online digital resources, like Kahoot, Quizlet, Socrative, Acadly, Genially, and many other online tools, encourage interactive and collaborative learning. These tools are user-friendly and easy to download or use online, allowing learners to create exercises, collaborate with peers, evaluate themselves or others, and achieve learning goals.

Digital tools can help learners acquire essential skills like group work, efficiency, communication, ambition, and productivity (Kocdar, 2017; Haleem et al., 2022; Tsulaia, 2023; Oskarita & Arasy, 2024). These skills are essential because they help build motivated learners into future successful workers. Moreover, using digital tools in classes can improve

the teaching process and motivate the learning experience. Digital tools can transform the academic field by providing customized syllabi and interesting and fresh teaching approaches.

Digital tools can make education more inspiring, meaningful, engaging, and effective (Awedh et al., 2015; Khalil & Ebner, 2017; Fitzpatrick, 2023). Using technology in education is a great way to ensure that future employees are familiar with all new digital tools and are updated with technological advancements. Haleem et al. (2022) state that digital technologies have significantly shifted the educational system.

Digital technologies not only provide knowledge; they also help create information, mentor, and assess learners (Pesina, 2025; Parveen & Ramzan, 2024; Perera-Diltz & Moe, 2014). Using digital technologies in education has made life easier for students because they can now use various tools to create their presentations and projects. An iPad is more manageable and lighter than a stack of notebooks and papers, and manually taking notes. Instead of carrying heavy books, using a MacBook seems like a better alternative.

Types of Digital Tools in EFL Classrooms

Integrating digital tools in EFL learning paved the way for creating many websites, apps, and tools that enable students to access smooth and organized teaching techniques. These tools are diverse and offer engaging content to encourage student involvement. Digital tools vary from encouraging participation and engagement to emphasizing specific skills like speaking and writing (Liu and Moeller, 2019). This research section examines the various types of digital tools and their effectiveness according to the services and content.

Among the many types of digital tools that students can use and benefit from are:

Language learning tools are customized to support, enhance, and encourage learners' language acquisition process by providing various features, including exercises focusing on several aspects of language learning, like grammar, vocabulary, and interaction. These

platforms include Duolingo, Memrise, FluentU, Babbel, and Rosetta Stone. These tools are highly efficient in language acquisition by providing customized tasks, constructive feedback, regular access, and step-by-step language enhancement.

Collaborative learning tools: These are tools that enable students to perform cooperative tasks, like pair work or group work, to improve certain aspects of their language, such as writing, teamwork, and language practice. Such tools include Google Docs, Google Workspace, Kahoot, Padlet, and Trello; they make learners' collaborative work smoother and more manageable by building tasks on peercommunication and learning.

Quiz and assessment tools: These platforms design entertaining assessment tasks and create fun quizzes. Such tools offer engaging and enjoyable exercises, like quizzes, surveys, and interactive polls, facilitating practical assessment in EFL classrooms. These tools include Kahoot, Quizlet, Socrative, and Mentimeter.

Presentation and visualization tools: Popular presentation tools include Canva, Prezi, Genially, and Visme. Such tools enable learners to design presentations and audiovisual tasks to create engaging lessons that stimulate learning, thus attracting students' attention and simplifying complex courses.

Video and multimedia tools are designed for video-based content that effectively enhances language skills like speaking and listening in EFL classrooms. These tools help learners practice language and get maximum exposure to authentic content and interactive learning (Bajrami & Ismaili, 2016; Saed et al., 2021). Examples of these tools include YouTube, Vimeo, Dailymotion, and Veed.io.

Language Games and Gamified Learning Tools: These platforms incorporate games and gaming elements to nurture engaging and competitive learning tasks. These digital tools can effectively enhance motivation to participate and engage in EFL classes. These tools

include Kahoot, Quizizz, Drops, Mondly, and Classcraft. These tools help learners retain and hold information easily and for longer (Luo, 2023).

Choosing the type of digital tool depends on the goals and needs of EFL learners, tasks, and course design. Some tools are more effective than others in language learning, while others are better for class engagement and interaction. Each tool has its pros and cons, which also depend on the goals of the teacher and the needs of the students in EFL classrooms.

Benefits and Challenges of Using Digital Tools in EFL Classrooms

Challenges

Integrating advanced technologies into academic and scientific fields is not easy; it is a complicated process because new technologies are constantly evolving and changing (Beldjenna and Kara Mostefa Boussena, 2024). Issues of implementation, experimentation, and efficiency have been the main fears of technology in education. However, the challenges of implementing digital tools in education are serious and varied. Haleem et al. (2022) suggest that the main issues of implementing digital tools in education include excessive screen time and the effectiveness of teachers' use of advanced technologies. Teachers are expected to create online content, comment on it, present it to students, and encourage them to analyze it while keeping them motivated and interested.

Another challenge, according to Haleem et al. (2022), is that while some students can thrive when using online learning, other students struggle and fail. Student comfort in online learning settings is essential to ensure they meet their learning needs in a suitable environment. Some students cannot thrive in face-to-face communication as well as they do in virtual and online sessions. Additionally, teachers have to get familiar with a new teaching environment to be fully productive and encourage student participation; in the case of online

learning, some teachers may face issues in areas where it has not been the norm, making them less efficient.

Another challenge facing learners in using digital tools in education is the teaching approaches. Haleem et al. (2022) further clarify that some teachers often choose topics poorly and lack sufficient training to use technological tools properly. This challenge can easily be solved by training teachers and students. Moreover, lack of motivation is not only a learner issue; it can also be a teacher issue because many teachers can educate and adopt customized teaching approaches, but lack motivation.

Haleem et al. (2022) further state that integrating digital tools into education demands commitment that includes adaptation, preparation, support, and engagement. Limited or no contact with students, encouraging engagement, teaching approaches, addressing students' unique needs and motivation, handling conflicting time demands, and coping with constrained settings may contribute to attentive learning and teaching. These requirements are not easy to meet and are challenging for teachers to achieve, especially since digital tools are constantly evolving. (Azmi, 2017; Haleem et al., 2022).

Students are also facing difficulties with online learning. Some students may be unable to afford smartphones, laptops, or internet subscriptions, making them struggle to participate in online learning. Students who can afford these items and comprehend these technologies often suffer from poor vision and back pain due to the excessive use of phones and laptops. Students who study more practical subjects than theoretical one's face challenges in understanding technology because practical knowledge is not attainable in online programs. When integrating any technology into a new field of education, teachers face difficulties because some practicing teachers are utterly inexperienced with technology. However, teachers still try to educate their students through online classes and technologies.

Other challenges include digital tools providing a chance for cheating on assignments; it is still possible to work around this, but it takes time and effort (Beldjenna and Kara Mostefa Boussena, 2024). For example, tasks could be timed and limited to a certain number of attempts. Additionally, applying digital tools without the proper information and communication equipment, internet/mobile network connectivity, teaching resources, and training all contribute to students' inability to participate in distance education. Also, students from locations that lack resources, isolated rural areas, and low-income households are more likely to fail in this type of learning (Haleem et al., 2022).

Benefits

Although integrating digital tools and technologies in education poses several challenges and issues, the process deserves the struggle due to the many benefits and outcomes it provides teachers, students, and the entire language learning process.

The first benefit is how digital tools enhance the levels of engagement and interactivity in classrooms. Parveen and Ramzan (2024) state that digital learning technologies, like multimedia presentations and learning games, offer interactive learning and student engagement opportunities. Traditional teaching methods do not provide this feature.

Another benefit is how students actively learn to use computers and other devices instead of passively memorizing lessons (Beldjenna and Kara Mostefa Boussena, 2024). Digital tools allow students to choose what and how they research and learn. Moreover, digital tools offer access to online libraries and databases that enable students to access online courses, scholarly articles, and research materials. Additionally, digital tools empower students through personalized learning experiences according to their needs and goals. Digital tools offer customized feedback, weakness reviews, and planned learning courses. Therefore, students get a boost of self-confidence and learn according to their own pace and needs.

Furthermore, digital tools promote collaborative work and communication among students and teachers. Similarly, digital tools can encourage collaborative and cooperative learning by enhancing learners' communication skills. Such tools allow learners to work with people from different cultures and backgrounds. Parveen and Ramzan (2024) state that researchers found that digital tools promote cooperation among new users from different cultures, and there exists an interactive nature among students and teachers.

Kahoot Overview

What is Kahoot? Kahoot is a game-based learning platform that simplifies creating, sharing and playing learning games and trivia quizzes in a few minutes. Kahoot promotes having fun in classrooms and encourages active learning.

Kahoot is a model of a gamified student response system that has gained widespread popularity and has a user base of over 70 million individuals globally. The initial versions of digital platforms can be used alongside game-like activities to introduce gamification in the classroom. However, Özdemir (2024) states that the new generation of game-like clicker applications, such as Kahoot, has been developed to enhance the benefits of gamification in learning (Özdemir, 2024, p. 3).

Kahoot is a Norwegian online game-based learning platform created at the Norwegian University of Science and Technology (NTNU) in 2006. The platform has learning games known as "Kahoots" created and designed by users, preferably in groups. The games are multiple-choice quizzes accessed via web browsers or the Kahoot app. The platform has been updated and improved several times; since 2012, it has supported over 17 languages.

Kahoot as a Digital Learning Tool

Kahoot is a digital tool that promotes classroom interaction and learning experience by utilizing game designs like graphics, music, sounds, points, and competitive games. Using

these elements increase student motivation and create an exciting learning experience. Kahoot is a game-like clicker application that allows teachers to integrate gamification in the classroom by facilitating question-and-answer competitions (Özdemir, 2024, p. 3).

The platform gained its popularity as an online game that allows teachers to evaluate learners' knowledge and improve classroom engagement and participation. Özdemir (2024) suggests that Kahoot uses gamification to motivate and include students in the learning process and makes them feel entertained through the question-and-answer feature and student-centered environment. Özdemir (2024) further states that research has proved that the competitive nature of Kahoot as a digital learning tool captures students' attention and promotes learner engagement even after repeated use. Research also suggested that Kahoot positively impacts students' learning and achievements. However, some researchers reported that students had mixed perceptions of Kahoot. While some students had increased levels of interest and positive perceptions after receiving lessons with Kahoot, others reported less respect and care for Kahoot than for other assessment tools. This difference can be attributed to students' different learning styles, needs, and interests. The study conducted by Villanueva et al. (2022) showed that Kahoot is an active promoter of active participation and meaningful engagement. The study focused on its role in motivating students during assessment activities. Likewise, Kurniawan et al. (2024) revealed that game-based activities offered by Kahoot can significantly enhance student engagement and academic achievement.

Using Kahoot games in EFL classrooms has a positive impact on both teachers and students. The practice that Kahoot games provide leaves a positive impact on students' learning experience, promoting class attendance and improving academic performance. The impact of Kahoot games in EFL classes is significant and noticeable, as shown by the abovementioned research.

Conclusion

This chapter establishes the role of digital tools and their impact on education, especially EFL. Digital tools have proven to be a positive and encouraging instrument in encouraging learning and inspiring classroom engagement. Research on this subject proved that digital tools allow students to participate and participate in their learning process by providing a fun and interactive learning environment.

The next chapter examines student participation and engagement in EFL classrooms as the second variable in this research study. The chapter will examine various theoretical concepts related to student engagement and participation, such as its definition, the factors influencing classroom participation in EFL, the role of technology in enhancing classroom engagement, and theories and models of student engagement in EFL.

Chapter Two

Student Engagement and Participation in EFL Classrooms

Introduction

One of the most important aspects of learning is students' engagement in their learning and participation in the learning process. Subramanian and Mahmoud (2020) suggest that there have been intensive attempts over the past two decades to solve recurring academic problems like low academic performance and learners' boredom and disaffection. Student engagement is crucial in shaping academic achievements and anticipating academic successes. Subramanian and Mahmoud (2020) further state that researchers use many ways of measuring engagement, including self-reporting, attendance rates, teacher ratings, interviews, observations, cross-cultural data and assessment grades. Similarly, researchers measure engagement by observing their active participation, like their effort, positive emotions towards learning, student voice and initiative to take personal responsibility for their behaviors.

This chapter examines the role of student engagement and participation in EFL classrooms by first examining the definitions of each concept separately. Then, the following section examines the various factors that influence students' classroom participation. Next, the chapter dives into the role of teaching technology in classroom participation. Finally, the chapter explores the importance of student engagement and participation in EFL classrooms.

Definition of Student Engagement and Participation

Mager and Nowak (2011) define student participation as the involvement in school or class collective decision-making processes, which includes dialogue between students, teachers, and other decision-makers. Moreover, Bergmark and Westman (2010) define student participation as students being active and engaged in the classroom, students impacting curriculum design, and students' feeling of belonging to a community.

Thus, student participation is active involvement in school and class activities and decision-making processes. Activities that promote student participation and inclusivity include class discussions and debates, group projects, interactive lessons, student feedback on curriculum design, and student councils and committees.

On the other hand, Furlong and Rebelez-Ernst (2014) define student engagement as the developmental process that includes students' thoughts, feelings, beliefs, and behaviours about their schooling goals. Trowler (2010) also defined student engagement, stating that it involves several variables and that using only one variable in studying student engagement is irrelevant, as it is non-exhaustive. This is because engagement is not merely physical engagement but instead needs to be engagement in terms of emotion and cognition. Consequently, Furlong and Rebelez-Ernst (2014) state that there is a consensus on the definition of student engagement; it includes behavioural, emotional/psychological, and cognitive components. Student engagement is the behaviors (attention, compliance, actions, participation in academics or extracurricular activities), emotions or affects (interest, identification, belongingness, positive attitude/valuing of learning), and cognitions (self- efficacy, goal orientations, regulation, investment and strategies for learning, beliefs about school, teachers and peers).

To summarize, any engaged student has feelings and perceptions of belongingness, connectedness, and participation in the school setting (p. 1). Ali and Hassan (2018) define student engagement as the quality of engagement demonstrated by students and the context in which they engage. Studies usually define students' engagement based on measurable aspects like behavioral elements, assignments, and school attendance (Azman, Ali, Tamuri, & Jelas, 2005). Bardin and Lewis (2008) state that students' class participation indicates student engagement, their enthusiasm to learn, and the quality of their completed class assignments.

Student engagement is students' enthusiasm, involvement, and commitment to learning. This definition includes elements like students' behaviors, emotions, and cognitive processes that contribute to active learning. Behavioral engagement refers to how students engage in classroom activities like attendance, debates, and completing projects and extracurricular activities. Emotional engagement is the range of feelings students have regarding their academic journey. This includes interest and motivation levels in the courses and feelings of relevance to the learning process. Moreover, cognitive engagement is how far students are mentally invested in their learning, including studying, planning, and setting academic goals.

Classroom participation and engagement are two concepts that refer to students' involvement and overall interest in classroom activities, assignments, and school projects.

Factors Influencing Classroom Participation in EFL

Many elements influence students' learning process; some influence their environment, while others influence them directly. Warno and Desvitasari (2022) propose that class size is one of the main things that impact class participation, especially classes filled with enthusiastic students. Factors include class logistics, confidence and classroom apprehension, personality traits, the impact of the instructor and classroom climate (Rocca, 2010). Classroom size logistics impact students' class participation because class size directly and significantly influences participation. Myers et al. (2009) state that smaller classes tend to participate more because students are more comfortable in intimate settings and show less anxiety and shyness.

On the other hand, larger classrooms offer the chance for students to feel less noticed if they do not participate, but if they do participate, they fear being judged or ridiculed by their peers or the large classroom they are in. Larger classes with more than 40 students have lower participation and lack time for inclusive participation because of course and lecture

length. This suggests that classes with more students tend to intimidate them and do not have sufficient time to finish the curriculum and include all students in class participation (Auster and MacRone, 1994; Weaver and Qi, 2005).

Moreover, confidence and classroom apprehension are also factoring influences on class participation. Nervousness and lack of confidence cause poor communication and low participation issues, which can result in students' lack of interest. Many students consider confidence the primary motivation for participating in classroom activities (Wade, 1994). Confidence is key to enabling students to participate regardless of their fear of criticism, making mistakes, or being ridiculed. Additionally, learners who do not usually have difficulty communicating still feel anxious sometimes in situations requiring public speaking or debates. Thus, communication apprehension results from classroom apprehension, and it stems from avoiding participation for fear of criticism, evaluation, and negative feedback. Berdine (1986) states that confidence built in the classroom also helps motivate students to participate, noting that young, inexperienced learners are not willing to participate and that gaining the experience will most likely change once they are exposed to more experienced students.

Morrison and Thomas (1975) suggest that the measure of self-esteem in students impacts their participation behaviors. Students with lower school-related self-esteem usually participate less and tend to sit in the back of the classroom, but their general self-esteem did not impact participation. Moreover, Morrison and Thomas (1975) suggest that the instructor contributes to students' levels of participation. Students also believe that their professors influence their participation based on professors' communication styles, stating that teachers' actions are crucial in promoting classroom interaction. Wade (1994) further noted that the main reason students do not participate could be due to the instructor, as students are less likely to participate if their professors ignore them, make fun of them, put them down, or are overly critical.

The Role of Technology in Enhancing Classroom Engagement

Classroom engagement is one of the most challenging aspects of teaching. Experienced teachers face this issue, especially in larger classrooms and with newer generations of learners' dependent on technology to stay interested and invested in learning. Lack of engagement is undoubtedly an issue concerning the number of students; as stated above, larger classes are more demanding to motivate and dedicate time to. Having more students automatically makes teachers less focused on individual needs, makes students less interested, and causes them to lose attention quickly. Less attentive and less engaged students are less likely to participate in classroom activities and projects or feel optimistic about them. Reducing the size of classes seems like a more natural and logical solution, and in an ideal economy and conditions, that would be the solution to adopt. However, the educational sector does not always have the budget or resources to reduce class sizes and train more teachers because that requires years of planning and budgeting. Alternatively, technology can be integrated to increase student engagement and help teachers motivate and build a connection with the newer generations of students.

Sawang et al. (2017) suggest that integrating technology and student engagement in classroom teaching can have a transformative impact. Teachers can use and depend on technology to update traditional teaching approaches and improve students' learning processes. For example, simple technological tools like online platforms can impact student engagement and participation. Technological tools like interactive apps or podcasts can also encourage and support student motivation and engagement.

Simple technology can be very effective, especially if it relates to student interests and involves interactive and inclusive exercises, which would most likely enhance students' engagement and participation. Subramanian and Mahmoud (2020) systematically reviewed 87 papers to evaluate students' classroom engagement and the indicators, challenges and

computational techniques. This study's findings suggest that students' emotional state is far more relevant and impactful on students' engagement than their behaviors or cognitive state. The study suggests that students who suffer from anxiety or depression are negatively influenced and less likely to be engaged in learning. However, teachers can improve this issue through positive feedback and providing a constructive learning environment. Teachers should nurture customized learning environments that encourage student engagement by using the most suitable and appropriate teaching approaches for student needs. Moreover, the study proposes that traditional research ways of studying and measuring student engagement are too limited and must be updated and replaced.

The Importance of Student Engagement and Participation in EFL classroom

In EFL settings, it is difficult to encourage student engagement and participation because language learners are usually reserved and too shy to participate in classroom discussions and activities. Student engagement and participation are crucial aspects of language acquisition because they show teachers how well students can communicate and to what extent their language skills are improving in class. Students who tend to be more engaged are the ones who are more active and participate in their learning process, while less engaged students are less active and shy away from participating. Furthermore, more engaged students are motivated and have a better chance of retaining the information they learned because they were part of acquiring it.

Student engagement and participation play a significant role in EFL classrooms, and they are important due to several factors. Student engagement is a significant factor that enhances students' learning outcomes. Students can better retain and understand FL by engaging in school projects and participating actively in classrooms. Class activities include

using various skills like speaking, writing, reading, and listening. Moreover, engaged students are more motivated to learn and practice FL, which can result in better academic success.

Additionally, student engagement improves students' communication skills in FL classrooms. Engagement is a great way to encourage peer interaction through involvement in pair or group projects, class discussions and debates. These interactive activities enhance speaking skills and are important for language learning. Also, better engagement builds students' confidence through active language learning involvement.

Furthermore, student engagement promotes long-term learning by keeping students interested and setting long-term goals. Student engagement significantly enhances the learning process and makes the experience more enjoyable. This teaches students that learning is a fun process, thus sustaining their interest longer and nurturing continuous language learning. Setting long-term goals is often a quality of more engaged students, as a way to be more involved that leads these students to active and long-term learning goals.

Moreover, higher student engagement in EFL classrooms notably improves the atmosphere because it adds positivity and fosters teacher-student relationships. Student engagement in class activities improves the learning environment and creates a positive atmosphere, thus reducing stress and fear of participation. This atmosphere creates a better learning experience and encourages debates and discussions. Also, a class of engaged learners builds a better relationship between teachers and students, resulting in improved classroom inclusivity and supported learning.

Finally, student engagement supports students' autonomous learning because engaged students often feel the responsibility for their learning process, resulting in self-directed learning during which students take the learning process out of the classroom and rely on

themselves. Engaged students take the initiative to learn independently, like reading their materials, watching English-related content, practicing writing, and listening to English podcasts. These activities often include using technology because engaged students seek to explore and use technology in language learning, like online resources, apps, or language learning platforms, to consume more resources for their learning experience to have better learning outcomes.

To sum up, student engagement is a necessary aspect of language learning, as it encourages student learning, motivates them to take part in their learning, promotes long-term learning, provides a positive learning environment, and fosters autonomous learning. Teachers should encourage and nurture student engagement by adopting learning approaches that adhere to students' learning needs, like integrating technology into learning. Using online learning platforms is one of the most effective ways to achieve this outcome. As Suharti et al. (2021) suggest, using an online language learning platform in the learning process can provide EFL students with significant learning involvement. Teachers should explore effective online EFL learning techniques that include assessments and evaluations to have a better experience with online learning.

Conclusion

This chapter provides the theoretical basis for student engagement and participation in EFL classrooms. It defines engagement and participation and explains the similarities between the two concepts. Then, the chapter examines the influencing factors on classroom participation and details their impact on EFL learners' learning process. Additionally, the study provides an overview of the role of technology in improving class engagement and discusses the importance of student engagement and participation in EFL settings. The next chapter is the practical part of this research study. The third chapter describes the research

design, methodology, and research tools. Additionally, the next chapter presents the gathered data and describes the data-gathering tools and process; then, it provides data analysis, discussion, and findings. The third chapter concludes with recommendations for future research. It discusses the limitations encountered in this research to help guide future research and help understand the potential shortcomings of the current study.

Chapter Three

Field work

Introduction

The third chapter of this research is the practical section of the study; it provides the field work conducted by the researcher. This chapter presents the research methodology used in this study to properly discuss the impact of using Kahoot as a digital teaching tool on enhancing EFL classroom participation and engagement: the case study of second-year master's students in linguistics at Mohamed Khider University. This chapter further discusses the sample and data gathering tools, then explains the gathering tool and process of implementation in detail. Moreover, this chapter details the findings and analysis of the results.

The Effects of Using Kahoot as a Digital Teaching Tool on Enhancing EFL Classroom Participation and Engagement

Research Methodology

This research employed a quantitative approach using a descriptive analysis of the data gathered through a survey. The descriptive analysis process summarized the responses

and identified student preferences, allowing the researcher to draw conclusions about the impact of Kahoot on student engagement and participation.

Participants/ Sample

The participants in this study were second-year Master's Linguistics students at Mohamed Khider University. The total number of students who answered this survey is 30.

Data Gathering Tools

This research's primary data gathering tool is an online survey (Google Forms) that was sent to second-year Master's Linguistics students at Mohamed Khider University to be filled out. The survey was structured of statements regarding the efficiency of Kahoot as a digital tool and used a Likert-scale (1 to 5 answers, from strongly agree to strongly disagree) to measure student agreement with statements. The survey was sent out after implementing Kahoot in students' classroom sessions. The survey consisted of four sections; each section contained five statements. Part 1 is students' general perceptions on Kahoot, part 2 is related to classroom participation, part 3 is about classroom engagement, and part 4 is about the effectiveness of Kahoot as a digital teaching tool.

Results and Analysis

This section of the research presents the data gathered and analyzed from the distributed survey. Each section and statement is analyzed in detail through charts, graphs, and numbers. Then, the data will be explained and analyzed to test the impact of Kahoot as a digital teaching tool on enhancing EFL classroom participation and engagement.

Part 1: General Perceptions on Using Kahoot

Part 1 of the survey contains 5 statements; each statement covers a different aspect of using Kahoot in the classroom:

S1: I enjoy using Kahoot during classroom activities.

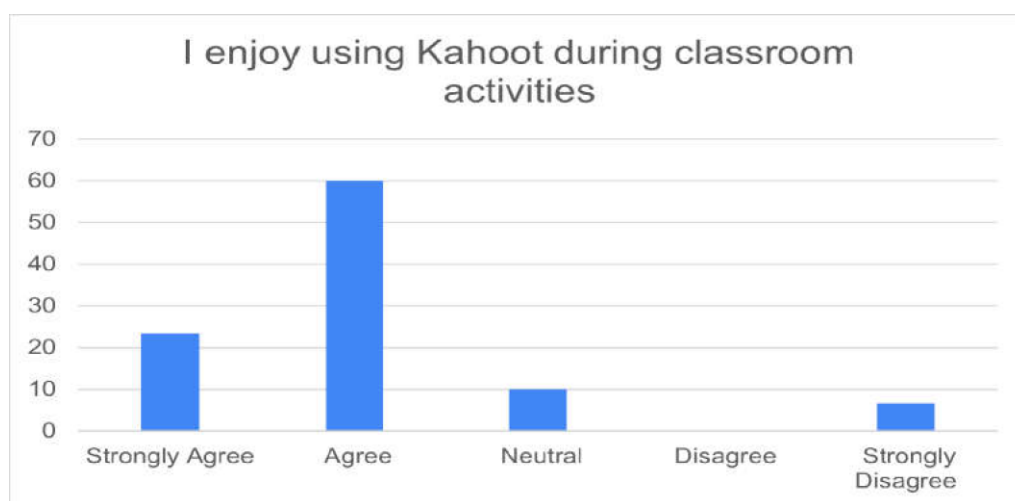


Figure 1: Use of Kahoot During Class Activities

Figure 1 shows that the majority of students, 83.33%, reported a positive experience with Kahoot, either agreeing 60% or strongly agreeing 23.33% that they enjoy using it during classroom activities. This indicates a strong general preference for this tool, with no students expressing strong disagreement. Only a small portion, 10%, remained neutral, suggesting that while most students have a favorable attitude, a few may not find it as engaging. The absence of disagreement or strong disagreement suggests that Kahoot is well-received as a digital teaching tool in the EFL classroom. This demonstrates that Kahoot has a positive impact on student engagement and enjoyment, which is a serious aspect of increasing participation and interaction in the classroom setting.

S2: Kahoot is easy to use and understand.

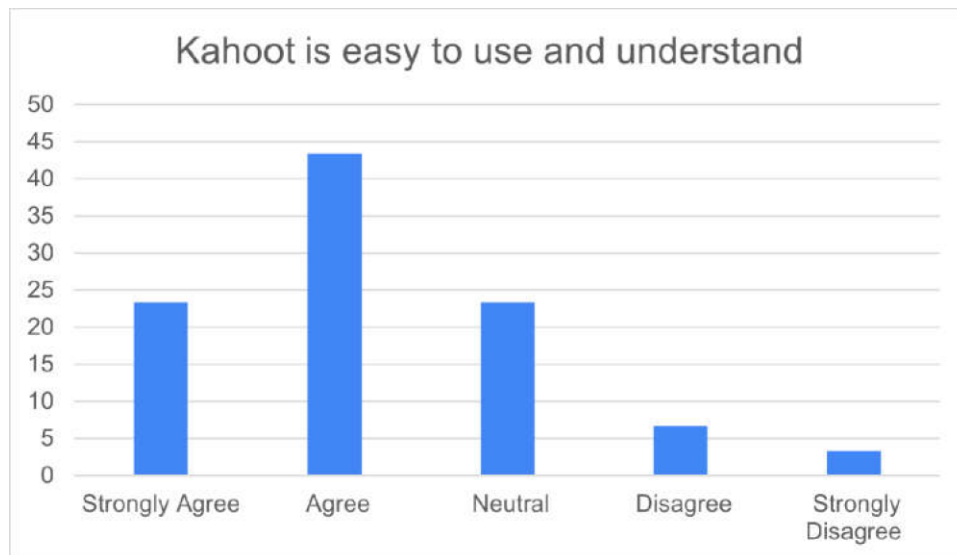


Figure 2: Kahoot Ease of Use

Figure 2 shows the results for statement 2. The majority of students found Kahoot easy to use and understand, with 66.66% either agreeing or strongly agreeing with the statement, suggesting that most participants experienced very little difficulty in navigating the tool. However, 23.33% of students remained neutral, indicating that while many found it user-friendly, some may have had no strong opinion or found the tool not interesting. A small portion, 10%, disagreed or strongly disagreed, which suggests that a few students encountered challenges or were less comfortable with the tool. Such results indicate that Kahoot is mostly generally perceived as an easy-to-use platform, but there may be minor issues for some students.

S3: Kahoot increases my interest in classroom sessions.

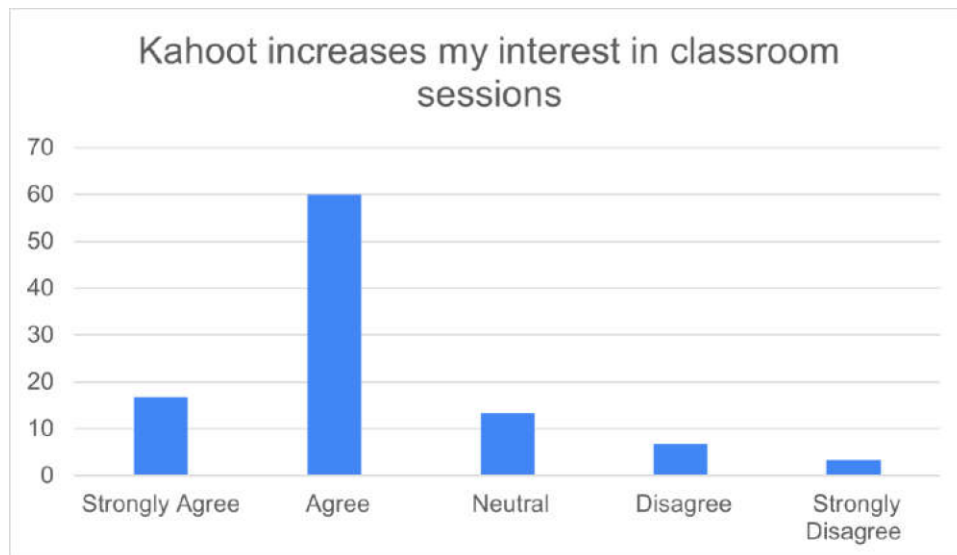


Figure 3: Kahoot as a Tool for Increasing Class Interest

Figure 3 demonstrates that the majority of 76.67% reported that Kahoot positively influenced their interest in classroom sessions, either agreeing or strongly agreeing with this statement, suggesting that Kahoot has a notable impact on engagement and motivation during lessons. However, 13.33% of students were neutral, indicating that some may not feel strongly about its effect on their interest in class. Only a small portion, 10%, disagreed or strongly disagreed, which points to a few students who did not find the tool stimulating enough to increase their classroom interest. The results demonstrate how Kahoot contributes to increased interest in classroom activities, though its impact may vary among students.

S4: I prefer using Kahoot to traditional class exercises.

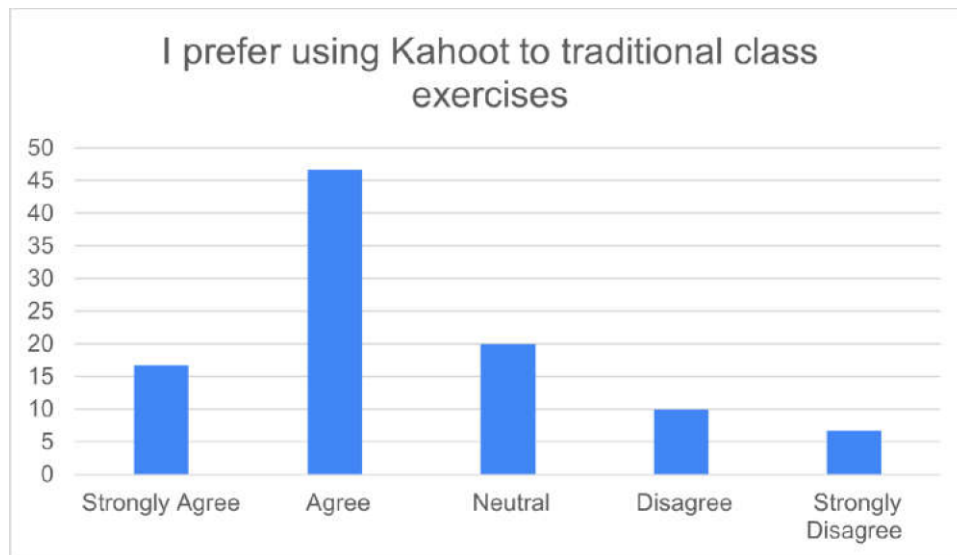


Figure 4: Kahoot vs Traditional Teaching

Figure 4 states that most students, 63.33%, expressed a preference for Kahoot over traditional classroom exercises, either agreeing or strongly agreeing with the statement. This suggests that Kahoot is viewed as a more engaging or enjoyable alternative to traditional methods. However, 20% of students were neutral, which could indicate that some students have no particular preference or are equally comfortable with both approaches. A smaller portion, 16.67%, disagreed or strongly disagreed, indicating that some students may still prefer traditional exercises over the digital tool. The results indicate that Kahoot is generally favored by most students over traditional class exercises, though there is a segment of students who may not share the same preference.

S5: Kahoot makes lessons more fun and enjoyable.

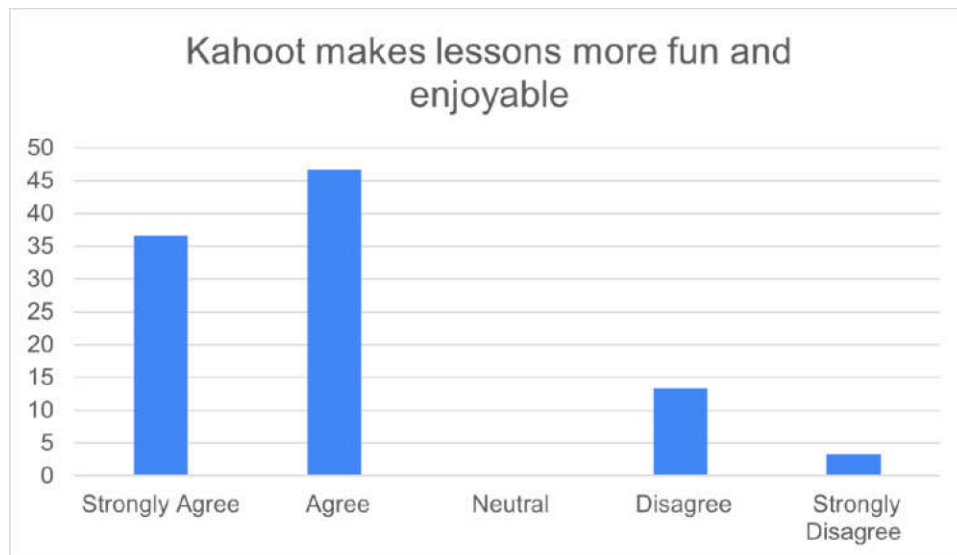


Figure 5: Kahoot and Class Entertainment

Figure 5 suggests that an overall majority of students, 83.33%, reported that Kahoot made lessons more fun and enjoyable, with 36.67% strongly agreeing and 46.67% agreeing. This indicates that the tool is highly effective in enhancing the enjoyment of lessons for most students. The absence of neutral responses suggests that all participants had a clear opinion on the matter, with no one feeling indifferent. However, 16.66% of students disagreed or strongly disagreed, which points to a small group of students who may not find the tool so enjoyable or engaging. The data suggests that Kahoot significantly contributes to making lessons more enjoyable and fun for most students, although there is a small portion of students who do not share the same opinion.

Part 2: Classroom Participation

Part 2 of the survey contains 5 statements; these statements are related to classroom participation:

S1: Kahoot encourages me to participate more actively in class.

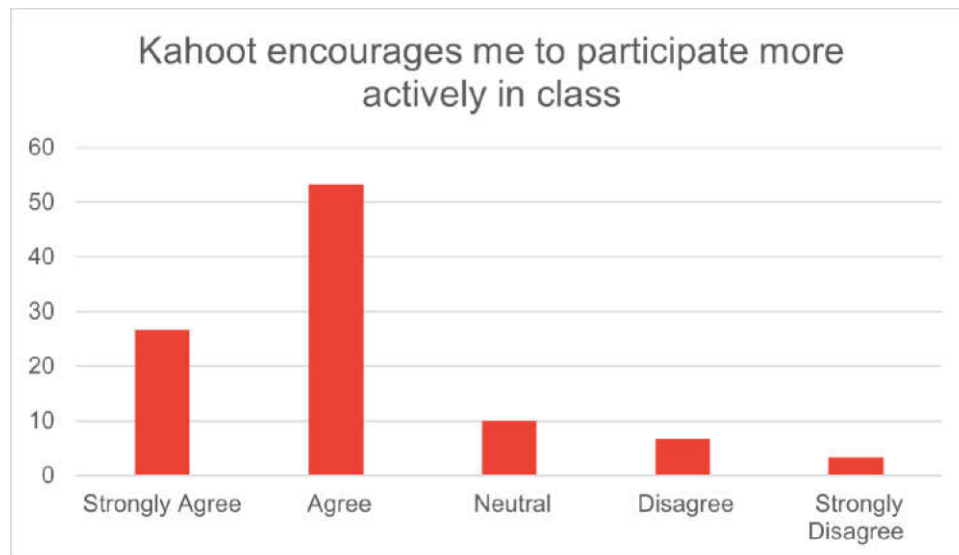


Figure 6: Kahoot as a Tool for Classroom Participation

Figure 6 suggests that a majority of students, 80%, reported that Kahoot encouraged them to participate more actively in class, with 26.67% strongly agreeing and 53.33% agreeing. This indicates that the tool has a positive effect on student participation in classroom activities. However, 10% of students were neutral, suggesting that a few students may not have experienced a significant change in their level of participation due to Kahoot. A small portion, 10%, disagreed or strongly disagreed, indicating that for some students, Kahoot may not have had a noticeable impact on their engagement. These results suggest that Kahoot plays a positive role in promoting student participation in the classroom, though its influence may sometimes vary among students.

S2: I feel more involved in class when Kahoot is used.

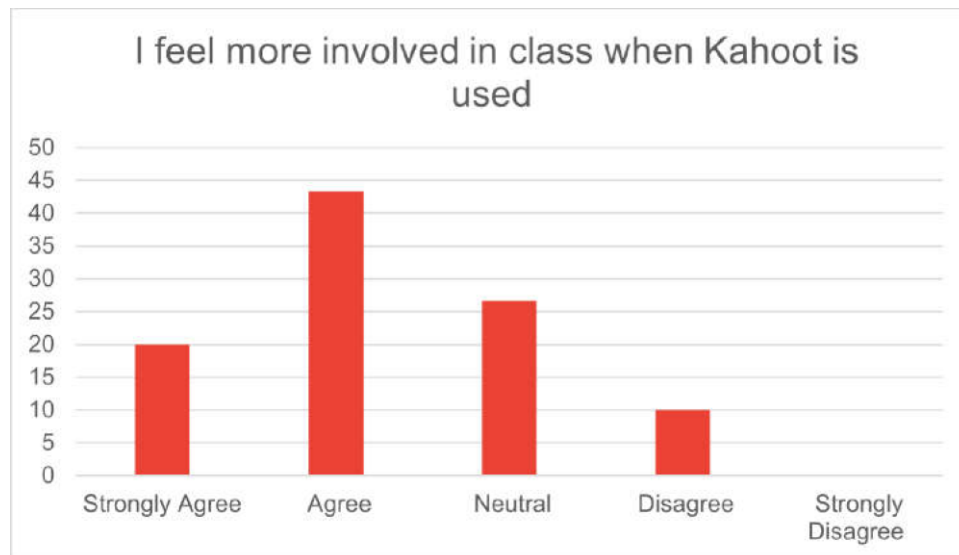


Figure 7: Kahoot and Class Involvement

Figure 7 shows that a majority of 63.33% felt more involved in class when Kahoot was used, with 20% strongly agreeing and 43.33% agreeing. This indicates that Kahoot has a positive effect on students' sense of involvement in classroom activities. However, 26.67% of students remained neutral, suggesting that some students did not experience a significant increase in their sense of involvement. A smaller portion, 10%, disagreed, which could indicate that a few students felt less involved or had a weaker connection to the activities. Such results suggest that Kahoot enhances students' feelings of involvement in the classroom, although its effect may not be inclusive for all students.

S3: Kahoot helps reduce my fear of speaking or answering in class.

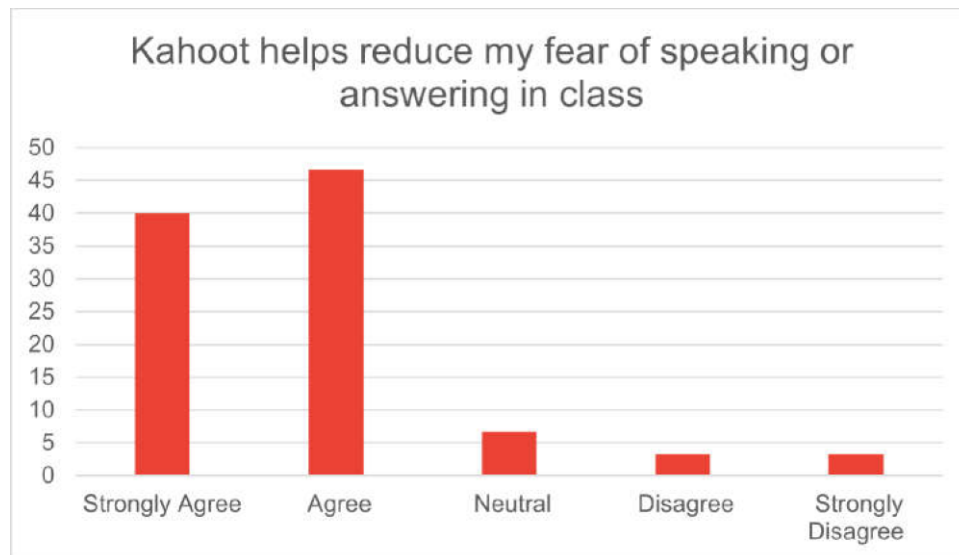


Figure 8: Kahoot and Reduction of Fear of Answering

Figure 8 suggests that the majority of students, 86.67%, reported that Kahoot helped reduce their fear of speaking or answering in class, with 40% strongly agreeing and 46.67% agreeing. This suggests that Kahoot plays a significant role in alleviating anxiety related to class participation. A small portion, 6.67%, remained neutral, indicating that some students may not have experienced a change in their fear levels. Additionally, 6.66% disagreed or strongly disagreed, suggesting that a few students still felt hesitant or uncomfortable, even when using the tool. These results suggest that Kahoot is effective in reducing students' fear of speaking or answering in class, though not all students benefit from this effect.

S4: Kahoot promotes healthy competition among students.

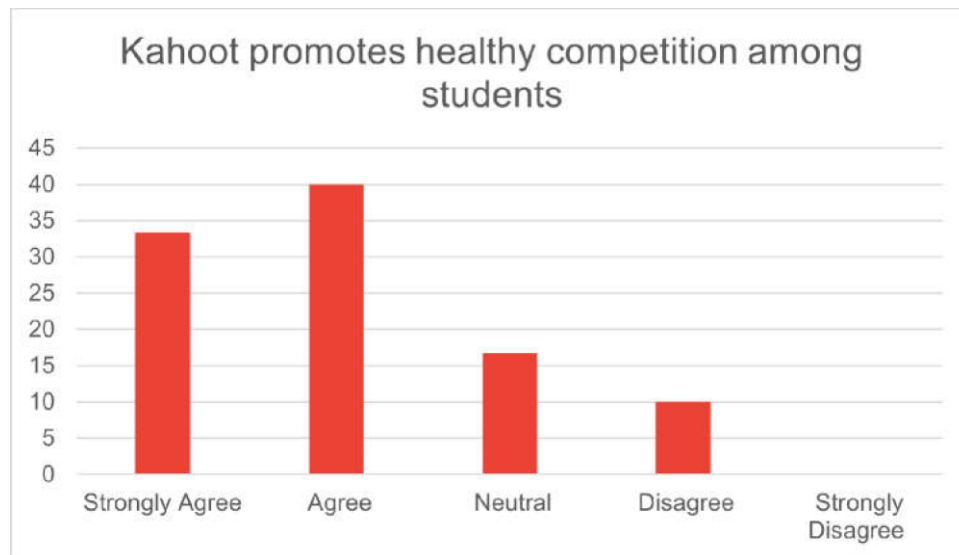


Figure 9: Kahoot Promoting Healthy Competition

Figure 9 demonstrates that 73.33% of students agreed that Kahoot promotes healthy competition, with 33.33% strongly agreeing and 40% agreeing, indicating that the digital tool is seen as promoting a competitive yet constructive atmosphere in the classroom. However, 16.67% of students were neutral, suggesting that some students may not perceive Kahoot as particularly competitive or may not have a strong opinion on the matter. A smaller portion, 10%, disagreed, indicating that a few students may not have experienced the competitive aspect of Kahoot or felt it was not beneficial. These results suggest that Kahoot is effective in promoting healthy competition among students, though it may not impact all students.

S5: I am more likely to answer questions when using Kahoot.

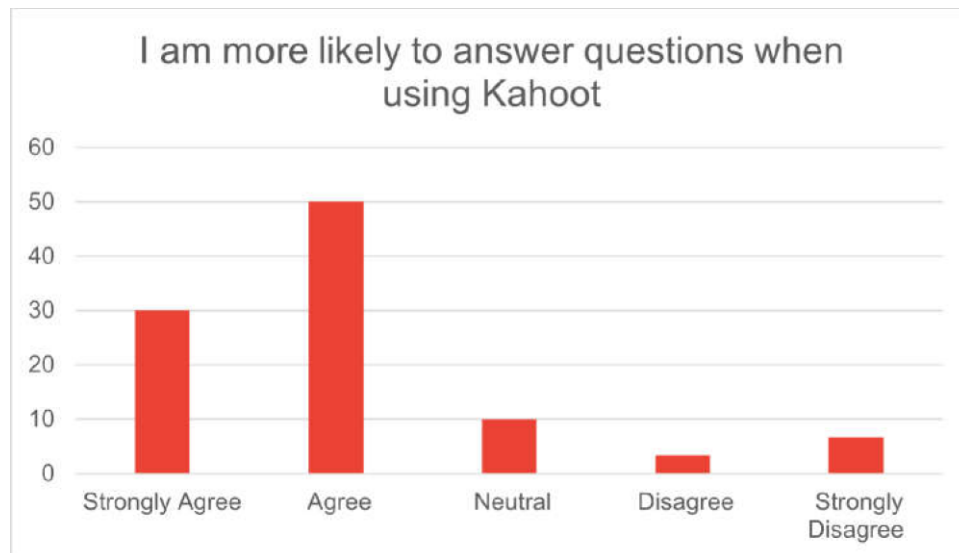


Figure 10: Kahoot's Ability to Encourage Engagement

Figure 10 suggests that 80% of students reported that they are more likely to answer questions when using Kahoot, with 30% strongly agreeing and 50% agreeing. This suggests that the tool effectively encourages students to participate more actively during class. A smaller portion, 10%, remained neutral, indicating that some students may not feel a significant change in their willingness to answer questions. Additionally, 10% disagreed or strongly disagreed, suggesting that a few students may still be hesitant to participate, regardless of using Kahoot. The results indicate that Kahoot significantly increases the likelihood of students answering questions in class, although some students may not experience the same motivation to engage.

Part 3: Engagement

Part 3 of the survey contains 5 statements; the statements are related to classroom engagement:

S1: Kahoot keeps me focused during lessons.

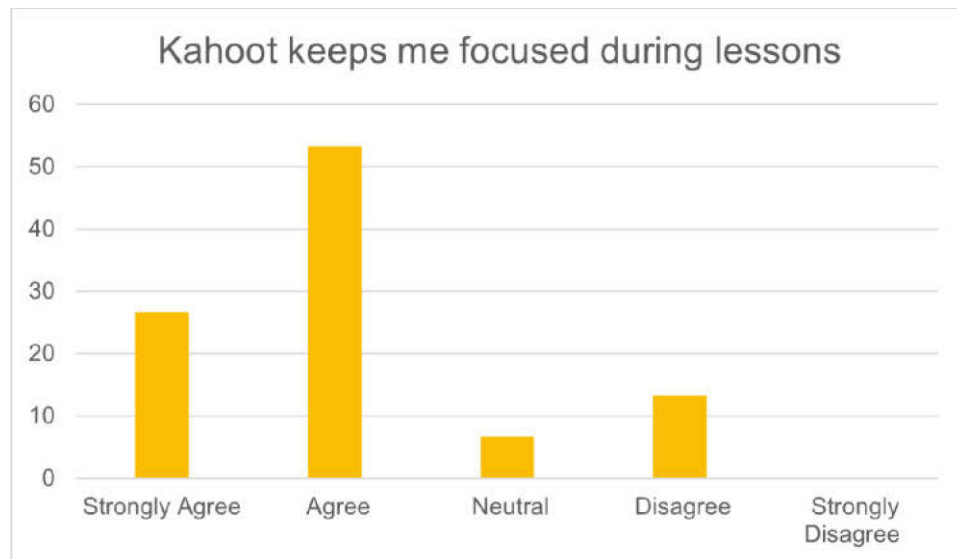


Figure 11: Kahoot and Keeping Lessons Focus

Figure 11 indicates that 80% of students felt that Kahoot helped them stay focused during lessons, with 26.67% strongly agreeing and 53.33% agreeing. This indicates that the tool is effective in maintaining student attention during class activities. A small portion, 6.67%, was neutral, suggesting that some students did not experience a strong effect on their focus. Additionally, 13.33% disagreed, indicating that for a few students, Kahoot did not significantly improve their ability to stay focused during lessons. These results suggest that Kahoot generally helps students remain focused during lessons, despite some students who stated otherwise.

S2: Kahoot improves my understanding of class material.

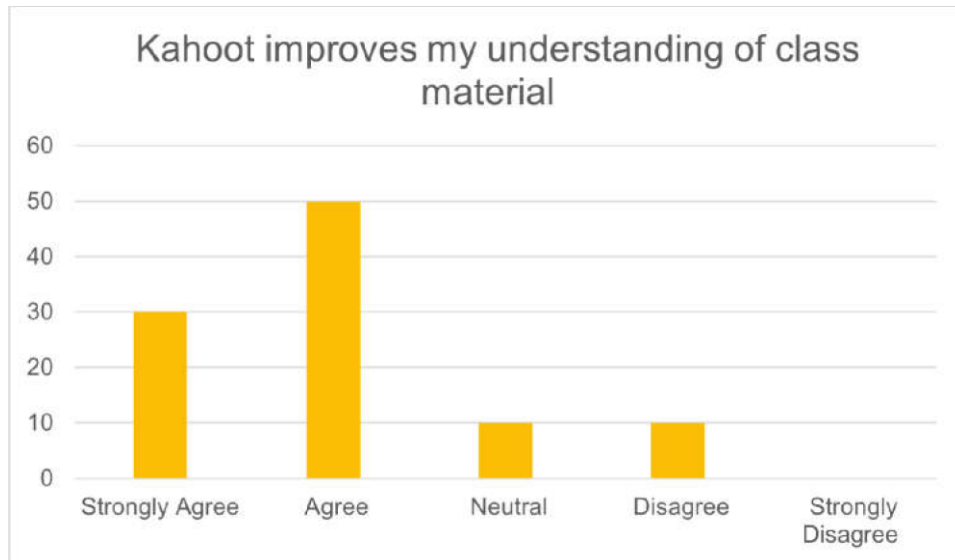


Figure 12: Kahoot Improving the Understanding of Class Material

Figure 12 indicates that the majority of students, 80%, believe that using Kahoot enhances their understanding of class material. 30% of respondents strongly agreed and 50% agreed with the statement, reflecting a clear trend suggesting that the interactive nature of Kahoot contributes positively to learners' comprehension. Meanwhile, 10% of students remained neutral, possibly reflecting either uncertainty or a lack of noticeable change in their understanding. Another 10% expressed disagreement, implying that a small group did not find Kahoot helpful for deeper content comprehension. These responses support the theory that Kahoot plays a useful role in reinforcing course material for most students.

S3: I am more motivated to attend classes that use Kahoot.

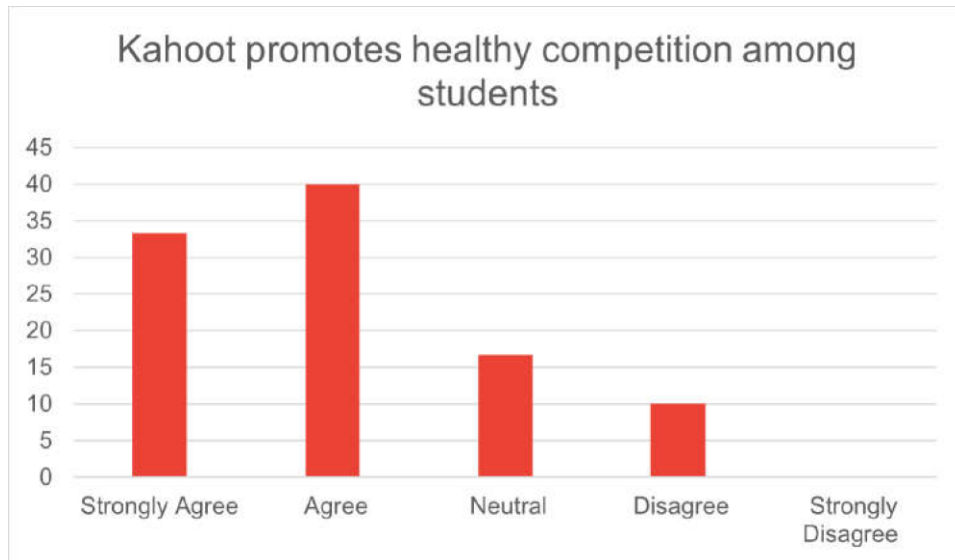


Figure 13: Kahoot and Class Motivation and Attendance

Figure 13 reveals that 83.33% of students feel more motivated to attend classes when Kahoot is used, with 30% strongly agreeing and 53.33% agreeing. Such a high level of positive responses suggests that Kahoot contributes to fostering a more appealing and engaging classroom atmosphere. Only 3.33% of students remained neutral, indicating that a few students are indifferent to Kahoot's presence in class. Meanwhile, 13.33% disagreed, suggesting that while the majority find Kahoot motivating and only a small portion of students may not find its use influential in their class attendance. These findings suggest that Kahoot motivates student engagement and participation.

S4: Kahoot helps me remember content better.

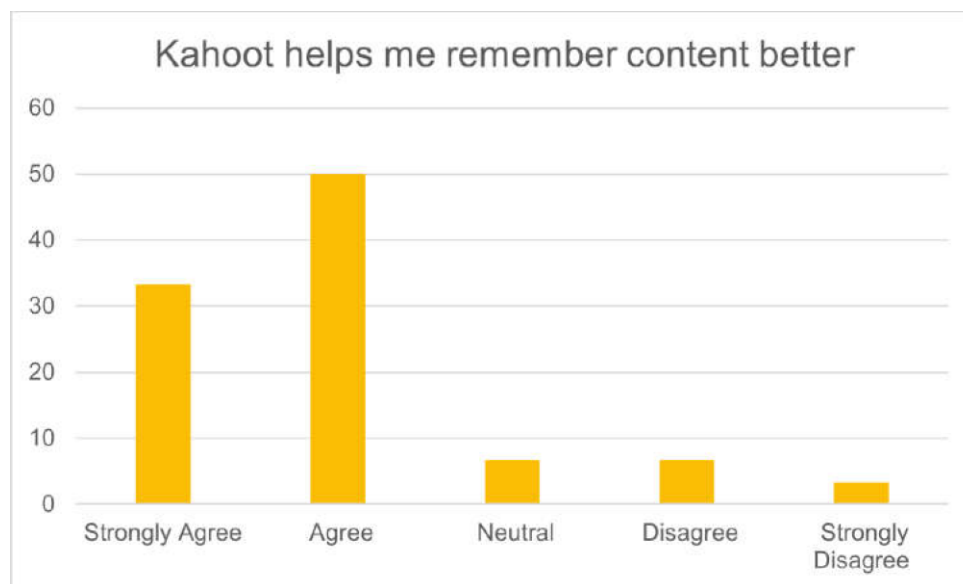


Figure 14: Kahoot Assisting Content Retention

Figure 14 shows that 83.33% of students believe Kahoot helps them retain content more effectively, with 33.33% strongly agreeing and 50% agreeing. This high percentage suggests that the tool supports memory reinforcement, due to its repetition, visual appeal, and instant feedback. Some students, 6.66%, chose a neutral response, indicating uncertainty or no noticeable effect on their retention. However, 10% either disagreed or strongly disagreed, suggesting that for some students, Kahoot does not significantly aid in memory improvement. The results point to a strong positive perception of Kahoot as a tool for enhancing content retention among EFL students.

S5: I am more attentive during lessons when Kahoot is used.

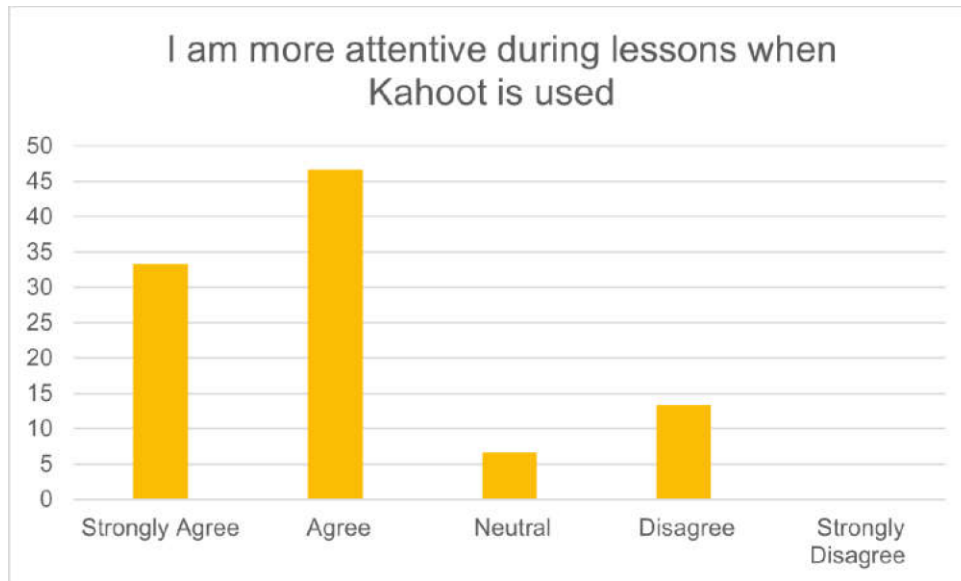


Figure 15: Kahoot and Class Attentiveness

Figure 15 illustrates that 80% of students report being more attentive during lessons that incorporate Kahoot, with 33.33% strongly agreeing and 46.66% agreeing. This suggests that the interactive nature of Kahoot effectively captures students' attention and keeps them engaged throughout the lesson. A smaller group of students—6.66%—remained neutral, indicating that some may not feel a significant impact on their level of attention. Additionally, 13.33% of students disagreed, implying that for a few, Kahoot may not be enough to maintain focus during class. However, the overwhelming majority of students acknowledge that Kahoot enhances their attentiveness in class.

Part 4: Effectiveness of Kahoot as a Digital Teaching Tool

Part 4 of the survey contains 5 statements; the statements are related to how effective is Kahoot as a Digital Teaching Tool

S1: Kahoot enhances the overall classroom atmosphere.

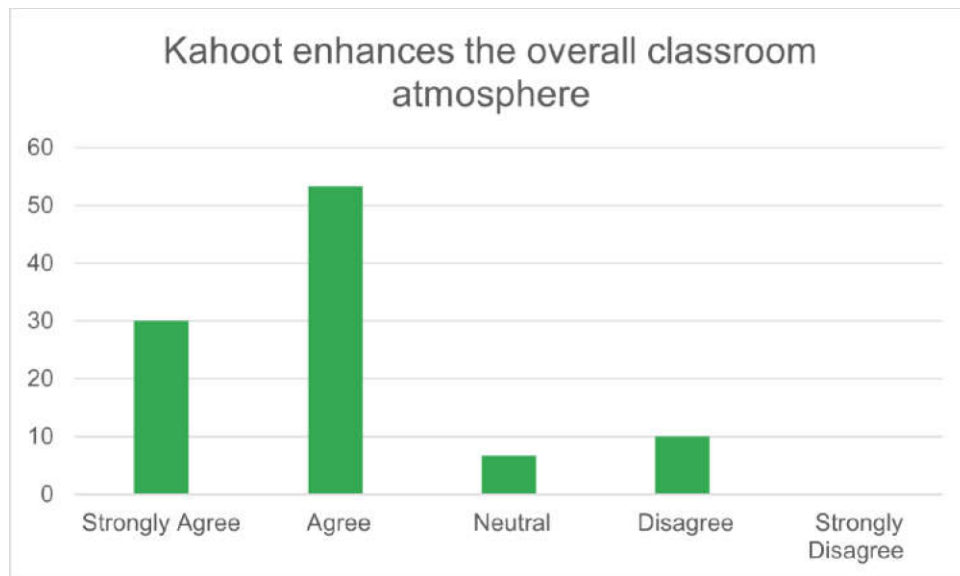


Figure 16: Kahoot Enhancing Class Atmosphere

Figure 16 reveals that 83.33% of students feel that Kahoot improves classroom atmosphere, with 30% strongly agreeing and 53.33% agreeing. This significant majority indicates that Kahoot is perceived as an effective tool for creating a more interactive classroom environment. Only 6.66% of students remained neutral, suggesting that a small group did not experience any change in the atmosphere, and an additional 10% disagreed, indicating that for some students, Kahoot does not have a noticeable impact on the classroom environment. This data suggests that Kahoot is regarded by the majority of students as a tool that enhances engagement and contributes positively to the classroom setting.

S2: The use of Kahoot supports collaborative learning.

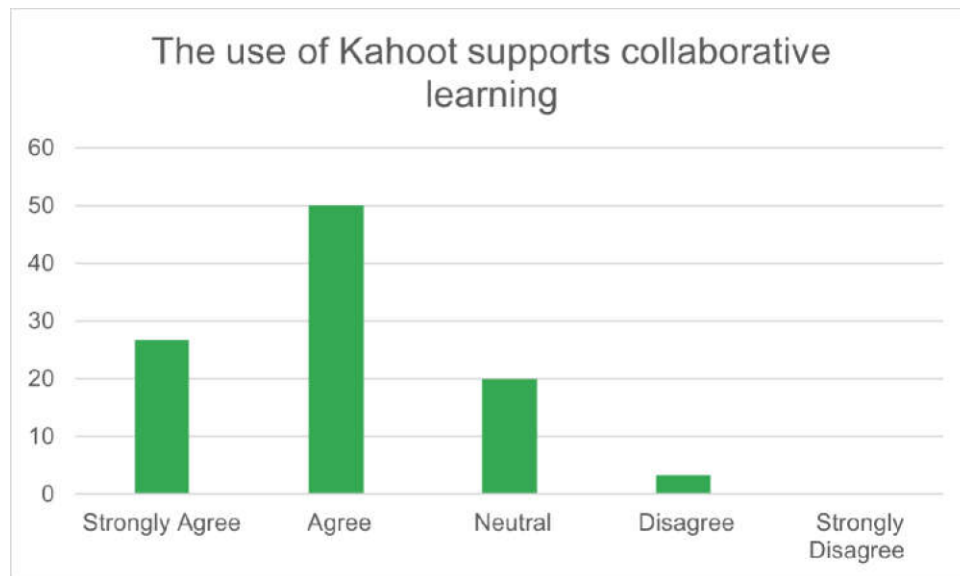


Figure 17: Using Kahoot in Collaborative Learning

Figure 17 shows that 76.66% of students believe Kahoot fosters collaborative learning, with 26.66% strongly agreeing and 50% agreeing, reflecting a positive perception of Kahoot's ability to facilitate cooperation and interaction among students. Using Kahoot contributes to encouraging students to work together and discuss answers, thus enhancing collaboration. Meanwhile, 20% of students remained neutral, suggesting that they have not experienced a strong sense of collaboration through Kahoot. A small percentage of 3.33% disagreed, suggesting that a few students did not find the platform conducive to collaborative learning. These results suggest that most students view Kahoot as a supportive tool for collaborative learning.

S3: Kahoot should be used more frequently in our program.

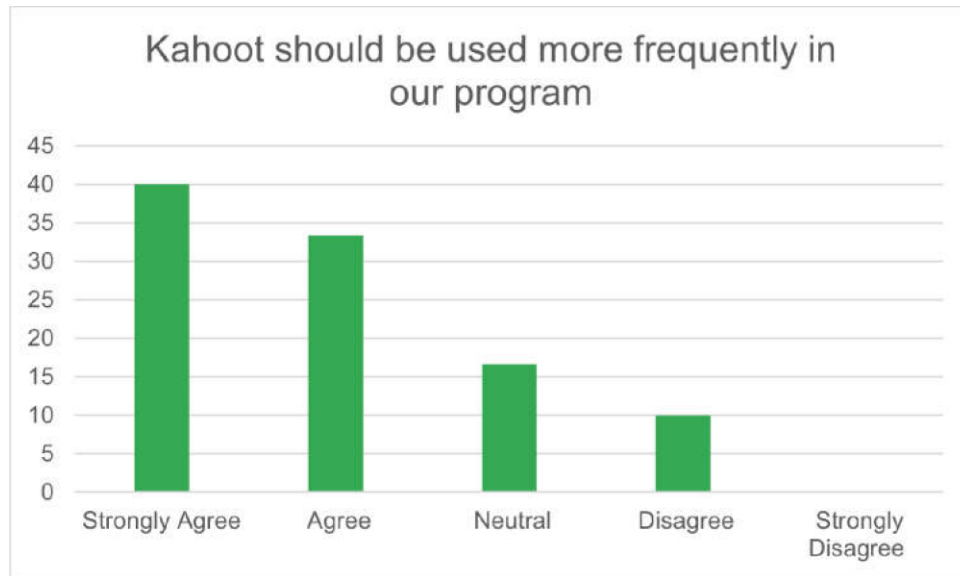


Figure 18: Use of Kahoot in Curriculum

Figure 18 shows that a majority of students, 73.33%, support the idea of using Kahoot more frequently in their curriculum, 40% strongly agreed, and 33.33% agreed. This strong endorsement suggests that students find value in Kahoot and believe its frequent use would enhance their learning experience. Meanwhile, 16.66% of students remained neutral, indicating that they do not have a strong opinion on Kahoot's use or are indifferent to it. 10% of students disagreed with the idea, suggesting that a few students may feel that Kahoot's use is already sufficient or may not find it as beneficial when used frequently. The results suggest that there is broad support for the increased use of Kahoot in the program, with a minority showing reservations.

S4: Using Kahoot positively influences my attitude toward learning.

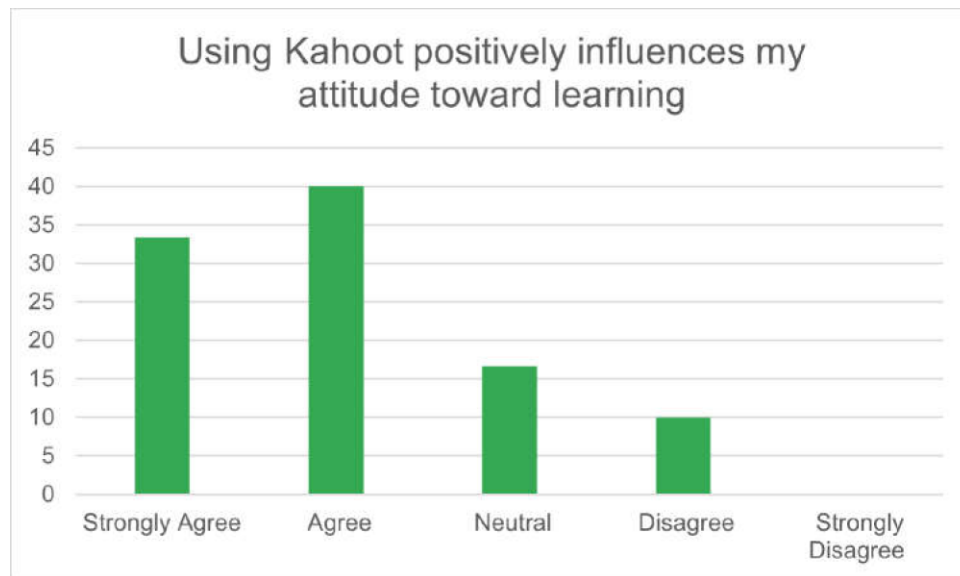


Figure 19: Use of Kahoot and Its Influence on Learning

Figure 19 demonstrates that 73.33% of students feel that Kahoot has a positive impact on their attitude toward learning, with 33.33% strongly agreeing and 40% agreeing, indicating that the majority of students perceive Kahoot as an engaging and motivating tool that helps to enhance their attitude toward their studies. 16.66% of students remained neutral, indicating that they do not notice a significant change in their attitude. Additionally, 10% of students disagreed, suggesting that some students do not feel that Kahoot positively affects their approach to learning. The data indicates that Kahoot mostly has a positive influence on students' attitudes toward learning.

S5: Kahoot is an effective tool for increasing participation and engagement.

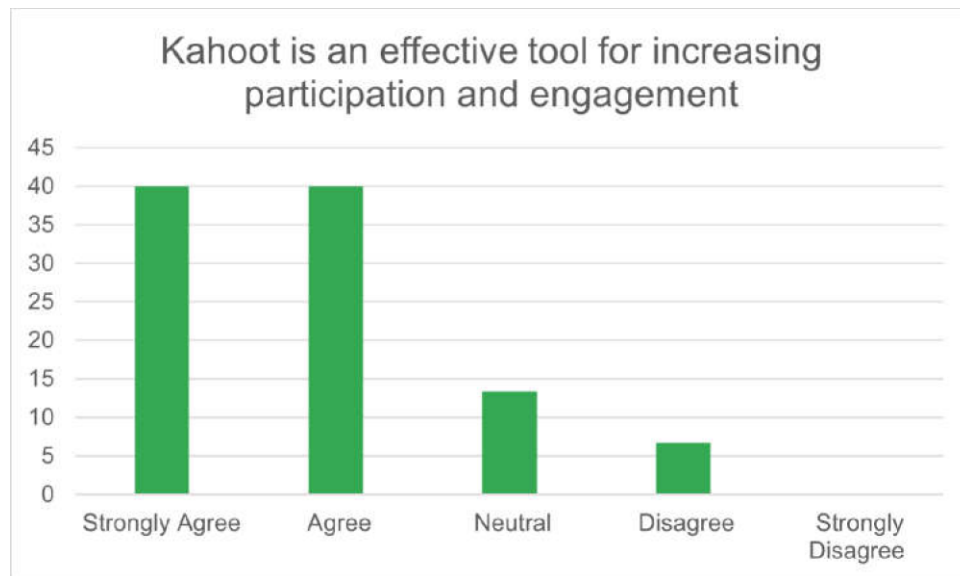


Figure 20: Kahoot as an Effective Tool to Increase Participation and Engagement

Figure 20 shows that 80% of students believe that Kahoot is an effective tool for boosting participation and engagement, with 40% strongly agreeing and 40% agreeing. This high level of agreement suggests that Kahoot is widely recognized for its ability to actively involve students in the learning process and make the classroom more engaging. 13.33% of students remained neutral, indicating that some did not perceive a strong impact on their participation or engagement levels. An additional 6.66% disagreed with the statement, suggesting that a few students may not experience the same level of motivation when using Kahoot. Nevertheless, the data indicate that Kahoot is highly effective in promoting active participation and engagement in class.

Interpretation of Findings

The data for the first part of the survey implemented in this study indicates that Kahoot was well-received by students as a digital teaching tool in the classroom. Most students stated they enjoy using Kahoot during classroom activities, with 83.33% expressing a positive attitude toward the tool, suggesting that the interactive and engaging nature of Kahoot significantly enhances student engagement and enjoyment. Additionally, the majority

found that Kahoot was easy to use, with 66.66% agreeing or strongly agreeing that it was user-friendly. Moreover, Kahoot was seen as an effective tool that increases interest in classroom sessions, and 76.67% of students felt more engaged. Despite this positive reception, some of the students remained neutral or disagreed on aspects like preference over traditional methods and enjoyment, suggesting that while Kahoot had a general appeal, it may not equally benefit all learners.

In the second part of the survey, Kahoot's influence on student participation in class was the focus. The significant majority of 80% reported increased participation when Kahoot was used, indicating that the tool successfully encourages more active involvement in classroom activities. Additionally, 63.33% of students felt more involved during lessons when Kahoot was used, supporting its ability to increase the sense of engagement. Kahoot was also perceived as a helpful tool in reducing fear of speaking or answering in class; 86.67% of students agreed that it helped ease anxiety. However, when the majority experienced increased participation and involvement, 10-20% of students reported neutrality or disagreement, suggesting that the effect of Kahoot on participation and involvement varied depending on individuals.

The third part of the survey focused on how Kahoot influences student engagement in the classroom. The results demonstrate that Kahoot played a significant role in maintaining students' focus during lessons; 80% of respondents agreed that Kahoot had helped them stay focused. Furthermore, Kahoot was recognized for its impact on improving understanding and content retention, with 80% of students believing it enhanced their comprehension and memory. A majority of 83.33% also stated that they were more motivated to attend classes when Kahoot was used, suggesting its effectiveness in nurturing a positive and engaging

learning environment. However, some students remained neutral or disagreed with these statements, indicating that the tool's effectiveness may not be shared by all students.

The final part of the survey evaluates the overall effectiveness of Kahoot as a digital teaching tool. The majority of 83.33% agreed that Kahoot enhances their classroom atmosphere, suggesting that the tool contributes to a more interactive and engaging learning environment. Additionally, 76.66% of students believed that Kahoot promotes collaborative learning, proving its ability to encourage teamwork and discussion. 73.33% of students supported the idea of using Kahoot more frequently in the curriculum, indicating that its inclusion is seen as valuable for enhancing the learning experience. The tool also had a positive impact on students' attitudes toward learning; 73.33% of students agreed that it motivates them to engage more with the material. Despite these mostly positive results, a minority expressed neutrality or disagreement, suggesting that Kahoot's impact may not be the same for every student.

In relation to research questions, the findings confirm the main question that Kahoot positively affects student participation and engagement in EFL classrooms. The findings indicate the majority of students have reported increased participation when Kahoot was used. And the majority also felt more involved during lessons. The participants agreed that Kahoot helped them stay focused during lessons and found Kahoot helpful in reducing anxiety, which further facilitated classroom participation. These results show that Kahoot enhanced engagement and encouraged active involvement in class activities.

Another research question on students' perceptions indicated that they generally had a positive perception of using Kahoot in the EFL classroom, where the majority of students expressed their enjoyment using the tool and found it effective in increasing their interest in the class. However, there were some students who remained neutral or disagreed on aspects

such as preferring Kahoot over traditional methods, suggesting it has a broad appeal but may not suit all learners equally.

In relation to Kahoot contribution to student engagement, the findings indicate it had significantly contributed to enhancing student engagement in EFL classrooms. The findings suggest that a majority of students reported feeling more engaged during lessons when Kahoot was used. Furthermore, the majority agreed that Kahoot helped maintain their focus and felt motivated to attend classes when Kahoot was included. Such results indicate that Kahoot plays a critical role in fostering a more engaging and interactive learning environment.

The third research question regarding Kahoot impact on students' understanding and retention of class material, the results show that Kahoot has a positive impact on students' understanding and retention of class material. The majority of students believed that Kahoot enhanced their comprehension and memory, suggesting that Kahoot engages students and helps them retain and understand the material better. This confirms that Kahoot is an effective tool for improving learning outcomes in EFL classrooms.

Conclusion

This chapter presented then explained the research methodology and data gathering tool to clarify the study's direction and aims. Then, the chapter presented data analysis and interpretation of findings. The findings suggested there is a significant impact of Kahoot on enhancing classroom participation and engagement in EFL settings. The majority of students expressed having a positive reception toward the tool, with notable improvements in their motivation, attentiveness, and participation in class. Despite having some variations in responses, Kahoot proved to be an effective tool in increasing student interaction and making lessons more enjoyable. These results suggest that Kahoot can be a valuable addition to teaching, nurturing an engaging and supportive classroom environment. Although, there

remains a need to study the factors that influence its effectiveness across diverse student populations.

General Conclusion

The Effects of Using Kahoot as a Digital Teaching Tool on Enhancing EFL Classroom Participation and Engagement

The survey findings show that Kahoot had a strong and positive influence on students' classroom participation, engagement, and enjoyment. Most students stated they had increased motivation, participation, and attentiveness during classes where Kahoot was used. In some statements, 80% of students indicated that Kahoot encouraged them to participate more, 83.33% found it made lessons more enjoyable, 76.67% of students reported feeling more involved in class when Kahoot was used, and 86.67% mentioned it helped reduce their fear of speaking or answering questions. These results support the hypothesis that Kahoot plays a significant role in engaging students, enhancing their participation, and improving their attitude toward learning. The tool has an interactive, game-based nature that appears to motivate students, increase their willingness to answer questions, and make learning more entertaining. The neutral or disagreeing responses from a small group of students indicate that Kahoot might not equally impact all learners, potentially due to varying preferences and different student needs.

The findings answer the main question of this research and support the hypothesis, confirming that Kahoot indeed left a strong and positive influence on students' classroom participation, engagement, and enjoyment. The findings also suggest that a majority of students have a positive perception of Kahoot in the EFL classroom, as most students reported enjoying using the tool, finding it fun and engaging. This suggests that students perceive Kahoot as an effective tool for enhancing classroom dynamics. Moreover, the findings strongly indicate that Kahoot significantly enhances student engagement. The majority of students reported being more engaged during lessons and reduced their fear of speaking and answering in classes when Kahoot was used. Additionally, the findings suggest that Kahoot positively impacts students' understanding and retention of class material, as the majority of students reported that Kahoot helped them retain content better and agreed that it enhanced their understanding of the material. Such results indicate that the interactive nature of Kahoot contributes to reinforcing learning and improving comprehension and memory among students.

Although an overwhelming majority of students stated they had an enjoyable and positive experience with Kahoot, there remains a minority of students who are either neutral or disagree with many of the statements regarding the digital tool. Some statements, like the impact of Kahoot on participation or influence on their understanding, 10% of students remained neutral, suggesting they felt no significant impact, and 10% expressed their disagreement on these statements. This minority has varying levels of engagement with Kahoot, due to personal needs and preferences, previous experiences, or different learning styles. It is important to acknowledge their differences and needs because they suggest that, although Kahoot is effective for most students, its impact is not the same on every student.

Pedagogical Implications

The findings of this study offer valuable insights for EFL teachers to enhance student participation and engagement through digital tools like Kahoot. The following pedagogical implications include practical strategies for integrating technology in an effective way to support learner needs and improve the learning experience:

Incorporating Kahoot to nurture active learning: the positive impact of Kahoot on student participation and engagement supports the need to integrate interactive game-based learning tools, because they can be effective in encouraging active EFL learning environments. Teachers should consider incorporating Kahoot quizzes and activities to stimulate motivation and promote student involvement.

Reducing anxiety and encourage risk-taking: this study results suggest that Kahoot helped reduce students' fear of speaking or answering questions, teachers can use digital tools to create a safer, low-pressure environments that encourages students to take more risks and practice speaking more confidently.

Using real-time feedback for adaptive teaching: Kahoot's ability to provide immediate feedback allowed teachers to assess students' understanding during lessons, enabling appropriate intervention and adaptive teaching methods. This supports a more formative assessment practices that can improve content comprehension and retention.

Encourage collaborative learning and peer interaction: the competitive and interactive nature of Kahoot can be used to promote collaboration and social interaction among students, enhancing their communication skills in the target language. Teachers could design group-based Kahoot activities to nurture teamwork alongside individual learning.

Integrating Kahoot into curriculum: since the majority of students expressed a desire for more frequent use of Kahoot, curriculum designers and teachers should consider integrating digital tools systematically into lesson plans to enrich learning experiences and maintain high engagement levels over time.

Limitations of the Study

Limitations for this study include the small and specific sample size that it focuses on second-year master's students in Linguistics at Mohamed Khider University. The sample is a narrow demographic and may not fully represent the experiences of students in other academic fields or educational settings. Additionally, students were not very motivated to answer a survey, despite it being designed to take only three minutes to fully answer. Furthermore, engagement and class participation are self-reported, which could mean some students are biased or cannot properly measure their levels. Additionally, the relatively small sample participating in this study resulted in limiting the findings' generalizability, making them more exclusive to this study and this sample only.

Recommendations for Future Research

The findings for this study suggest that Kahoot can be an effective tool for enhancing student engagement and participation in EFL classrooms. Licorish et al. (2018) suggest that Kahoot enriched the quality of student learning in the classroom, stating that the tool influenced class engagement, motivation and improved the learning experience. Licorish et al. (2018) also suggest that the use of educational games in the classroom likely minimized distractions, thereby improving the quality of teaching and learning more than what is provided in conventional classrooms. Other factors that contributed to students' enhanced learning included creating and integrating appropriate content in Kahoot. The study by Plump

and LaRosa (2017) state that, in the context of higher education, the use of digital tools is often limited due to many factors including lack of time. However, the popularity of Kahoot as an eLearning tool proves it is easy to use, adding to its vitality, student engagement, and meta-cognitive supports to higher education classrooms. Plump and LaRosa (2017) further suggest that student responses and experiences using Kahoot in graduate and undergraduate classrooms indicated that students welcomed the use of this game. The real-time feedback provided opportunities for professors in various disciplines to tailor their teaching approaches based on student understanding on quizzes while the surveys Kahoot provided allowed for anonymous classroom participation, which further engaged all students.

Future research should explore any long-term effects of Kahoot on student learning outcomes and motivation, and compare its impact across different age groups and academic levels. Additionally, investigating students' different levels of engagement with digital tools like Kahoot could provide insights into more student-centered approaches for integrating technology into the classroom.

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Appendices

Appendix 1

Student Questionnaire

The Effects of Using Kahoot as a Digital Teaching Tool on Enhancing EFL Classroom Participation and Engagement

The Effects of Using Kahoot as a Digital Teaching Tool on Enhancing EFL Classroom Participation and Engagement

Note: this questionnaire employs a Likert response scale in which participants choose from:
Strongly Disagree (1)

Disagree (2)

Neutral (3)

Agree (4)

Strongly Agree (5)

* Indicates required questions

Please answer honestly

Part 1: General Perception on Using Kahoot*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy using Kahoot during classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot is easy to use and understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot increases my interest in classroom sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer using Kahoot to traditional class exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot makes lessons more fun and enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Classroom Participation*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Kahoot encourages me to participate more actively in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel more involved in class when Kahoot is used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot helps reduce my fear of speaking or answering in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot promotes healthy competition among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to answer questions when using Kahoot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3: Engagement *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Kahoot keeps me focused during lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot improves my understanding of class material					
I am more motivated to attend classes that use Kahoot	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
Kahoot helps me remember content better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more attentive					
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

during lessons when Kahoot is used					
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Part 4: Effectiveness of Kahoot as a Digital Tool *

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Kahoot enhances the overall classroom atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of Kahoot supports collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot should be used more frequently in our program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Kahoot positively influences my attitude toward learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kahoot is an effective tool for increasing classroom participation and engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

الملخص

أدخلت التطورات التكنولوجية الحديثة أدوات رقمية تهدف إلى تعزيز التعليم، لا سيما في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. تبحث هذه الدراسة في تأثير منصة كاهوت، وهي منصة تعليمية قائمة على الألعاب، على مشاركة الطلاب وتفاعلهم بين طلاب السنة الثانية في ماجستير اللغة في جامعة محمد خضر. يتناول البحث التحدي الشائع المتمثل في انخفاض المشاركة والتفاعل في الفصول الدراسية الذي يعيق اكتساب اللغة، ويفحص البحث فعالية كاهوت في هذا السياق الأكاديمي المحدد. باستخدام منهجية كمية، تم جمع البيانات من خلال استبيان منظم بمقياس ليكرتي لقياس تصورات الطلاب حول تأثير كاهوت على المشاركة والمشاركة والفهم. تشير النتائج إلى أن كاهوت يزيد بشكل كبير من التحفيز والمشاركة والانتباه ويقلل من قلق التحدث. أفاد معظم الطلاب بتعزيز الاستمتاع وتحسين الاحتفاظ بمواد الفصل وفهمها عند استخدام كاهوت. ومع ذلك، ظل جزء صغير من الطلاب محايدين أو لم يوافقوا على هذه التأثيرات الإيجابية، مما يؤكد على الاختلافات الفردية في الاستجابة للأدوات الرقمية. توضح النتائج تأثير كاهوت الإيجابي القوي على ديناميكيات الفصل الدراسي وإمكاناته كأداة تربوية تفاعلية فعالة في بيئات تعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: المشاركة في الفصل الدراسي، أداة التعلم الرقمي، تكنولوجيا التعليم، كاهوت، مشاركة الطلاب،

تكنولوجيا التعليم، المشاركة الطلابية