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Kahoot For Good: Firing Competitive Learning for EFL Learners

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ABSTRACT

With developing technologies, games have become prominent in the education industry by providing many alternative learning opportunities on different devices such as PCs, tablets and mobile phones. It is a fact that games stimulate active learning, critical thinking skills, knowledge building, collaboration, and operative use and access to electronic forms of information (Ellis et al., 2006). Considering the advantages provided by games and gamification, this study was conducted to find out whether the use of Kahoot, a language learning and development game, in the classroom, enhances EFL students' engagement in and motivation towards learning English. Another aim of the study was to uncover the views of EFL students about the language outcomes developed by using Kahoot in the classroom. The study also dealt with the challenges faced by EFL students during Kahoot implementation in the classroom. The participants of the study were 73 EFL students who were selected through convenience sampling technique. A questionnaire that was adapted from Bicen and Kocakoyun (2018) and Benhadj, Messaoudi, Nfissi (2019) and semi-structured interviews with the participants were used to find answers to the research questions. While the data obtained through the questionnaire was analyzed by using SPSS 25 statistical package, the data obtained from the semi-structured interviews were analyzed by adopting a categorical-content analysis strategy. The findings of the study indicated that using Kahoot enhanced EFL students' engagement in and motivation towards language learning and provided many language benefits for the learners. It was also assumed that Kahoot sessions helped learners develop their language areas such as grammar knowledge, vocabulary learning and reading comprehension.

Key Words: Game-Based learning, Gamification, Kahoot, Competition

**Tümüyle Kahoot: İngilizceyi Yabancı Dil Olarak Öğrenen Öğrenciler İçin
Rekabetçi Öğrenmeyi Teşvik Etme**

ÖZET

Gelişen teknolojilerle birlikte oyunlar, PC'ler, tabletler ve cep telefonları gibi farklı cihazlarda birçok alternatif öğrenme yolları sunarak eğitim sektöründe öne çıkmaktadır. Oyunların aktif öğrenmeyi, eleştirel düşünme becerilerini, bilgi oluşturmayı, iş birliğini ve elektronik bilgi formlarına erişimi teşvik ettiği bir gerçektir (Ellis ve diğerleri, 2006). Oyunların sağladığı avantajlar göz önünde bulundurularak, bu çalışma bir dil öğrenme ve geliştirme oyunu olan Kahoot'un sınıfta kullanımının İngilizceyi yabancı dil olarak öğrenen öğrencilerin İngilizce öğrenmeye olan ilgi ve motivasyonlarını üzerindeki etkisini ortaya koymak için yapılmıştır. Çalışmanın bir diğer amacı da İngilizceyi yabancı dil olarak öğrenen öğrencilerin sınıfta Kahoot kullanılarak geliştirdikleri dil kazanımları hakkındaki görüşlerini ortaya çıkarmaktır. Çalışma aynı zamanda bu öğrencilerin Kahoot kullanımı sırasında yaşadıkları zorlukları ortaya çıkarmaya çalışmıştır. Çalışmanın katılımcıları, uygun örnekleme stratejisi ile seçilen 73 İngilizceyi yabancı dil olarak öğrenen öğrencidir. Araştırma sorularına yanıt bulmak için Bicen ve Kocakoyun (2018) ve Benhadj, Messaoudi, Nfissi (2019) 'den uyarlanmış bir anket ile yarı yapılandırılmış katılımcı görüşmeleri kullanılmıştır. Anket yoluyla elde edilen veriler SPSS 25 istatistik paketi kullanılarak analiz edilirken görüşme yoluyla elde edilen verilerin kategorik içerik analizi stratejisi kullanılarak analiz edilmiştir. Çalışmanın bulguları, Kahoot kullanımının İngilizceyi yabancı dil olarak öğrenen öğrencilerin dil öğrenmeye olan ilgileri ve motivasyonlarını artırdığını ortaya koymuştur.

Anahtar Kelimeler: Oyun temelli öğrenme, Oyunlaştırma, Kahoot, Rekabet

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Introduction

Learning is undergoing a rapid evolution due to the developments in technology. These ground-breaking technological improvements have provided teachers with new facilities and approaches to teaching that can capture students' interest while stimulating their intellect (Blake, 2013). Likewise, as stated by Walker & White (2013), these improvements have provided learners with lots of creative and authentic resources that can simplify the process of acquiring a new language. Especially with the inclusion of mobile technologies and devices into education, the learning process has been influenced by their use and easily operable natures. As the use of mobile devices has increased, so has the idea that such devices may be beneficial in the course of teaching and learning (Khaddage, Müller and Flintof, 2016).

Recently, the use of game-based approaches to learn and improve language proficiency is gaining eminence in education. Game-based learning involves the use of games and gaming principles in the classroom to engage students and enhance learning. It is a well-known fact that today, traditional methods of education begin to fall into disfavor as they are designed for students to be fundamentally passive. Instead, the learners of the 21st Century are active and are capable of using technological devices and the internet skillfully in their daily life to communicate, search and play games. As stated by Prensky (2001), these learners are willing to experiment with diverse technologies to back up their learning as they are able to use mobile technology and enjoy using applications and games designed for such devices. According to Werbach and Hunter (2012), game elements and game design techniques are likely to be used for language learning purposes. As a result, using gamification to enhance education quality, helping students be motivated for language learning and providing language learning and improvement opportunities for them became a stylish and resourceful way of the current teaching atmosphere.

Using games in the language learning process is a popular technique used by educators in this Century. According to Dellos (2015), game-based learning is a useful approach in education and an essential means of integrating games in the classroom. The use of educational games in the classroom not only increases student motivation and engagement but also relieves boredom by creating a more entertaining learning atmosphere. As stated by Siegle (2015), the use of educational games as learning tools is found to back up the development of students' cognitive, motivational, emotional and social outlook. Sharples (2000) reports that games in tertiary education boost academic success, motivation and communication. It is an apparent fact that using gamification as a way of foreign language proficiency improvement is proven to be fruitful for language learners.

Kahoot is a popular gamification tool that can be used as supplementary teaching material for learners. It is a free online gaming application that includes quizzes, discussions, and surveys that make the learning process competitive, fun and appealing. Kahoot represents a new generation of student-response systems that has a focal focus on student motivation and engagement through gamification. As stated by Bicen and Kocakoyun (2018), Kahoot is a popular e-learning tool that can be easily used for supporting language learning and creating a lively learning atmosphere for language learners. In spite of the availability of educational games that can be used to improve language learning, the number of studies dealing with the effect of gamification on language learning is scarce in the literature. As a result, in order to close this gap, this study was conducted to focus more on a specific educational game, Kahoot, and its use, benefits and challenges in the language learning process.

Aim and Scope of the Study

The study aims to find out whether Kahoot Implementation in the classroom enhances EFL students' engagement in and motivation towards learning English. The study also aimed to uncover the views of EFL students about the language outcomes developed by using Kahoot in the classroom. Another aim of the study is to identify the challenges faced by EFL learners while playing Kahoot in the classroom.

Research Questions

1. To what extent does Kahoot enhance EFL students' engagement in and motivation towards learning English?
2. What are the views of EFL learners about the language outcomes achieved by using Kahoot in the classroom?
3. What are the challenges faced by EFL learners while playing Kahoot in the classroom?

Limitations and Suggestions

The findings of this research need to be interpreted in the context of its potential limitations. This study was conducted with 73 EFL learners. The number of participants may be extended in order to improve the generalizability and representativeness of the study. Also, in this study, a questionnaire and semi-structured interviews were used in order to collect the intended data. Future studies that will use more data collection tools may provide more reliable data for the literature.

Literature Review

Gamification in Education

Gamification is a way of using the power provided by using games in different contexts. Deterding et al. (2011) define gamification as the use of game elements in non-gaming systems and state that it is mainly used to enhance user experience and user engagement. Gamification uses some elements of games, such as rewards, success, and competition, in a non-game context (Prince, 2013). These elements may serve various purposes in due course of engaging the users with the pre-determined objectives. As stated by Fitz-Walter, Tjondronegoro, and Wyeth (2011), gamification is used to motivate and help students gain experience with the assistance of game elements. Gamification in education is a way of using games as educational tools to foster language learning. It makes use of gaming mechanics, such as points, levels, or leaderboards, and applies these mechanics to create an entertaining and competitive learning atmosphere. Yürük (2019) states that while learning a foreign language, these kinds of activities nurture learning and increase the pace of achieving learning outcomes. They also trigger the social and communicative skills of learners that are essential in the learning process.

Gamification in education might have many potential benefits for learners of a foreign language. As claimed by Vernon (cited in Karatekin, 2017), when young learners play a game, they focus on the activity and continue gaining language subconsciously. Learning subconsciously may end up absorbing grammatical structures better and more and long-term memorization of new vocabulary. In addition to the improvement in grammar and vocabulary knowledge, gamification can also be used as a way to increase language learning motivation for the learners. As described by Muntean (2011), gamification combines and fosters both intrinsic and extrinsic motivation, and elements of gamification such as cooperation, competition, sense of belonging, etc., foster intrinsic motivation, and elements such as points, levels, badges, and etc. foster extrinsic motivation. On the other hand, Huang and Soman (2013)

argue that gamification has a wide-ranging impact on learners, affecting their knowledge, skills, behavior, commitment, and motivation.

In the literature, there are many studies dealing with the influence of gamification on language learning, learner motivation and engagement. For example, a study conducted by Yıldırım (2017) demonstrated that gamification-based teaching practices influenced students' achievement and their attitude toward the lesson in the right way. In another study conducted by Dicheva et al. (2015), it was proven that gamification led to higher engagement, increased attendance and participation for voluntary and involuntary activities and significantly increased the number of answers or contributions. Also, Cheong, Filippou and Cheong (2014) founded in their study that students' attitude towards gamification was quite positive during the language learning process. In another study, Seixas, Gomes, and Filho (2016) uncovered that the more gamification elements implemented into the lesson, the more active the student became.

Use of Kahoot as a Language Aid

Kahoot is a popular gamification instrument that can be used as a foreign language learning and improvement tool. It is a student reply system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys (Byrne, 2013). It is also a user-friendly software that is very easy to access and use via various mobile devices for the learners. The application does not require specific software, knowledge or management, and the questions can be created in a short time and in a simple way. Another advantage of the software is that it is entirely free for the users, which increases the accessibility of the software for the interested students and the teachers. It also offers the opportunity to add multimedia materials such as video clips and podcasts to the questions. In addition, it is likely to publish and share the created quizzes and edit quizzes made by others. With all of these facilities, it is an excellent way of increasing students' participation and improving the interaction between students.

The studies dealing with the effect of using Kahoot as an educational tool for language learners are increasing in number. To start with, Plump and LaRosa (2017) found that Kahoot was practical for teachers to use in their classrooms and needed no prior training to use. Another study conducted by Pede (2017) illustrated that the use of Kahoot increased students' focus and task behaviors, and they liked playing Kahoot and found it easy to use. In addition, Bicen and Kocakoyun (2018) investigated the perception of the students, and the findings of the research showed that the Kahoot application could be used efficiently for gamification of lessons, and this method made students more ambitious and motivated. The study conducted by Yürük (2019) tried to find out whether Kahoot can be used as a review activity in foreign language classrooms and to learn students' perceptions about using this application as supplementary teaching material. The findings specified that students managed to engage in the lessons, and they could master the target language effectively and enjoy learning English using Kahoot. Chaiyo, Y., & Nokham (2017) investigated the effect of using Kahoot on students' concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction. The results show that using this software in the classroom provided many benefits for the learners. On the other hand, Ares et al. (2018) carried out research to find out the effect of Kahoot as a gamification tool to explore learning strategies. The results illustrated that the use of Kahoot in a university classroom had frequently enhanced students' learning, and this development was more common among students who had accomplished better Kahoot performance.

Methodology

Research Design

The study adopted a mixed-method approach that aims to reveal whether Kahoot Implementation in the classroom enhances EFL students' engagement and motivation towards learning English. The study also aims to identify the language outcomes achieved by using Kahoot in the classroom. Another aim of the study is to find out the challenges faced by EFL students during Kahoot implementation in the classroom. Not only qualitative methods but also quantitative ones were utilized in the study to gather and examine significantly more and different sorts of data. In this present study, quantitative methods were used to find out the influence of Kahoot implementation on students' motivation and language outcomes while qualitative methods were used to identify the challenges experienced by the EFL learners while playing Kahoot in the classroom.

Sampling and Participants

This study was conducted during the Fall Semester of 2018-2019 academic year at the School of Foreign Languages of a state university in Turkey. The participants of this research were 73 university EFL students who were selected through convenience sampling technique. Those participants are in their first year in university, and they were attending compulsory preparatory classes from English Language and Literature department. While all of the participant students filled in the questionnaire, 19 of them participated in the semi-structured interview.

Data Collection Tools

The data of the study was collected via a questionnaire and semi-structured interviews. The research questions and data collection tools are presented in Table 1 below.

Research Questions	Data Collection Tools
1. To what extent does Kahoot enhance EFL students' engagement and motivation towards learning English?	Motivation and Language Outcome Questionnaire
2. What are the views of EFL learners about the language outcomes achieved by using Kahoot in the classroom?	Motivation and Language Outcome Questionnaire
3. What are the challenges faced by EFL learners while playing Kahoot in the classroom?	Semi-Structured Interview

It is evident in Table 1 that a questionnaire and semi-structured interviews were utilized as data collection tools. The questionnaire consisted of 2 parts and a total of 31 items. The first part of the questionnaire was adapted from the 'Kahoot Application Questionnaire' of Bicen and Kocakoyun (2018), and the second part was adapted from the 'Kahoot Learning Outcomes Questionnaire' of Benhadj, Messaoudi, Nfissi (2019). While items from number 1 to 19 deal with whether Kahoot Implementation in the classroom enhances EFL students' engagement and motivation towards learning English, items from number 20 to 31 engage in whether EFL students are content with the language outcomes achieved by using Kahoot in the classroom. The items of the questionnaire demonstrated positive reliability (std. alpha > .80) as a result of the pilot study, which was conducted with 26 participants who were excluded from the study later on. Also, semi-structured interviews were used to reveal the challenges experienced by EFL learners while playing Kahoot in the classroom. The interview questions were organized by making use of the examples from the related literature and

checked by another instructor. Each interview took nearly four to five minutes, and the answers were recorded by the researchers.

Data Collection and Data Analysis

During the study, which lasted 14 weeks, the researchers implemented Kahoot into the lesson at least twice a week. In the first and second weeks of the study, the researchers introduced the application and helped the participants learn the key points and functions of the application. Then, Kahoot sections that include cooperative and competitive games were used to engage and motivate the students to learn English. Each Kahoot game focused on specific language targets that were covered in the coursebook of the main course lesson. At the end of the study period, the participants completed the questionnaire, and the obtained data were analyzed by using SPSS 25 statistical package. The data acquired from the semi-structured interviews were examined by adopting a categorical-content analysis approach.

Findings

EFL Students' Engagement and Motivation Towards Learning English

The questionnaire used to collect the intended data includes 2 parts. The first chapter of the questionnaire adapted from the 'Kahoot Application Questionnaire of Bicen and Kocakoyun (2018) was utilized to find out whether Kahoot Implementation in the classroom enhances EFL students' engagement and motivation towards learning English, and it includes 19 items with 5 Likert scale. The researchers analyzed the data by using SPSS 25, and Table 2 demonstrates the findings of the descriptive statistics of the questionnaire filled by the EFL students.

Table 2. Descriptive Statistics of the Questionnaire Items (Chapter 1)

ITEMS	Mean	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
1. Playing Kahoot enables me to learn permanently compared to traditional classroom environments.	4,43	1	1,4%	3	4,1%	6	8,2%	16	21,9%	47	64,4%
2. Kahoot increases my interest in the lesson.	4,69	-	-	2	2,7%	4	5,5%	8	11%	59	80,8%
3. Kahoot improves my success in the classroom.	4,28	2	2,7%	3	4,1%	7	9,6%	21	28,8%	40	54,8%
4. Activities created using Kahoot are more interesting.	4,54	-	-	4	5,5%	4	5,5%	13	17,8%	52	71,2%
5. Kahoot creates an energetic classroom atmosphere.	4,63	-	-	4	5,5%	3	5,5%	7	17,8%	58	71,2%
6. Using Kahoot leads to more effective collaborative learning.	4,09	2	2,7%	5	6,8%	12	16,4%	19	26%	35	47,9%
7. Kahoot increases the effectiveness of the lessons.	4,63	-	-	4	5,5%	3	4,1%	9	12,3%	57	78,1%
8. Kahoot allows me to express myself comfortably.	4,23	1	1,4%	4	5,5%	11	15,1%	18	24,7%	39	53,4%

9. Using Kahoot in education increases my motivation.	4,46	-	-	3	4,1%	8	11%	14	19,2%	48	65,8%
10. Kahoot improves my rapid-thinking abilities.	4,58	1	1,4%	4	5,5%	4	5,5%	6	8,2%	58	79,5%
11. Kahoot provides permanent learning in classroom activities.	4,20	1	1,4	4	5,5%	12	16,4%	18	24,7%	38	52,1%
12. Timely questions in Kahoot activities increase my excitement.	4,43	2	2,7	3	4,1%	6	8,2%	12	16,4%	50	65,5%
13. Kahoot gives me the opportunity to access richer content.	4,34	2	2,7%	4	5,5%	6	8,2%	16	21,9%	45	61,6%
14. The scoring system of Kahoot increases my ambition to be a top-five scorer.	4,49	2	2,7%	3	4,1%	5	6,8%	10	13,7%	53	72,6%
15. The use of Kahoot in the classroom encourages me.	4,42	2	2,7%	4	5,5%	6	8,2%	10	13,7%	51	69,9%
16. The active use of Kahoot builds my courage to participate in activities.	4,52	-	-	4	5,5%	7	9,6%	9	12,3%	53	72,6%
17. Activities performed using Kahoot allow for easy learning of the topic.	4,32	2	2,7%	4	5,5%	7	9,6%	15	20,5%	45	61,6%
18. I look forward to playing Kahoot.	4,42	2	2,7%	4	5,5%	5	6,8%	12	16,4%	50	68,5%
19. I feel highly positive when I play Kahoot in the classroom.	4,52	2	2,7%	3	4,1%	5	6,8%	8	11%	55	75,3%

The mean scores of the items verified that item 2 about the impact of Kahoot on increasing interest towards the lesson (4,69) has the highest mean scores among the other questionnaire items. While 80,8% of the participants marked 'strongly agree,' 11% of the participants marked 'agree' and 5,5% of them marked 'neutral' for the first item. Likewise, item 5 about the creation of an energetic classroom atmosphere by Kahoot (4,63) has a considerably high mean score. For this item, 71,2% of the participants marked 'strongly agree,' 17,8% of the participants marked 'agree,' and 5,5% of them marked 'neutral.' The item having the third-highest mean score is item 7 about Kahoot's positive influence on the effectiveness of the lesson (4,63). For this item, 78,1% of the participants marked 'strongly agree,' 12,3% of the participants marked 'agree,' and 4,1% of them marked 'neutral.' Item 10 about the effect of Kahoot on the rapid-thinking abilities of students (4,58) and item 4 about the engaging activities created by Kahoot (4,54) are the other items that have comparatively higher mean scores than the other items of the questionnaire. While 79,5% of the participants marked 'strongly agree,' 8,2% of the participants marked 'agree' and 5,5% of them marked 'neutral' for the tenth item, 71,2% of the participants marked 'strongly agree,' 17,8% of the participants marked 'agree' and 5,5% of them marked 'neutral' for the fourth item.

On the other hand, item 6 about Kahoot's facilitation of collaborative learning (4,09) has the lowest mean score. For this item, 47,9% of the participants marked 'strongly agree,' 26% of the participants marked

'agree,' 16,4% of participants marked 'neutral' and 6,8% of them marked 'disagree.' Item 11 about permanent learning opportunities provided by Kahoot (4,20) has the second-lowest mean score among other items. For the related item, 52,1% of the participants marked 'strongly agree,' 24,7% of the participants marked 'agree,' 16,4% of participants marked 'neutral' and 5,1% of them marked 'disagree.' Item 8 about fostering impact of Kahoot on students' self-expression (4,23) is another item that has a low mean score among the other questionnaire items. For this one, 53,4% of the participants marked 'strongly agree,' 24,7% of the participants marked 'agree,' 15,1% of participants marked 'neutral' and 5,5% of them marked 'disagree.' Item 3 about Kahoot's positive effect on students' success (4,28) and item 17 about easy learning opportunities provided by the Kahoot implementation (4,32) have lower mean scores than most of the other questionnaire items. While 54,8,5% of the participants marked 'strongly agree,' 28,8% of the participants marked 'agree' and 9,6% of them marked 'neutral' for the third item, 61,6% of the participants marked 'strongly agree,' 20,5% of the participants marked 'agree' and 9,6% of them marked 'neutral' for the seventeenth item.

Language Outcomes Developed by Using Kahoot in the Classroom

The second part of the questionnaire adapted from the 'Kahoot Learning Outcomes Questionnaire of Benhadj, Messaoudi, Nfissi (2019) was used to uncover the views of EFL students about the language outcomes developed by using Kahoot in the classroom, and it includes 12 items with 5 Likert scale. The data obtained from chapter 2 was analyzed by using SPSS 25, and Table 3 sheds light on the findings of the descriptive statistics of the questionnaire filled by the EFL students.

Table 3. Descriptive Statistics of the Questionnaire Items (Chapter 2)

ITEMS	Mean	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
20. Kahoot has had a positive impact on my listening proficiency.	4,19	4	5,5%	3	4,1%	10	13,7%	14	19,2%	42	57,5%
21. Kahoot has facilitated my ability to use technology to improve my English.	4,60	1	1,4%	3	4,1%	4	5,5%	8	11%	57	78,1%
22. I have entertained to study English on Kahoot.	4,56	1	1,4%	3	4,1%	4	5,5%	11	15,1%	54	74%
23. Kahoot has helped me improve my speaking skills.	3,67	4	5,5%	11	15,1%	17	23,3%	14	19,2%	27	37%
24. Kahoot has helped me improve my reading and comprehension skills.	4,49	1	1,4%	2	2,7%	3	4,1%	21	28,8%	46	63%
25. I feel that Kahoot has contributed to the process of enriching my English.	4,39	2	2,7%	2	2,7%	6	8,2%	18	24,7%	45	61,6%
26. I feel Kahoot has helped me develop my writing skills.	3,50	8	11%	8	11%	21	28,8%	11	15,1%	25	34,2%

27. I feel that Kahoot has assisted me in enriching my vocabulary knowledge.	4,47	-	-	2	2,7%	9	12,3%	14	19,2%	48	65,8%
28. I feel that Kahoot has assisted me in improving my grammar knowledge.	4,57	-	-	2	2,7%	8	11%	9	12,3%	54	74%
29. I think that Kahoot has allowed me to reinforce my understanding of English.	4,35	1	1,4%	3	4,1%	8	11%	18	24,7%	43	58,9%
30. I think that Kahoot has provided me the ability to use learning strategies to improve my English.	4,39	3	4,1%	1	1,4%	6	8,2%	17	23,3%	46	63%
31. Kahoot has enabled me to improve my success in the exams.	4,05	4	5,5%	2	2,7%	16	21,9%	15	20,5%	36	49,3%

It is evident from Table 3 that item 21 about Kahoot sessions' facilitation of the students' abilities to use technology to improve their English (4,60) has the highest mean score among others. For this item, 78,1% of the participants marked 'strongly agree,' 11% of the participants marked 'agree,' and 5,5% of them marked 'neutral.' Item 28 about Kahoot's assistance in improving students' grammar knowledge (4,57) has the second-highest mean score, and 74% of the participants marked 'strongly agree,' 12,3% of the participants marked 'agree' and 11% of them marked 'neutral' for the related item. Likewise, item 22 about Kahoot's assistance in creating an entertaining learning environment (4,56) has a high mean score, and 74% of the participants marked 'strongly agree,' 15,1% of the participants marked 'agree' and 5,5% of them marked 'neutral' for this item. Item 24 about Kahoot's assistance in enriching students' reading and comprehension (4,49) and item 27 about Kahoot's assistance in enriching students' vocabulary knowledge (4,47) are the other items that have high mean scores. For item 24, 63% of the participants marked 'strongly agree,' 28,8% of the participants marked 'agree' and 4,1% of them marked 'neutral,' on the other hand, for item 27, 65,8% of the participants marked 'strongly agree,' 19,2% of the participants marked 'agree' and 12,3% of them marked 'neutral.'

In contrast, item 26 about Kahoot's assistance in developing students' writing skills (3,50), item 23 about Kahoot's assistance in developing students' speaking skills (3,67) and item 31 about Kahoot influence on students' exam success (4,05) have the lowest mean scores in the table. For item 26, 34,2% of the participants marked 'strongly agree,' 15,1% of the participants marked 'agree' and 28,8% of them marked 'neutral' for this item. While 37% of the participants marked 'strongly agree,' 19,2% of the participants marked 'agree' and 23,3% of them marked 'neutral' for the twenty-third item, 49,3% of the participants marked 'strongly agree,' 20,5% of the participants marked 'agree' and 21,9% of them marked 'neutral' for the thirty-first item.

Challenges of Using Kahoot in the Classroom

Semi-structured interviews were utilized to find out the challenges faced by EFL students while using Kahoot in the classroom. The researcher interviewed 19 of the participants, and the results were examined by adopting a categorical-content analysis strategy, and relevant themes were identified. Table 4 below provides information about the challenges faced by EFL students.

Table 4. Content Analysis of the Challenges Faced by EFL Students

Themes	<i>f</i>	%
Educational Themes		
• Lacks Language Forms	4	16
• Unfamiliar Learning	3	12
• Mechanical	2	8
Technical Themes		
• Internet Requirement	4	16
• Connection Problems	4	16
• Time Consuming	1	4
Personal Themes		
• Stressing	3	12
• Boring	2	8
• Hard to Follow	2	8
TOTAL	25	100

It is evident from Table 4 that the challenges faced by the EFL students while playing Kahoot are put into three categories, namely, educational, technical and personal themes. Most of the challenges experienced by the students are under the category of 'educational themes. When the orientations collected under this category are considered, it is found out that the participants think that Kahoot lacks language forms to back up their listening and writing proficiency (16%). Some others think that Kahoot provides unfamiliar learning opportunities for them (12%), while a few participants state that Kahoot creates a mechanical learning atmosphere that lacks interaction (8%). The extracts below taken from the participants' interviews can be taken as examples:

Participant 11: 'Kahoot is good for grammar, vocabulary and reading proficiency, but it has no positive impact on my listening or writing proficiency.'

Participant 16: 'Using a game as a language learning material is a new experience for me, and I have difficulty in adapting it.'

When the technical challenges are taken into account, it is evident that the participants are complaining about the internet requirement of the application (16%) as well as its connection problems that prevent entertainment and cooperation during the lesson (16%). A few participants think that playing Kahoot is a time-consuming activity (4%). The extracts below might provide insight into the feelings of the participants:

Participant 5: 'Kahoot requires an internet connection, and it consumes much internet.'

Participants 8: 'Sometimes, in the middle of the game, I lose connection with Kahoot sessions and have to quit playing the game.'

Under the category of personal challenges, the participants point out that the extra competitive nature of Kahoot creates anxiety, and they have difficulty in finding out the correct answers for the questions (12%). While some participants think that Kahoot is a boring game (8%), some others find it hard to follow as a result of the consecutive questions coming continuously (8%). The following extracts from the participants' interviews might exemplify the personal challenges experienced by the participants while playing Kahoot.

Participant 7: 'Playing Kahoot is too competitive for me. It increases my anxiety and stress.'

Participant 15: 'The questions are coming successively without giving time for comprehension and learning.'

As it is apparent from the tables and the extracts taken from the participants' interviews, Kahoot may lead to a few challenges despite being an entertaining and motivating activity that creates various language outcomes for the students.

Discussion

The results of this research revealed some notable points about the use of Kahoot as a tool for language learning and improvement. The results of the study demonstrated that Kahoot provides many benefits for EFL learners, such as helping them gain rapid thinking skills, increasing their interest in the lesson, and creating an energetic and entertaining classroom atmosphere. It is also demonstrated that Kahoot implementation increases the enthusiasm of the students and their motivation towards language learning. This outcome is consistent with the studies of Chaiyo and Nokham (2017) and Yürük (2019), who found out that Kahoot provides concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction to foreign language learners. The results of the study also are in parallel with the results of the study conducted by Bicen and Kocakoyun (2018), who revealed that gamification has an impact on students that renders them more ambitious and motivated.

The study also demonstrated that using Kahoot in the classroom is a compelling incentive for collaboration and competition. As identified by Zarzycka-Piskorz (2016), Kahoot, as an online game used in a classroom, creates a context in which cooperation and competition are nurtured. It is clear that gamification fosters cooperation and competition thanks to the communal and cooperative atmosphere it creates in the classroom environment. This finding of the study is in agreement with Wang's (2015) findings, which showed the positive effects of Kahoot on enhanced collaboration and healthy competition.

Another important outcome of the study is that EFL learners believe that playing Kahoot helped them improve their language proficiency. The findings showed that the implementation of Kahoot enabled learners to improve their vocabulary retention, reading proficiencies and grammar knowledge alongside the others. Besides, Kahoot affected their success and participation in the lesson in a positive way. This conclusion of the study is supported by the studies of Karatekin (2017), Ares et al. (2018) and Uyar (2019), who found out that the use of gamification may serve as an assistance for reading comprehension, vocabulary and general language proficiency development of EFL learners.

It is also identified from the study that despite being a highly valuable language learning aid for the students, Kahoot implementation may lead to a small number of challenges such as creating an unfamiliar learning atmosphere, neglecting some language skills and other technical problems such as excessive internet consumption and lagging during the game. This outcome of the present study has some similarities with the one conducted by Mungania (2003), who conducted a study to see the effect of gamification on language learning and found out that using gamification and technology in the classroom may not have a direct positive influence on students learning as these facilities are not welcomed by some students who used to learn through traditional teaching methods. The result of the study is also supported by the research of Aqasha and Pei (2009), who suppose that gamification may create some challenges such as technical inadequacies both for the students and teachers.

Conclusion

This study was conducted to find out whether Kahoot Implementation in the classroom enhances EFL students' engagement and motivation towards learning English. The study also aimed to uncover the views of EFL students about the language outcomes developed by using Kahoot in the classroom. Another aim of the study was to enlighten the challenges faced by EFL students while playing Kahoot in the classroom. To find answers to the research questions, a questionnaire that includes 2 main parts and semi-structured interviews were used as the data collection tool.

To conclude, in this study, it is proven that Kahoot, a gamification tool for language learning and development, enhances EFL students' engagement and motivation towards learning a foreign language. It is also found out that the use of Kahoot can increase students' motivation and raise their enthusiasm for language learning and improvement. Likewise, it is confirmed that EFL learners have the ability to improve their language proficiency thanks to the use of Kahoot as a language learning aid. On the other hand, despite its positive influence on language learning, Kahoot may stir up a few challenges for the EFL students.

It is evident from the study's findings that gamification may be an effective means of teaching and improving a foreign language. It can be a practical source of language development for EFL learners and act as an incentive for motivation, cooperation and collaboration, which are the necessary elements while learning a foreign language.

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