

## Enhancing EFL Learning Through Computer-Based Gamification: An Investigation of Impact

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**Abstract**

*This study examines the impact of computer-based gamification on English language learning among adult and young learners. In order to gauge any potential impact of this teaching technique on learners, empirical research has been conducted using a quantitative design. Relevant data was collected using two quantitative data collection instruments; a questionnaire and a proctored test. The questionnaire sought to get insights into adult learners' perspectives about web-based learning while the test measured the impact of using Kahoot on English language performance and retention. The current study showed that the use of Kahoot positively affects learners' performance, motivation, engagement, and retention of English language skills and components. Besides, this research offers valuable recommendations to ESL teachers and designers of teaching materials as well, suggesting more integration of gamification in language teaching programs to enhance motivation and enjoyment in the EFL classroom. Furthermore, it emphasizes some advantages and drawbacks of integrating web-based gamification in teaching.*

### 1. INTRODUCTION

The widespread presence of modern technology is evident in many aspects of contemporary life, and the field of English language teaching is no exception. Educational institutions now supply classrooms with state-of-the-art technological tools and resources to enrich the learning experiences and more effectively engage learners (Ebadi, & Mohamadi, 2023). Nevertheless, numerous educators worldwide remain hesitant to embrace these novel techniques that involve technology and continue to adhere to traditional teaching methodologies, wherein the teacher plays a central role in the instructional process.

In this context, the present study promotes a novel trend in language teaching that draws inspiration from technology and artificial intelligence. Specifically, this research aims to investigate the impact of Kahoot which is a web-based gamification platform on language

learning building on the previous research that has established the role of learning games in promoting learning outcomes. As such, this study lies within the broader spectrum of research that focuses on the effectiveness of integrating artificial intelligence into educational settings and its associated challenges.

To thoroughly explore this issue, a literature review was conducted to get insights into previous rigorous research on the topic to highlight possible gaps that future research should address. In the meantime, the study sought to address three key questions related to the topic and are listed as follows:

- **RQ 1:** How does Kahoot impact the learning outcome and performance of learners of English as a foreign language?
- **RQ 2:** To what extent can Kahoot enhance students' motivation to learn English?
- **RQ 3:** What are the perspectives of adult learners of English regarding Kahoot?

These questions were asked to gauge an in-depth evaluation of Kahoot as a leading language learning platform and also to determine if there is any possible correlation between the use of Kahoot and boosting students' motivation. This research stands as a significant contribution to the existing body of knowledge by providing valuable insights into the importance of web-based learning games. Moreover, it uncovers some barriers that many English teachers encounter while incorporating these tools as supplementary classroom resources.

## **2. THEORETICAL BACKGROUND**

Extensive and meticulous research has been undertaken so far in order to highlight the significance of web-based gamification platforms. A number of studies have been published recently and provided a detailed and comprehensive account of the potential of online gamification in boosting English language learning. Some very insightful previous studies on the topic were reviewed, focusing on published research about Kahoot and similar platforms.

Alimova (2023) conducted one of the most recent which is a critical analysis of the English as a second language web-based gamification platform called "Baamboozle" to determine its effectiveness in enhancing students' academic performance. The researcher provided a comprehensive definition of Baamboozle putting it as an online gaming platform that offers English instructors a diverse selection of online teaching games. The study aimed to assess students' perspectives regarding the novel and advanced online game, Baamboozle, by conducting an experimental study utilizing a 7-point Likert scale. The results revealed that students were highly enthusiastic about Baamboozle and strongly recommended incorporating

it into the syllabus for various reasons. Firstly, baamboozle applies to all types of learners. Secondly, the application is tailored to students' needs. Finally, there is an abundance of resources already available for teachers to use expediently.

Similarly, A recent study conducted by Saud, Aeni and Azizah (2022) thoroughly investigated the impact of web-based games on boosting students' motivation to learn English. The findings of the study confirmed a significant correlation between web-based games such as Baamboozle and motivation to learn English. In order to measure the significant impact of web-based gamification on the learning process, a pre-experimental study involving 43 students who have recently registered for an academic writing course was conducted. Results from the study's quantitative instruments pre-test, post-test and questionnaire revealed a substantial rise in the degree of motivation and language performance among students thanks to the implementation of computer-based gamification.

In a similar vein, the study aligns with the perception put forth by Yeh (2010) and Iaremenko (2017) perception that motivation and language learning are mutually related in the sense that students with high levels of motivation are likely to develop robust language competency effectively and quickly. Similarly, authors argued that cutting-edge web-based gamification platforms have a bunch of advantages. Some of these include motivating students to learn English, getting students to cooperate and interact and lowering the affective filter to create a friendly environment for learning. The study points out that teachers should be properly trained to make wise use of such games to enhance learning.

In this respect, Sibatura (2021) carried out a groundbreaking study to thoroughly probe the relationship between the use of Kahoot and vocabulary teaching. Initially, Kahoot as Sibatura put it is an online English learning gamification platform which can be used by instructors to review or teach language input. The study confirmed a set of assumptions proposed by many similar studies such as that of Ngugen & Yukowa (2019) who found a positive correlation between the use of Kahoot and English language learning. Similarly, to find out about the effectiveness of Kahoot in improving students' English vocabulary, Sibatura (2021) in a mixed study used a quantitative and a qualitative data collection tool. Specifically, to gauge the perspective of learners of Kahoot, participants were asked about their perspective using both a questionnaire and an interview to get an in-depth understanding of the issue. Correspondingly, results from the questionnaire and the interview revealed an impact of Kahoot on students' vocabulary learning. In plain terms, Sibatura (2021) aligns with the previous research that Kahoot and similar English online games enhance learning English as a foreign language.

Similarly, to advance research on online gamification, Lofti and Pratolo (2021) conducted a genuinely quantitative study to get an in-depth account of the pedagogical merit of online gamification. Their study involved interviewing 10 students to learn about their perception regarding Kahoot in boosting students' motivation. Their study mainly sought to find out the benefits of using Kahoot. Similar findings were proposed by Korkmaz and Öz (2021), They found that Kahoot contributed to learning since students felt positive about using Kahoot to learn English. Second, the study confirmed that Kahoot was able to create a special classroom atmosphere where students feel enthusiastic and less bored as proposed by Chik, (2014). Therefore, students become focused and more engaged. Moreover, they stated that implementing games like Kahoot enhances positive competition among learners. However, the article highlighted some limitations of Kahoot. For instance, very often students simply quit the game due to unstable internet.

In the same realm, Tan Ai Lin, Ganapathy, and Kaur (2018) conducted a pioneering study collaboratively, which investigated the effectiveness of Kahoot in enhancing the motivation of English language learners. The study is noteworthy in that it built on established findings from prior research on gamification in English language learning, offering additional insights into the topic. The authors reiterated the numerous benefits of using online games that have been proposed by many studies. Specifically, they argued that Kahoot, as a gamification platform for online learning, offers a range of advantages, including attracting students' attention, promoting knowledge retention, supplementing pedagogical practices, developing learners' metacognitive abilities, and fostering teamwork. Notably, the study challenges traditional teaching methods, asserting that they are outdated and can frustrate learners, as they are often dull and unengaging.

As Yap (2016) commented, students can become drowsy or daydream while being taught using conventional methods. To test these assumptions and others, Tan Ai Lin, Ganapathy, and Kaur (2018) conducted an empirical study involving tertiary students, to examine the impact of Kahoot on students' motivation and retention. To this end, a questionnaire and interview were employed to collect pertinent data, scrutinizing learners' beliefs and attitudes towards Kahoot and determining whether it affects their learning. The results revealed a significant correlation between the use of Kahoot and other similar platforms and increased intrinsic and extrinsic motivation. As a result, their study recommends incorporating more Kahoot into English language learning to further enrich the learning environment. Additionally, the authors called for further quantitative research to enhance our understanding of Kahoot as an online gamification platform.

Based on the rigorous existing literature, it is reasonable to assert that prior research on the topic has demonstrated a correlation between the use of web-based gamification and increased motivation to learn English. These studies also recommend a comprehensive utilization of such platforms to augment English learning in the classroom. Interestingly, the previous research shares similar attitudes concerning both the advantages and disadvantages of web-based gamification. However, Despite the abundance of insightful research conducted on the topic, a critical gap remains in the existing literature. While existing studies have predominantly focused on the role of gamification in enhancing students' motivation and knowledge retention, there is a noticeable dearth of research exploring the connection between artificial intelligence and online learning games. While online learning platforms are often inspired by artificial intelligence, this critical aspect of gamification remains under-explored. Thus, research should prioritize a comprehensive investigation of this area, bridging the current gap in the literature and deepening understanding of the potential connection between artificial intelligence and online gamification.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Approach**

For a thorough exploration of the topic, a quantitative research design was utilized, with the findings reported numerically to answer the research questions of the current study. This approach is indeed systematic and structured in that when implemented properly can minimize personal bias. The rationale for adopting a quantitative approach was to draw generalizations about the entire population of English learners about the impact of using Kahoot on students' performance. In addition, the current paper utilized statistical techniques for further reliability and validity of findings.

#### **3.2. Research hypotheses**

- *Null hypothesis (H<sub>0</sub>):* There is no significant difference between students who were allowed a blended teaching using Kahoot and students who were instructed conventionally in terms of academic performance and motivation.
- *Alternative hypothesis (H<sub>1</sub>):* The use of web-based language learning platforms like Kahoot will significantly impact students' academic performance and motivation of students compared to conventional teaching methods.

#### **3.3. Research design**

In an attempt to investigate the correlation between students' performance and the use of web-based gamification, a well-designed true experiment was conducted with the aim of either

confirming or refuting the research hypotheses. The experiment involved testing two groups: a control group, which received traditional instruction, and an experimental group which attended English language sessions where Kahoot was used either to introduce new content or to practice newly presented items. Participants were randomly assigned to the two groups, making use of a true experimental design. Therefore, the true experimental design was used because participants of the study were randomly assigned and as researchers, we had little control over them.

### **3.4.Types of data**

For the purpose of this research primary data was collected directly using instruments developed genuinely by the researchers. Primary data has been used because it is first and foremost very relevant to the research at hand guaranteeing the collection of pertinent data.

This investigation involves two distinct categories of learners; adult and young. In order to obtain insightful and informative data, both types of learners were enlisted in this research. The first category was comprised of two groups of young learners, aged 14 to 16, who were enrolled for a language course at a language school. One group was exposed to a blended learning approach, which included conventional classroom sessions augmented by immersive and extensive web-based gamification utilizing Kahoot.

In contrast, the second group was solely instructed through conventional classroom instruction. Upon the completion of a unit of instruction, both groups undertook identical tests, and their scores were juxtaposed to ascertain whether gamification had a statistically significant impact on the learning outcomes. Additionally, the perspectives of the learners were integral to this study. So, to comprehend their perceptions, adult learners from diverse programs were surveyed regarding their perspectives on the integration of web-based gamification.

This research employed two sampling methods; the probability and the non-probability mainly the convenient sampling and the simple random sampling. The convenience sampling method was used due to the researchers' lack of control over the population. Rather than deliberately choosing participants, the researchers accessed classes to which they were already assigned for the experiment. Besides, the survey utilized the simple random sampling method in which participants were sent a questionnaire to complete and submit. In so doing, participants were randomly recruited for the study.

### **3.5.Sample Size & Research Instruments**

Table 1 below displays the sample size for the current study. The control and the experimental groups were made up of equally 30 students while the questionnaire involved 100 participants.

Table 1: The sample size of the study's participants.

<b>Instrument</b>	<b>Group</b>	<b>Sample size</b>
Unit Test	Control	30
	Experimental	30
Questionnaire	Adult learners (Business English/ Medical English/ General English)	100

To conduct a comprehensive investigation, this study utilized two research instruments to gather data. A test was administered to explore any possible correlation between the utilization of web-based gamification tools such as Kahoot and students' academic performance. The research focused on unit 7 of the Second Edition of Got It 2 textbook meant for young learners, and the control group received conventional instruction while the experimental group was provided with review activities using Kahoot at the end of each lesson. The students were subsequently given a test to evaluate their comprehension of the material. Additionally, a 5-point Likert scale questionnaire was employed to gain insight into the perspectives of adult learners concerning their viewpoints on Kahoot and their experience with it.

### **3.6.Data Distribution and Analysis**

To determine whether there is any significant difference in the scores of both the control and experimental groups, an Independent Samples T-test was used. This test is very important because the p values were used to statistically determine if there is any significant difference between the two groups. Besides, responses from the questionnaire were analyzed to get an in-depth understanding of the problem at hand. To do so, the descriptive statistics of each item are provided.

The data used for this research, test scores, is normally distributed. This is evidenced by the normality tests shown in the table below (Table 2). Both tests have a significance level higher than the threshold 0.05 meaning that the alternative hypothesis that the data is not normally distributed is rejected. The p-value of both tests is  $\alpha = 0,007$  for Kolmogorov-Smirnova and  $\alpha = 0.25$  for Shapiro-Wilk.

Table 2: Normality test of the Test.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Tests score	,137	60	,007	,954	60	,025
a. Lilliefors Significance Correction						

#### 4. RESULTS

Results from both instruments; test and questionnaire indicate a positive attitude towards the use of Kahoot to enhance English language learning. The test indicates that there is a significant difference between the two observed groups; the control and the experimental. The experimental group which was instructed conventionally in addition to reinforcing the input with Kahoot at the end of each class outperformed students in the control group whose instruction did not involve any gamification. Besides, the survey also concluded that students especially adults hold a very positive attitude that Kahoot truly contribute to enhancing their English language learning.

##### 4.1. Achievement Test

To measure the impact of Kahoot on academic performance, a test was administered. Two English classes attended the experiment as a sample. The experimental group was instructed to use both Kahoot while the control group was not allowed any access to any web-based gamification platforms. The sample taking part in this study is illustrated in the table below:

Table 3: Study's sample size of the post-test.

Groups				
		Frequency	Percent	Valid Percent
Valid	Control Group	30	50,0	50,0
	Experimental Group	30	50,0	50,0
	Total	60	100,0	100,0

The table above (Table 3) represents the distribution of participants in this study across the two groups; the control and the experimental. It shows a total number of 60 participants distributed



equally in two groups with 50% each. This is important because equality in participation distribution allowed for comparing the two groups.

The table below (Table 4) below compares the mean of the two groups based on one single variable which is the test scores. The table shows that the mean of the experimental group  $M = 14.11$  is higher than the mean of the control group  $M = 11.58$ . It also shows that the experimental group has a lower standard deviation  $SD = 1.99$  while the control group has an  $SD$  of 3.24 which means that scores in the experimental group tend to cluster around the mean than in the control group. Based on this result it could be statistically concluded that there is a significant difference between the two groups.

Table 4: Group statistics (Control & Experimental).

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Control group	30	4,00	17,00	11,5833	3,24059
Experimental group	30	10,00	18,00	14,1167	1,99432
Valid N (listwise)	30				

To compare the two groups and to determine whether there is a statistically significant difference between the two groups, a t-test was used. Results from the Independent Samples T-test show a significant difference between the control and the experimental groups. The table below (table 5) demonstrates the statistical differences between the two groups.

Table 5: Independent sample t-test results.

<b>Independent Samples Test</b>									
Levene's Test for Equality of Variances			t-test for Equality of Means						
F	Sig.		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Score	Equal varian ces assum ed	8,5 0	,005	-3,64	58	,001	-2,533	,694	-3,92	- 1,1 42
	Equal varian ces not assum ed			-3,64	48,2 1	,001	-2,533	,694	-3,92	- 1,1 3

The table shows the p-value is  $p = 0.01$  which means that the null hypothesis that there is no significant difference between the two groups is rejected. This is because the  $p$ -value is lower than the threshold level of significance 0.05. This suggests that there is a significant difference between the two groups. Generally, t-test results show that the group which were allowed exposure to web-based games performed greatly in comparison to the control group that was allowed no access to web-based games.

#### 4.2.Survey

To bolster the findings from the test, 100 students were surveyed. A questionnaire was designed to justify and provide more insights into the results of the test. A survey was sent out to participants randomly which explains the unequal distribution of gender responding to the survey. As the figure below (Figure 1) shows, 64 participants were identified as males and 36 as females. This makes up 64% of the total sample were males and only 36% were females which suggests that the majority of participants were males. This is due to the random assignment of the survey to participants.

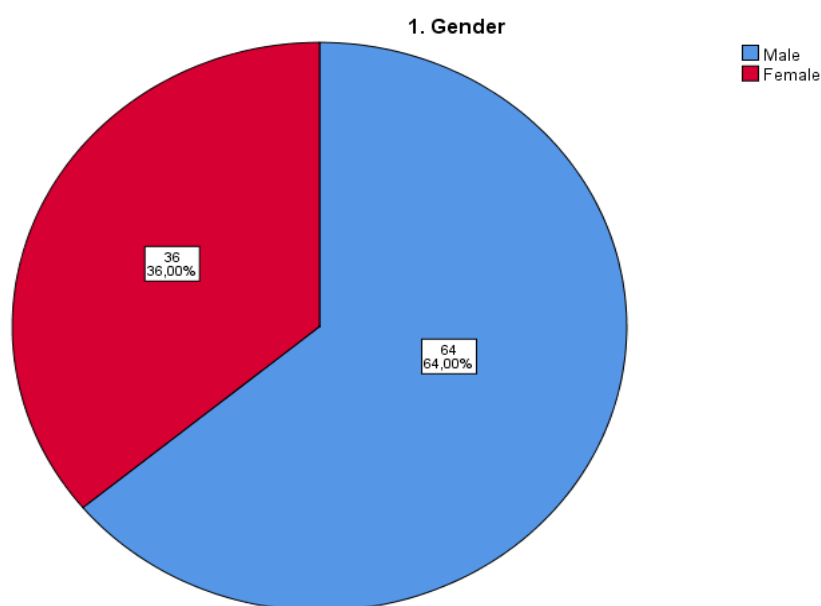


Figure 1: Gender distribution

A 5-point Likert scale questionnaire of 12 items was designed to learn about the students' perspectives on Kahoot. The Cronbach's Alpha was used to measure the consistency of the items. The table below (table 6) shows a good level of reliability. The Cronbach's Alpha is 0.75 indicating that items are consistent with one another and tend to measure the same underlying concept.

Table 6: Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
,757	12

The table below (Table 7) indicates the findings of a survey that involved 100 participants on the use of Kahoot as a learning gamification platform. The survey is made of 12 items and participants were asked to rate their level of agreement from strongly agree to strongly disagree on a 5-point Likert scale

Table 7: Frequency table of respondents

Frequency table							
	N Statistic	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Total
		Percent	Percent	Percent	Percent	Percent	Percent
	100	0	7	11	39	43	100
1. Kahoot is easy platform to access and use.	100	0	0	7	50	43	100
2. Kahoot helped me better understand the course materials.	100	4	0	3	33	60	100
3. Kahoot was engaging and enjoyable.	100	7	9	16	55	13	100
4. Kahoot helped me to actively participate in the learning process.	100	6	10	16,7	53,3	13,3	100
5. Kahoot provided immediate correct response.	100	0	4	0	74	22	100
6. Kahoot helped me retain information	100	3	0	8	52	37	100
7. Kahoot increased my motivation to learn English.	100	3	3	16	56	22	100
8. Kahoot was a valuable to my learning experience.	100	0	3	15	41	41	100
9. I would recommend Kahoot to other learners English.	100	3	3	17	52	25	100
10. Kahoot improved my test scores.	100	0	0	24	44	32	100
11. Kahoot was a valuable tool for collaborative learning.	100	0	0	9	58	33	100
12. Kahoot made it possible to track my progress and identify my strength and weakness.	100	0	0	10	56,7	33,3	100
Valid N							

The results show that most of the participants around (60 % to 70%) positively agree or strongly agree that Kahoot helped them understand the course materials, provided immediate feedback, and improved test scores. Similarly, more than 83% of participants agreed or strongly agreed

that they found Kahoot engaging and enjoyable while 10% of participants only who were reported either undecided or expressed a disagreement attitude. Generally, the survey confirmed the alternative hypothesis that Kahoot is an effective tool for English language learning.

## **5. DISCUSSION**

Based on the insightful findings, it can be concluded that there are some advantages as well as limitations of using web-based gamification platforms such as Kahoot. This paper discusses some of these intending to sensitize teachers to explore the full potential of Kahoot and avoid its limitations.

### **5.1. Advantages of English learning web-based gamification platforms**

Utilizing web-based gamification can significantly enhance collaborative learning. As previously stated by Saud, Aeni and Azizah (2022), online English learning, in particular, benefits immensely from gamification as a learning approach, as it encourages cooperative learning. Students learn from each other as they discuss and negotiate possible choices before selecting the best option. This peer learning process involves exchanging knowledge among students, leading to increased motivation to interact with peers and reduced reluctance to ask questions. Collaborative learning in this mode creates a stress-free environment with a low affective filter, allowing students to study and exchange knowledge comfortably. In short, such web-based learning platforms are a genuine chance to build teamwork.

In a similar vein, it is obvious that motivation and language learning are mutually related. Motivation plays a substantial role in improving learners' self-confidence Ebata (2008). Numerous previous research on the topic indicated a significant relationship between the use of web-based English learning games and motivation (Johns, 2015; Kikuchi, 2019). Similarly, this study aligns with antecedent research in that both assessments and results from the questionnaire indicated that gamification tremendously impacts motivation to learn English. In precise terms, English language web-based platforms such as Kahoot effectively boost intrinsic and extrinsic motivation. Intrinsically, the drive to win over the competing individuals and score higher eagerly incites students to harness their language knowledge to select the proper choice.

Extrinsically, the competitiveness of the learning environment increases students' excitement to holistically engage in the game and beat the competing team. Strikingly, such fun activities promote students' motivation to stay tuned and remain focused during the instruction phase to be able to do well during the game (Licorish, George, Owen, & Daniel, 2017). So, they learn

as much as they can to be able to do well in the competition at a subsequent stage of the lesson. Interestingly, it is worth mentioning that discipline problems are less frequent in classrooms where teachers use such games simply because as we mentioned previously it takes language knowledge to succeed in the game.

As this study empirically pointed out, there is a relationship between using web-based gamification and course outcomes. It has been proven true in this study that students who used Kahoot as supplementary material for the learning syllabus outperformed those who were instructed conventionally. For the sake of illustration, web-based gaming platforms are remarkably interactive and allow for discussions to take place. Presumably, when students pick out a choice and it turns out that it is wrong; teachers often don't let it go unnoticed. Instead, they take the opportunity to communicatively elicit the right answer along with justification for the disclosed correct choice. In so doing, students bolster their understanding and better comprehend the lesson, especially grammar and vocabulary. Additionally, the platform under study allows for inserting visuals which maximizes students' chances to remember language content, especially visual elements. In a similar vein, playing such games is always purposeful in the sense that it is considered a form of formative assessment where teachers check understanding and in case students need more input, remedial work is designed and implemented subsequently to help them get over their learning difficulties and boost their performance.

This teaching method is pertinently suitable for all age groups. So far, it has been implemented in classes with all categories of learners; young learners, tweens, teens and adults in several programs and proved efficient. To elucidate, adult learners feel a remarkable sense of achievement whenever they score higher and therefore their self-confidence is naturally increased. In this regard, web-based platforms are very attractive to all categories. Fascinatingly, to make it more attractive the platforms can be customized to add pictures and even animated pictures to attract young learners' attention. Likewise, the platforms can be customized to look straightforward. Exclusively, Kahoot attracts adult learners more because learning can be personalized in the sense that learners can type a nickname and choose an icon. Quite often learners conceal who they are for more fun and suspense. Therefore, adding a personal touch and the ability to choose a corresponding icon and a nickname makes the platform more attractive and students more willing to play it.

Web-based learning platforms for games have a lot more advantages. They are very genuine teaching tools to check to understand. They can be used as tools to evaluate students' learning

Ben-Zadok, Leiba, & Nachmias (2011). In plain terms, teachers quite often get students to play a quick game to measure the extent to which they have assimilated the presented content. Correspondingly, online platforms for games can serve as a tool to test the attainability of the learning objectives. Straightforwardly, if students show a good command of the lesson while playing the game, then the objective of the class is attained. In so doing, language teachers in favour of this teaching method help students recycle language input and make more sense of it. One good reason to employ web-based gaming platforms is to use them as a warm-up activity. Many teachers make use of them to activate the students' schema to elicit students' previous knowledge on the topic in an amusing way.

This diagnostic process is very valuable because it informs the teacher on the previous knowledge of the students. Therefore, Kahoot for example is a good alternative to the conventional assessment methods. Teachers can use such platforms, especially Kahoot to assess students' learning. Indeed, this hasn't been yet empirically tested. I suggest that future research on the topic should be directed towards finding more about the relevancy of such platforms in evaluating the learning process. Teachers can use Kahoot to assess students' learning. This is because, for instance, Kahoot provides a score report for each individual and scores can be kept and communicated with students themselves or the administration board. Indeed, this hasn't been empirically tested. However, this area of assessment requires further research because some studies challenged Kahoot's capacity to stand as a reliable source of assessment.

### **5.2.Limitations of Web-based platforms for English learning games**

Kahoot like many other language learning gamification platforms comes in two versions free and paid. The free version is an open source that everyone can access free of charge. For instance, to use the free version of Kahoot it takes only setting up an account and signing up. This allows teachers to use basic features only, but to explore the other functions of the game such as uploading pictures requires signing up for the premium version which entails paying the fees.

Besides, one common drawback of Kahoot is that it mandates a stable internet connection. Quite often some students are not part of the game either because they don't have access to an internet connection or they don't have an electronic gadget be it a phone tablet or laptop, especially with young learners. Some students get demotivated when there is an internet interruption and they cannot follow as a result or when the batteries of their gadgets are dead in the middle of the game.

One disadvantage of not being able to afford the premium version is that the free version cannot be customized. Mostly, teachers are confined to using the free-of-charge features and music. In the long run, students get bored with the same background pictures every time. Besides, it is even worse when teachers cannot customize it and add a personal touch such as a picture.

As Kahoot and a bunch of other similar platforms are now part of the teaching process, some teachers might use them as an assessment tool. However, there is always an ongoing debate regarding the validity and reliability of online gamification platforms as assessment tools. Chiang (2020) for example reported many deficiencies with Kahoot as an assessment tool claiming that many issues underpin Kahoot when employed to assess students learning. In practice, Chiang's claim is right in the sense that Kahoot cannot serve the objectives of proctored assessment. On the one hand, students can focus as the many distractors interfere such as the background noise as well as the excitement that the game involves on the other there will be certainly issues with grading students as Kahoot does not come with a standardized grading system.

### **5.3. Students' perspective on web-based English learning gamification platforms**

Generally, students are very positive towards using web-based gaming platforms in English classrooms. Data from the questionnaire revealed that the platform impacted students' motivation and eagerness to learn English. Many students find it very easy to access and use the platform especially Kahoot which takes only a few seconds to load. Furthermore, many surveyed students posited that the game is very enjoyable and entertaining. The fact that such platforms have special effects makes them very attractive to learners. Not only have that, but Kahoot also provided immediate feedback which allowed further elaboration by the teacher. Additionally, students are very positive because the application helped them to track their progress and score higher in all types of assessments whether oral or written.

## **6. CONCLUSION**

This study highlighted the fact that incorporating web-based learning games into English language teaching syllabi improves students' performance and motivation. It identifies Kahoot as a useful instrument for achieving instructional goals. Based on the findings presented above, the research underlines the significance of including educational web-based gaming sessions in teachers' lesson plans.

The study confirmed the significant impact of Kahoot on enhancing English language learning which is evidenced by the outstanding performance of the experimental group. In simpler terms, exposing learners to such gamification platforms results in reinforcing the newly



presented language input and therefore maximizing students' chances to retain and use newly acquired language in authentic contexts.

The study also emphasizes the adaptability of these gaming platforms to serve as instruments for both formative and summative evaluation. In other words, teachers can use these platforms to implicitly evaluate learning, allowing learners to discover areas that require remedial or corrective actions. Alongside the positive effect on the assessment component, teachers may use web-based learning games to improve learners' engagement and performance in the classroom.

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