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Kahoot! for Enhancing Students' Motivation: EFL Teachers' Perceptions

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Abstract

Kahoot! is a student response system that effectively engages students in the classroom through gamification. It is a powerful tool to introduce new concepts or assess learners' mastery of a subject. This study aimed to investigate EFL teachers' perceptions toward using Kahoot! as a motivational tool in their classrooms. The study was restricted to EFL teachers (male and female) in Al-Madinah Al-Munawwarh, who taught elementary levels in public schools during the second semester. A questionnaire for EFL teachers was constructed as the main instrument for the study. Descriptive statistics (frequencies, means, and standard deviations) were used to analyze the data. The results show that Kahoot! influences students' motivation positively. More specifically, based on the teachers' perceptions, Kahoot! motivates students to be attentive, engaged, and collaborative in the classroom. The results also show that teachers' perceptions were not affected by the variables of gender and years of experience. All teachers, regardless of their gender or years of experience, had positive perceptions toward Kahoot! Based on these findings, it is recommended that Kahoot! be regarded as a teaching tool that is beneficial for teaching English as a foreign language. Moreover, Kahoot! is recommended for use as a motivational tool to enhance EFL learners' motivation. Teachers should also receive professional training for incorporating game-based learning platforms into their daily instruction to help students to remain engaged, motivated, and attentive in the EFL classroom.

Keywords : *Kahoot, Motivation, EFL teachers.*

اتجاهات معلمو اللغة الإنجليزية كلغة أجنبية نحو استخدام كاهوت لتعزيز دافعية الطلبة

أ/ ريم سليم سلامة الأحمدى: طالبة دكتوراه في مناهج وطرق تدريس اللغة الإنجليزية

- كلية التربية - جامعة أم القرى بالمملكة العربية السعودية

المستخلص:

يعد برنامج كاهوت من البرامج التعليمية التي تعتمد على استجابات الطلاب من خلال التعلم باللعب، والذي من شأنه أن يؤثر بشكل فعال على تفاعل الطلاب داخل الصف. ويعتبر أداة ممتازة لعرض المفاهيم الجديدة، وتقييم الطلاب خلال العملية التعليمية. هدفت الدراسة الحالية إلى استقصاء اتجاهات معلمي اللغة الإنجليزية نحو استخدام كاهوت كأداة محفزة داخل الصف الدراسي. وتكونت عينة الدراسة من ٤٤ معلمًا (إناثًا وذكور) من معلمات المرحلة الابتدائية بالمدينة المنورة، وقد استخدم المنهج الوصفي لتحليل البيانات وهي التكرارات، والمتوسطات، والانحرافات المعيارية. وقد أظهرت نتائج الدراسة بأن اتجاهات معلمي اللغة الإنجليزية نحو استخدام كاهوت كأداة محفزة إيجابية، مع عدم وجود فروق ذات دلالة إحصائية في اتجاهات. كما أظهرت إن توظيف مثل هذا النظام في صفوف تعليم اللغة الإنجليزية بوصفها لغة أجنبية يسهم في جذب الطلاب إلى تعلم اللغة بحرية وسعادة. وفي ضوء هذه النتائج قدم الباحث مجموعة من التوصيات منها: أ) أهمية استخدام كاهوت للغة الإنجليزية داخل الصف الدراسي لتعزيز دافعية الطلاب ، ب) ضرورة تقديم البرامج التدريبية للمعلمين على طريقة استخدام برنامج كاهوت داخل الصف الدراسي.

الكلمات المفتاحية: كاهوت ، الدافعية ، معلمي اللغة الإنجليزية.

Chapter One: Introduction

Introduction

Technology plays a significant role in the lives of the new generation students, since they are growing up surrounded by digital technologies such as laptops, smart devices, tablets, and social media, which have completely changed the way people communicate and interact. Due to the rapid advances in information technology and communication, recent calls for integrating technology into teaching and learning processes should be heeded. Indeed, Graddol (2012) claims that “technology lies at the heart of the globalization process, affecting work, education and culture” (p. 18). Technology enhances the teacher’s teaching strategy by providing exciting activities that improve students’ competence (Asri Siti & Santiana, 2017). Alsulami (2016) concurs that technology tools could be useful in enhancing learners’ language skills.

Mobile technology has developed very rapidly in the last decade. Therefore, with the increase in smartphone and tablet applications, teachers are developing and implementing new applications and digital content for mobile teaching and learning in different disciplines and subjects (Zang, 2015). Mobile technology is currently a feasible approach to overcoming many of the obstacles in teaching EFL. Wang, Shen, Novak, and Pan (2009) assert that M-learning plays a vital role in engaging students in the learning process. In addition, many researchers, such as Hwang et al. (2014), Wu (2018), and Azar and Nasiri (2014) agree that integrated mobile technology enhances different skills and aspects in EFL classrooms, such as listening, speaking, pronunciation, vocabulary, and grammar.

In support of the positive effect of using mobile technologies in language learning, Bozdoğan (2015) used a qualitative meta-analysis design to review 32 MALL research papers published

between 2010 and the first half of 2015, in order to summarize the current research trends in MALL. The review put a spotlight on the effectiveness of mobile learning in the context of language learning and teaching at all levels. Furthermore, Taj, Sulan, Sipra, and Ahmad (2016) conducted a meta-analysis of 13 studies published between 2008 and 2015 to find out the effectiveness of MALL and synthesize the lessons learned so far. Results confirmed that there is a positive relationship between using mobile technologies and learning and teaching, with an overall effect size of 0.8, which is considered highly significant. Using a digital game is one way of using technology in EFL classroom.

The early use of gamification in education appeared in a game-based learning context, and it created a higher level of motivation in the users (Ebrahimzadeh & Alavi, 2017). There has been a shift from the Student Response System (SRS) to a Game-based Student Response System (GSRS), where the teacher designs interactive quizzes and presents them through lectures and slides to enable the students to respond to questions using the web browser on their digital devices, such as Kahoot! (Licorish, George, Owen, & Daniel, 2017).

In 2013, Kahoot! became a popular online game used by teachers as an exciting tool to check learners' knowledge and improve their involvement in the learning process. Kahoot! allows teachers to design quizzes in which students participate as players in a "game-show" (Wang 2015), thus integrating gamification principles (e.g., audio and a scoreboard with a "points" system) into an informal assessment procedure.

Based on the above introduction, the current study aimed to investigate teachers' views on using Kahoot! to enhance student motivation.

Statement of the problem

Technology is everywhere nowadays. It plays an essential role in students' lives since this generation is growing up surrounded by technology; they use it almost every minute. Teachers are constantly looking for innovative methods and ideas to improve students' motivation, especially in the EFL classroom; therefore, technology is increasingly being integrated as part of teaching to enhance students' motivation (Lincorish et al., 2017).

Many studies agree that games motivate students to learn (Connolly, Stansfield, & Hainey, 2011; Ebrahimzadeh & Alavi, 2017; Hanus & Fox, 2015). Furthermore, digital games enhance learners' enthusiasm to get involved in the learning process (Hakulinen, Auvinen, & Korhonen, 2015; Poondej & Lerdpornkulrat, 2016). One of the effective and commonly used applications is Kahoot! It represents a new way of SRS that motivates students through gamification. Kahoot! is straightforward to use and has several features that are effective in enhancing student learning. It is an evolution of the previous *Clicker*, but it is a fun and free online tool, and students do not need to register for an account or download an application, which can waste time and complicate the process (Plump, 2017).

The researcher conducted a pilot study aimed at finding out how teachers used different web-based applications with their students in the EFL classroom in Almaden. The results showed that some teachers were using Kahoot! at different stages. However, most teachers used it with primary students. They indicated that Kahoot! did not need any special equipment, an account, or even downloading the application. Therefore, the current study intended to examine teachers' views on using Kahoot! for enhancing students' motivation.

Aim of the study

This study aimed to investigate EFL teachers' perceptions on using Kahoot! as a motivational tool for EFL learners in primary school.

Questions of the study

The current study was designed to explore the following research question:

What are the perceptions of EFL teachers toward using Kahoot! as a motivational tool?

Five sub-questions are derived from the research question

1. What are the perceptions of EFL teachers toward using Kahoot! to motivate students to be attentive during the lesson?

2. What are the perceptions of EFL teachers toward using Kahoot! to motivate students to get engaged in the class?

3. What are the perceptions of EFL teachers toward using Kahoot! to motivate students to collaborate?

4. Are there any differences in the levels of using Kahoot! as a motivational tool attributed to the gender variable?

5. Are there any differences in the levels of using Kahoot! as a motivational tool attributed to the years of experience variable?

Significance of the study

The current study is significant for the following reasons:

It may encourage language teachers to utilize Kahoot! in the classroom to provide a more motivating learning environment.

It may stimulate language teachers to try new pedagogies and tools to make their classes more interactive and enjoyable.

It may add to the literature available on the advantages of integrating Kahoot! in the language environment.

It may help curriculum designers to add Kahoot! as a teaching tool in the English language curriculum.

Definition of terms:

Kahoot!

According to its website, “Kahoot! is a game-based learning platform, free for teachers of awesome and classroom superheroes. Play, learn, have fun and celebrate together.”

Motivation

Gardner (1985, p. 10) defines motivation as “a combination of effort and desire to obtain the aim of learning the language as well as a positive attitude toward learning the language.” Also, motivation “can influence what, when, and how we learn” (Pintrich & Schunk, 2002, p. 6).

In this study motivation is the external factor of Kahoot! that stimulates desire and energy in EFL students to be attentive, engaged, and collaborative in the classroom.

Delimitations of the study:

This study was delimited to:

1. Investigating EFL teachers’ perceptions toward using Kahoot! as a motivational tool.
2. The EFL teachers who work in public schools in the city of Medina, KSA.
3. The EFL teachers who teach at the primary level.

Theoretical background and literature review

The purpose of this section is to survey some previous studies related to the current study. To achieve this goal, the literature review gives an overview of the key concepts of the study. Therefore, this section provides an overview of previous research

on teaching and learning English as a foreign language, motivation, ICT in ELT, mobile learning, and Kahoot! in learning English and how it enhances students' motivation.

Theoretical background to the present research

Digital games and language learning motivation

Many learners regard educational games as boring (Kinzie & Joseph, 2008). Therefore, identifying and selecting a suitable digital game may improve students' motivation (Dickey, 2011; Wu, Chiou, Kao, Hu, & Huang, 2012).

Malone and Lepper were the first to study motivation in educational games (as cited in Tzeng, 1999). To ensure a learning environment, such as a gaming activity, that intrinsically motivates learners, Malone and Lepper identified four factors: challenge, curiosity, control, and fantasy. They stressed that "challenge" games should be kept within the learners' abilities and must have a goal that is personally meaningful to the learners. The game should give the players immediate feedback to keep them engaged and motivated and to avoid frustration, anxiety, and boredom (Vygotsky, 1978; Kiili, De Freitas, Arnab, & Lainema, 2012).

"Curiosity" could be raised by means of audio-visual or sensory stimuli or appealing game-stories. "Control" refers to the idea that learners playing a game should feel a sense of control over it and understand that it is their actions and decisions that shape the outcomes – it should foster students' autonomy. Lastly, "fantasy" should be present so that learners experience states, conditions, situations, jobs, etc. that are not currently present. For example, in the game, a student could be a footballer, manager, warrior, etc.

Motivation can be intrinsic or extrinsic. Intrinsically motivated students do not need external motivating factors; these students provide their own motivation. External factors play a

positive role in externally motivated students. These external factors may have positive or negative effects. Examples of factors that may affect motivation include gifts, praise, platform, appreciation, strategy, and rewards.

Motivation theories

Motivation has been studied as an important factor in Social Psychology, Educational Psychology, and Organizational Science. Here, the researcher focuses on motivation theories that are related to gamification.

Need-based theories

Need-based theories are related to intrinsic motivation in games. They include Maslow's hierarchy of needs, the Need Achievement Theory, Goal-setting, and Self Efficacy. These are briefly explained in the following subsections:

Maslow's hierarchy of needs

This is the earliest and most famous theory of motivation by Abraham Maslow. According to Maslow, human behaviors are driven by people's need for safety, belonging, love, esteem, and self-actualization (Namy & Woolf, 2009).

In the game, players attempt to understand the basic rules of the game. Also, they need to feel safe by knowing the information for persisting and winning. They need to feel comfortable when they play and eventually achieve the game's goal. After knowing that winning isn't impossible, there is a need to increase self-esteem through the rewards and points in the game. Finally, players need to feel autonomous to be able to play according to the game's rules and constraints (Richter, Raban, & Rafaeli, 2015).

Need Achievement Theory

The Need Achievement Theory refers to an individual's desire for success, which indicates high ability and seeks to avoid failure,

which may be regarded as a sign of low ability. These two aspects affect the level of difficulty of the task. Learners with high motivation to succeed prefer the intermediate level of difficulty of the task, while the low motivation learners prefer the easy tasks(D'Elisa, 2015).

Games often display achievement systems and rewards. These systems aim to motivate and encourage learners to play and monitor their performance. According to Montola, Nummenmaa, Lucero, Boberg, and Korhonen (2009), achievement systems are rewarding systems that create a fun, friendly, and competitive environment.

Goal-setting theory

A goal refers to what an individual is trying to achieve (Locke et al., 1981). Students are motivated either to acquire or learn information or skills. The goal-setting theory stresses that the goal must be difficult, specific, related to the context, and immediate (Ling et al., 2005).

Educational games often have a goal that intrinsically motivates learners to achieve that goal. Moreover, the goal in the game should be challenging and specific and should reflect the lesson objectives.

Self-efficacy

According to Bandura (1979) self-efficacy is the confidence one has in her or his ability to perform or achieve a goal. Self-efficacy enhances motivation. Learners develop self-efficacy through interaction with their environment, teachers, and classmates.

Self-efficacy in games is the confidence that learners have in their ability to win the game (Pavlas, 2010). Through the interaction between learners and their environment, teacher, and classmates during the educational games, learners' self-efficacy is

developed. Providing immediate feedback and ranking students according to their performance in the game also enhance self-efficacy and motivation (Bandura, 1982; Peng, 2008).

Literature review

Teaching and learning EFL

English language is an international language and an essential part of people's lives. It is the fundamental language of science and technology. English is the second language in many parts of the world. Besides, many schools and higher education systems use it as the medium of instruction (Morris & Maxey, 2014). However, learning the English language is not an easy task (Ishihara & Cohen, 2014).

English was introduced as a major foreign language to be taught in schools, colleges, and universities in the Middle Eastern region, especially in KSA (Liton, 2012). In the last decades, KSA has experienced unprecedented social, economic, and political development. In order to meet developmental needs, the Ministry of Education introduced English as a foreign language (EFL) in the school curriculum in 1925 (Al-Seghayer, 2011).

Teaching EFL in KSA has many challenges. One of the major problems is lack of motivation for learning English, which is widely known as a key factor that negatively affects Saudi EFL learners in both their EFL learning and the ensuing EFL competence (Alrabai 2017; Khan 2011). EFL teachers are always searching for innovative methods to improve their teaching of EFL.

ICT in ELT

The development of technology has changed society completely. An unlimited number of people all over the world use and benefit from it. Technology plays a significant role in almost all fields of human life, especially in education. Indeed, technology plays a vital role in English education. With technology, learning is

not limited to the four walls of the classroom, which places the teachers as the primary sources for the students. The use of technology has become a must for teachers to be able to keep up with the rapid technological development.

Moreover, integrating technology in teaching, learning, and practicing a foreign language has many advantages, particularly in the EFL classroom where learners have minimal opportunities to practice their language skills, especially in the Saudi context. Sung, Chang, and Liu (2016) have attempted using technology-supported learning to enhance learning outcomes and learner performance in numerous ways.

Farooq and Soomro (2018) investigated teachers' preferences and their use of technology in their language classrooms. A survey was conducted to find out the opinions of EFL teachers, both male and female, at the English language center on technology-related competencies. To achieve this goal, a questionnaire was distributed among 100 English language teachers (50 males and 50 females) at Taif University English Language Centre. The results revealed that most of the teachers were aware of technology and its uses in education.

Mobile learning

Mobile devices have become a part of our lives as most of our daily activities depend on them. The widespread use of mobile devices makes it necessary for educationists to find means of utilizing this new trend in teaching, especially teaching EFL. Mobile devices help the learners to communicate more freely and the learning process not to be confined to the classroom.

“Mobile learning” is a term that has been widely used in different places all over the world. Traxler (2005) defines it as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” (p. 262). Indeed, it is a powerful

method to enhance students' learning. Students are eager to experiment with different technologies to support their learning, mainly because they know how to use mobile technology and enjoy using applications and games designed for such devices (Prensky, 2001).

Albiladi and Alshareef (2018) explored the perceptions of English teachers in Saudi Arabia on the use of tablets as teaching tools in EFL classes using a qualitative research design. The study identified the advantages and challenges of using tablets as English teaching tools. The participants for the study included 20 Saudi English teachers from 12 different schools across Saudi Arabia. The results indicated that using tablets has pedagogical and instructional benefits that ease the teaching and learning process. However, time and lack of adequate training are challenging that English teachers face when using tablets in EFL classes.

Gamification

Gamification is not a new concept used in a different context for a different purpose. A game is simply an interesting activity where players interact, governed by a set of rules, receive feedback, and produce quantifiable results. In learning, games have turned into something more serious than just entertainment (Witte, Westbrook, & Witte, 2017).

Games play a crucial role in changing the learning process from being teacher-centered to being learner-centered. There has been a shift from the Student Response System (SRS) to a Game-based Student Response System (GSRS), where the teacher designs interactive quizzes presented through lectures and slides to enable the students to respond to questions using the web browser on their digital devices, such as Kahoot! (Licorish, George, Owen, & Daniel, 2017).

In a study by Gülin and Arda (2011), 83.67% of EFL teachers believed in the value of using games in foreign language teaching, while 93.33% of the teachers agreed that games should be used and that they play a significant role in foreign language teaching. Also, all the participating teachers believed that games reveal their skills and help them to share their experience; therefore, games help students to overcome their anxiety, feel relaxed, and be enthusiastic about learning. However, the study also revealed that games are not used as frequently as expected in EFL classes.

Motivation

Motivation is an essential factor in the success or failure of any subject. It offers learners an aim and direction to follow. Thus, it plays a crucial role in language learning. Therefore, teachers must be aware of its significant role in learning a language by using different materials, which increase learners' motivation (Alizadeh, 2016).

Motivation plays a decisive role in learning, and teachers have an essential part to play as motivators. Teachers share the responsibility of generating motivation in the classroom together with the students. They play a significant role in evoking students' motivation, creating a conducive atmosphere for it, and integrating technology into traditional learning to promote learners' motivation.

EFL learners struggle with low-motivation. Al-Khairiy (2013) emphasizes the factors behind the low motivation of Saudi EFL learners, such as inappropriate English faculty behaviors, peer pressure, inappropriate teaching methods, and insufficient use of modern teaching aids. Therefore, it is essential for teachers to promote learners' motivation by using new ways and tools. Kahoot! is one of those classroom response systems that are effective in introducing new concepts to be mastered by learners (Diaz & Terjo, 2015).

Moskovsky and Alrabai (2009) studied the levels of intrinsic motivation in learners of EFL in Saudi Arabia. To achieve this goal, a structured survey was conducted on a randomly selected sample of 55 Saudi learners from public schools and universities. The results revealed that learners have highly positive attitudes toward learning EFL. The teachers need to improve their way of teaching significantly to develop learners' level of motivation. Teachers should engage their learners in interesting and challenging learning activities, which will enable learners to be more active and more independent.

As the researcher mentioned earlier, EFL teachers in Saudi Arabia need to figure out how theories of motivation can be integrated with gamification and to try to change the teaching environment in order to enhance learners' motivation.

Kahoot!

The utilization of games for educational purposes has been observed for many years with the aim to enhance students' motivation, which is an essential, pervasive determinant of learning behavior (Schunk, Meece, & Pintrich, 2013). Games play a crucial role in changing the learning process from being teacher-centered to being learner-centered. Furthermore, using the game in the classroom creates an exciting environment (Icard, 2014). Kahoot! is one of those classroom response systems that are effective in introducing new concepts to be mastered by learners (Diaz & Terjo, 2015).

Also, Byrne (2013), Cross (2014), and Thomas (2014), refer to Kahoot! as an online educational application that offers a free and fun student response platform. Kahoot! is an evolution of the previous *Clicker* – a technological audience response system that teachers use to collect students' responses to questions – except that it is free, fun, and easier to learn and use. Educators use it to make game-based quizzes, discussions, and surveys (Plump, 2017).

Clark and Mayer (2008) found that the use of new technologies will depend on whether they are used in ways that are compatible with the learning process. Kahoot! helps to enhance students' metacognition by providing immediate feedback. Furthermore, Kahoot! offers the opportunity not only to assess students' conceptual understanding but also to support the building of new knowledge and understanding during or after the game.

Plum and LaRosa (2017) found that Kahoot! is easy for teachers to use in their classrooms and requires no prior training to implement. For instance, teachers can efficiently utilize Kahoot! by asking questions, as in regular lectures, to which students respond using a web browser on their smart devices. Images and videos can enrich quizzes, and the teacher can control the play. Students gain points for answering questions correctly, and the timeliness of correct responses also impacts the points awarded. Displaying students' points on the screen motivates them to get to the top of the leaderboard.

A wide array of researches provide evidence in support of using Kahoot! as a teaching tool due to its positive impact on students. Ciaramella (2017) found that using Kahoot! helped the students to learn new vocabulary and that it was fun. Moreover, Wang and Lieberoth (2016) suggest that the audio and music used in Kahoot! create a positive learning experience for the users, which encourages participation.

Bawa (2019) examined the use of Kahoot! and supports the hypothesis that it can improve engagement and learning when incorporated into traditional, lecture-based classrooms. The results of Bawa's mixed-methods study, using 96 undergraduates, suggest that learners' performance and participation are enhanced when using Kahoot! as opposed to traditional teaching methods.

Wichadee and Pattanapichet's (2018) study revealed that there is a statistically significant difference of 0.05 with regard to

learning, performance, and motivation. The experimental group gained higher scores than the control group, and the motivation of students in the experimental group was much higher than that of students in the control group. Moreover, the results of the survey indicated that students had a positive attitude toward the use of digital games in language learning. The study employed three tools to investigate how Kahoot! affected learners: English proficiency tests, a motivation questionnaire, and a questionnaire investigating students' perceptions of gamification. The sample consisted of 38 students for the experimental group and 39 students for the control group. A quasi-experimental study was conducted with two groups of students. The study aimed to find out the impact that a digital game had on students' learning performance and motivation.

Aramruangsakul (2018) investigated Thai high school students' perceptions regarding the use of Kahoot! as an educational tool in the English language classroom. To achieve this aim, a survey was used to gather information from the students. The sample consisted of 86 high school students. The research found that most Thai high school students perceive the use of Kahoot! as greatly helpful in all aspects pertaining to the students' motivation to learn English in the classroom, the attention paid to the teacher's language instruction, and as a tool that helps to improve the students' proficiency level.

Licorish et al. (2018) investigated students' experiences using a game-based student response system. Kahoot! was used in two different classes, the Information Systems Strategy and the Governance course at a research-intensive teaching university in New Zealand. The researchers used semi-structured interviews with students to know about to which extent Kahoot! influences classroom dynamics, motivation, and students' learning process. The sample of the study consisted of Fourteen students. The results showed that Kahoot! enriched the quality of student learning in the

classroom, with the highest influence reported on classroom dynamics, engagement, motivation, and improved the learning experience.

Advantages and disadvantages of using Kahoot!

Bicen and Kocakoyun (2018) investigated students' perceptions toward using Kahoot! using qualitative and quantitative data. Participants included 65 undergraduate students studying in the Department of Preschool Teaching. The findings showed that the gamification method increased the interest of students in the class, and increased students' ambition for success.

Furthermore, Bicen and Kocakoyun (2018) mention the advantages and disadvantages of Kahoot! based on the students' perceptions. The students said, "It was fun, and it made us study before coming to the class, which made us feel self-confident." Also, the competitive environment created many positive feelings, including excitement, desire for class participation, and an eagerness and willingness to come to class. Moreover, it improved their thinking skills and reduced their response time. According to the findings, Kahoot! creates a motivating environment in the classroom. The only disadvantage that the students encountered was an unreliable internet connection (Bicen & Kocakoyun, 2018).

Concluding remarks

The researcher benefited from the previous studies in choosing the method of the research, the designing of the instrument, and exploring ideas for the research.

The studies highlighted above attempted to identify the effectiveness of using Kahoot! in the classroom using the experimental methods and focusing on the students' perceptions, with no attempt to explore the teachers' perceptions. Additionally, the previous studies have shown the importance of exploring teachers' perceptions toward Kahoot! This researcher also found

that only a few studies investigated teachers' perceptions on using Kahoot! for teaching purposes; however, these studies were not conducted in the Saudi context.

Moreover, teaching EFL in Saudi Arabia faces the problem of low motivation in students. Therefore, the researcher wanted to investigate the EFL teachers' perceptions toward using Kahoot! as a motivational tool in their classrooms. In the current study, the researcher addressed the following main research question: What are teachers' perceptions toward using Kahoot! as a motivational tool in EFL classrooms?

Conclusion

In this chapter, the introduction, statement of the problem, the purpose of the study and research questions have been discussed and explained in detail. Moreover, the significance of the study has been presented, and key terms used in the study have been defined. Also, literature related to teaching and learning English as a foreign language, motivation, ICT in ELT, mobile learning, and Kahoot! were reviewed. The next chapter presents the methodology that was used to answer the research question.

CHAPTER TWO: METHODOLOGY

Research design

The present study employed quantitative descriptive research methods to answer the research question. Gall, Borg, and Gall (1996, 290) define descriptive research as “a type of quantitative research that involves making a careful description of educational phenomena.” Moreover, Creswell (1994) defines quantitative research as “a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”

Mainly, questionnaires were delivered to the teachers. This decision was based on the fact that questionnaires are preferable for

larger samples, as they are considered less time-consuming and are easier to quantify (Creswell, 2009).

Data collection tool

The researcher constructed and implemented an online questionnaire based on a design by SurveyMonkey as a tool to gather data. The questionnaire was designed based on the results of the pilot study and the previous studies (Bicen & Kocakoyun 2018). It consisted of two sections. The first section included the teachers' demographic information, such as gender, academic qualifications, and years of experience. The second section consisted of 20 items using a five-point Likert scale, in which each statement had five possible responses: "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree." The questions were divided into three categories:

- 1) how Kahoot! motivates students to be attentive during the lesson;
- 2) how Kahoot! motivates students to get engaged during the lesson; and
- 3) how Kahoot! motivates students to collaborate with their group.

Validity of the questionnaire

To test content validity, the questionnaire was refereed by a jury of seven experts in the field of teaching English as a foreign language, and necessary modifications were made. Feedback from these experts was received by email or face to face. (For more information on the jury members, see Appendix 2). Some of the items were omitted, such as **"Students losing attention while presenting a lesson is a big problem that I face,"**

while some items were deleted to avoid repetition. Some items were added, such as **"I found that Kahoot! motivates**

student-student interaction” and “The interactive features in Kahoot! enhance students to interact academically.” In order to familiarize the jury members with Kahoot! the researcher submitted a video link with the definition of Kahoot! along with the questionnaire.

Reliability of the questionnaire

After ensuring the validity of the questionnaire, an online pilot version of the questionnaire done by SurveyMonkey was administered on a sample of 20 EFL teachers. Then, the researcher calculated the questionnaire’s reliability by applying the Cronbach’s Alpha method as presented in Table 1.

Table 1 Cronbach's Alpha Coefficient

Dimensions	Cronbach's Alpha	N of Items
Kahoot! motivates students to be attentive during the lesson.	0.88	6
Kahoot! motivates students to get engaged in the class.	0.91	7
Kahoot! motivates students to collaborate.	0.90	7
Kahoot! as a motivational tool	0.96	20

Participants

The sample of the study was chosen purposively. The purpose of selecting the sample in this way was to choose teachers who were likely to have abundant information about the topic. Also, not many teachers used this application in their class because it was still new. The sample consisted of 44 EFL teachers (11 male and 33 female), who used Kahoot! as a motivational tool in teaching EFL classes. Their ages ranged from 25 to 45 years. Their teaching experience ranged from 1 year to more than 21 years, while their academic qualifications varied as follows: diploma (2), masters’

degree (4), and bachelor's degree (38). The participants were teachers who taught at primary level at a public school in Almadiana. Tables 2, 3, 4, and 5 show the frequencies and percentages according to the study variables.

Table 2 Frequencies and percentage by gender

Gender	Frequency	Percent
Female	33	75.0%
Male	11	25.0%
Total	44	100.0%

As shown in Table 2, the percent of females was 75%, while the males were 25%. Figure 1 shows the distribution of the sample according to gender.

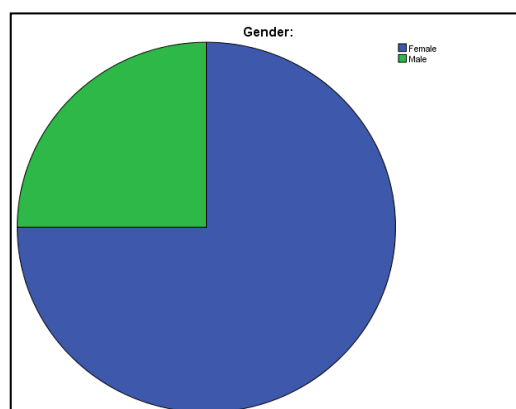
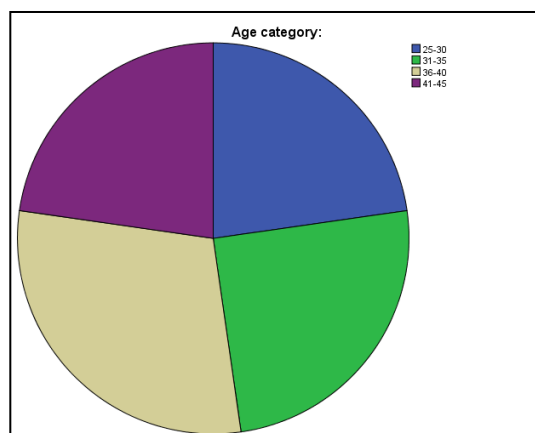


Figure 1 distribution of the sample by gender

Table 3 Frequencies and percentages according to age category

Age category	Frequency	Percent
25-30	10	22.7%
31-35	11	25.0%
36-40	13	29.5%
41-45	10	22.7%
Total	44	100.0%

As shown in Table 3, the percentage of the 25-30 age category was 22.7%, while that of the 31-35 category was 25%. The 36-40 age category was 29.5%, and finally, the 41-45 age category was



22.7%. Figure 2 shows the distribution of the sample by age.

Figure 2 Distribution of the sample by age

Table 4 Frequencies and percentages by academic qualification

Academic Qualification	Frequency	Percent
Bachelor	37	84.1%
Diploma	2	4.5%
Master	5	11.4%
Total	44	100.0%

As shown in the table, the percentages of academic qualifications of the participants were as follows: 84.1% bachelor's degree, 4.5% diploma, and 11.4% master's degree. Figure 3 gives a picture of the distribution of the sample according to academic qualifications.

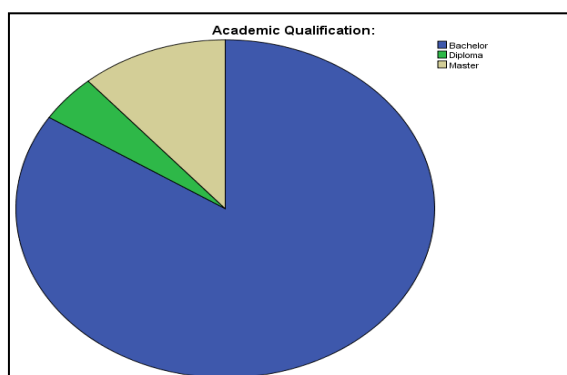


Figure 3 Distribution of the sample by academic qualification

Table 5 Frequencies and percentages according to years of experience

Years of Experience	Frequency	Percent
1 - 5	8	18.2
6 - 10	12	27.3
11 - 15	10	22.7
16 - 20	13	29.5
21 & up	1	2.3
Total	44	100.0

The table shows that 18.22% of the teachers had 1-5 years of experience, 27.3% had 6-10 years, and 22.7% had 11-15 years. Also, 29.5% of the teachers had 16-20 years of experience, and 2.3% had 21 years of experience and above. Figure 4 shows the distribution of the sample according to years of experience.

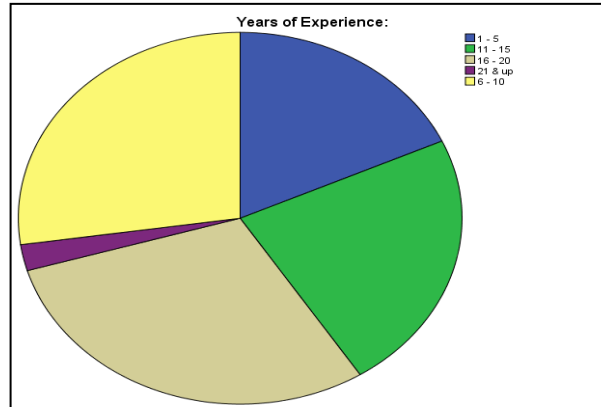


Figure4 Distribution of the sample by years of experience

Data Collection Procedure

To achieve the research objective, the questionnaire was administered to EFL teachers who were informed that participating in the study was optional and that the information obtained would be confidential and used for scientific research purposes only. The questionnaire was distributed through an online link done on the SurveyMonkey website in the second semester of 2019. The collected data were then analyzed statistically using SPSS version 23. Descriptive statistics such as frequencies, mean, standard deviation were used to present an overall view of the teachers' perceptions. In accordance with the five-point Likert scale, the mean score was divided into five levels to obtain the interpretation of the results.

Conclusion

As discussed above, this research utilized a quantitative descriptive method to answer the research question. A questionnaire was distributed among EFL teachers teaching at primary level in Almadinah. Having discussed the data collection process, the next chapter analyses and discusses the results.

CHAPTER THREE: RESULTS AND DISCUSSION

Introduction

The purpose of this section is to answer the research questions of this study by presenting the results of the study. Particularly, the chapter provides the answers to the main question and the subsidiary questions and discusses these results.

The main question for the study was “What are the perceptions of EFL teachers toward using Kahoot! As a motivational tool?”

Results

The answer to the main question: “What are the perceptions of EFL teachers toward using Kahoot! as a motivational tool?”

The arithmetical averages and standard deviations of the responses of the study sample were calculated on the three dimensions of Kahoot! Table 6 shows the results.

Table 6 Descriptive statistics of the main question

Dimensions	Mean	Std. Deviation	Value
Kahoot! motivates students to be attentive during the lesson.	4.12	.66207	High
Kahoot! motivates students to get engaged in the class.	4.03	.70833	High
Kahoot! motivates students to collaborate.	4.01	.72608	High
Kahoot! as a motivational tool	4.07	.66345	High

The table shows that Kahoot! as a motivational tool had a high value, with a mean of 4.07. The first dimension (Kahoot! motivates students to be attentive during the lesson”) had the highest mean of

4.20 and high value, followed by the second dimension (Kahoot! motivates students to get engaged in the class), with a mean of 4.03 and a high value. The third dimension (Kahoot! motivates students to collaborate) had the lowest mean of 4.01, but its value was high.

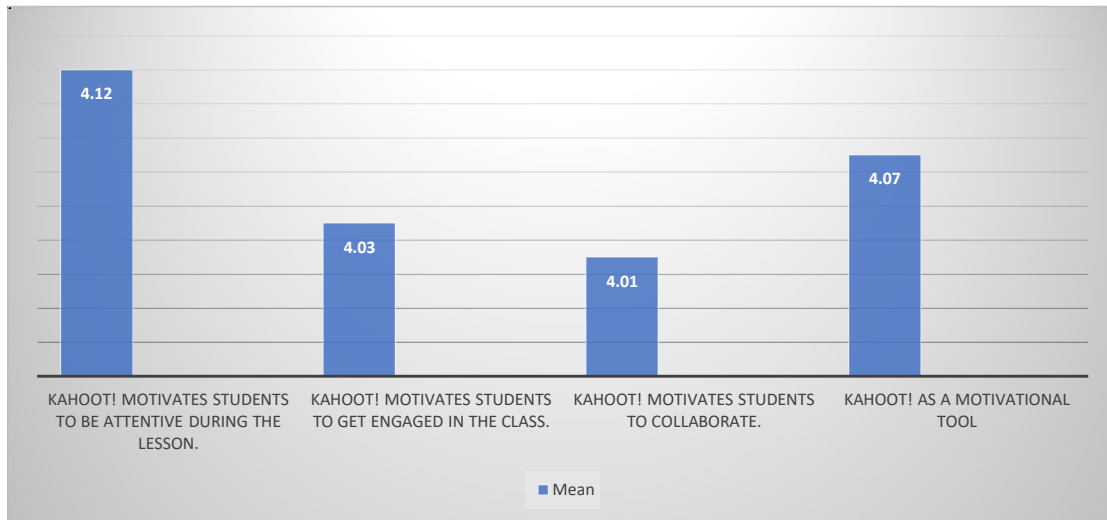


Figure 4 Means of the dimensions related to the main question

The answer to the first sub-question: “What are the perceptions of EFL teachers toward using Kahoot! to motivate students to be attentive during the lesson?”

The arithmetic averages and standard deviations of the responses of the study sample were calculated on the “Kahoot! motivates students to be attentive during the lesson” dimension and its items. Table 7 shows the results.

Table 7 Descriptive statistics related to the first sub-question

Items	Mean	Std. Deviation	Value
Kahoot! is an excellent tool to attract students' attention.	4.34	.861	High
Students pay attention when I use Kahoot! for assessment.	4.23	.859	High
Students are motivated to answer my questions when using Kahoot! in teaching.	4.23	.859	High
I notice that when I use Kahoot!, my students are more attentive.	4.16	.776	High
My students are motivated to be attentive because of the reward points that Kahoot! gives.	4.14	.795	High
When using Kahoot!, students respond to my instructions quickly.	4.09	.910	High
Kahoot! motivates students to be attentive during the lesson	4.20	.66207	High

Table 7 shows that the values of all the items under the “Kahoot! motivates students to be attentive during the lesson” dimension were high. The highest item had a mean of 4.34, and the lowest item had a mean of 4.09. The overall mean of the dimension was 4.20.

The answer to the second question: “What are the perceptions of EFL teachers toward using Kahoot! To motivate students to get engaged in the class?”

The arithmetical averages and standard deviations of the responses of the study sample were calculated on the “Kahoot! motivates students to get engaged in the class” dimension and its items. Table 8 shows the results.

Table 8 Descriptive statistics related to the second sub-question

Items	Mean	Std. Deviation	value
Kahoot! usually increases students' participation.	4.23	.743	High
Adding multimedia, pictures, or diagrams to the materials in Kahoot! enhances students' motivation.	4.18	.786	High
Kahoot! is an attractive way to engage students in the class.	4.11	.754	High
Kahoot! is a powerful classroom engagement tool.	4.09	.772	High
Students are motivated to participate because of the immediate feedback that Kahoot! gives.	4.02	.976	High
The easiness of Kahoot! affects students' engagement positively.	4.00	.964	High
Sometimes my students are demotivated to participate in the class when I don't use Kahoot!	3.57	1.129	Moderate
Kahoot! motivates students to get engaged in the class.	4.03	.70833	High

The table shows that all the items in the “Kahoot! motivates students to get engaged in the class” dimension had a high value,

except one which had a moderate value. The highest item had a mean of 4.23, while the lowest item had a mean of 3.57. The overall mean of the dimension was 4.03.

The answer to the third question: “What are the perceptions of EFL teachers toward using Kahoot! to motivate students to collaborate?”

The arithmetical averages and standard deviations of the responses of the study sample were calculated on the “Kahoot! motivates students to collaborate” dimension and its items. The table shows the results.

Table 9 Descriptive statistics related to third sub-question

Items	Mean	Std. Deviation	value
Using games in Kahoot! motivates students to collaborate in class.	4.09	.984	High
Kahoot! is an effective tool for students to collaborate in group work.	4.09	.884	High
To promote students' motivation to collaborate, I use Kahoot! in my class.	4.07	.846	High
Students are motivated to help each other in the groups in order to win when using Kahoot!	4.02	.927	High
I found that Kahoot! motivates student-to-student interaction.	4.02	.821	High
The interactive features in Kahoot! enhance students to interact academically.	3.93	.998	High
Kahoot! motivates students to share their experience.	3.84	.914	High
Kahoot! motivates students to collaborate	4.01	.72608	High

Table 9 shows that all the items in the “Kahoot! motivates students to collaborate” dimension had a high value. The highest item had a mean of 4.09 and the lowest item had a mean of 3.84. The overall mean of the dimension was 4.01.

Results on the fourth question: “Are there differences in levels of using Kahoot! as a motivational tool due to the gender variable (male, female)?”

To answer this question, the arithmetical averages were extracted from standard deviations and independent sample t-tests were performed on the responses of the participants to the use of Kahoot! as a motivational tool. Table 10 shows the results.

Table 10 Descriptive statistics related to the forth sub-question

Gender	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Male	11	4.0045	.55383	-.390	42	.699
Female	33	4.0955	.70249			

Table 10 shows that there were no statistically significant differences between males and females with regard to using Kahoot! as a motivational tool, where the t value was -0.39 at the level of $\alpha = 0.05$.

Results related to the fifth question: “Are there differences in the levels of using Kahoot! as a motivational tool attributed to the years of experience variable?”

To answer the question, the arithmetical averages and standard deviations of the sample responses were calculated on the “using Kahoot! as a motivational tool according to the years of experience” variable. Table 11 shows the results.

Table 11 Descriptive statistics related to the fifth sub-question

Years of experience	N	Mean	Std. Deviation
1-5	8	4.1500	.38730
6-10	12	4.3583	.55507
11-15	10	4.0150	.46670
16-20	13	3.8885	.90718
21 & up	1	3.0000	.

Table 11 shows the responses of the sample on using Kahoot! as a motivational tool. The mean of 6-10 years of experience had the highest value, with a mean of 4.36, followed by 1-5 years of experience, with a mean of 4.15. The mean of 11-15 years of experience was 4.02, while 16-20 years of experience had a mean of 3.89. Finally, the 21 years of experience and above group had the lowest mean of 3.00. To find out if these apparent differences were statistically significant, an ANOVA test was performed, and the Table 12 shows the results.

Table 12 The result of One- Way Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.652	4	.663	1.589	.197
Within Groups	16.275	39	.417		
Total	18.927	43			

The table shows that there were no statistically significant differences in the level of using Kahoot! as a motivational tool due to the years of experience variable, where the F value was 1.589 at the level of $\alpha = 0.05$.

Discussion

The results show that the use of Kahoot! as a motivational tool and its dimensions is highly valued. The results also show that Kahoot! motivates students to be attentive, engaged, and collaborate in the classroom. This result is consistent with previous research, such as the studies by Bicen and Kocakoyun (2018) and Batsila and Tsihouridis (2018), which showed a high value of Kahoot! as a motivational tool.

This result can be attributed to the design and animation of Kahoot!, which makes the learning environment motivating and enjoyable. Also, sounds, videos, and the show style affect learners in a positive way by motivating students in the EFL classroom.

The results also show that the “Kahoot! motivates students to be attentive during the lesson” dimension has a high value. This result agrees with other studies (Wang et al., 2018; Wang & Lieberoth, 2018), which show a high level of Kahoot! in motivating students to be attentive during the lesson.

This result can be attributed to reward points that Kahoot! gives, which makes the learning more enjoyable and worthy, and makes them respond to the instructions quickly. They become more attentive during the lesson if the teacher tells them that he or she will use it in the assessment.

The results show that the “Kahoot! motivates students to get engaged in the class” dimension has a high value. This result agrees with other studies (Wang et al., 2018; Wang & Lieberoth, 2018; Licorish et al., 2017), which revealed a high value of the “Kahoot! motivates students to get engaged in the classroom” dimension.

This result can be attributed to the reward points in Kahoot! which gives opportunities to student to engage during the lesson. Also, adding multimedia, pictures, or diagrams to the materials in Kahoot! enhances students' motivation to participate.

The results indicate that the “Kahoot! motivates students to collaborate” dimension has a high value. This result agrees with other studies (Bicen & Kocakoyun 2018; Wang & Lieberoth, 2018; Licorish et al., 2017), which revealed a high value in the use of Kahoot! To motivate students to collaborate during EFL classes.

This result can be attributed to the way of using Kahoot!, which enhances students' academic interaction. It gives the users the opportunity to share their experiences with their friends, thereby encouraging them to collaborate. Also, in order to win, they need to collaborate with each other.

This result shows that teachers' perceptions were not affected by the gender and years of experience variables. All teachers, regardless of their gender, or years of experience, had positive perceptions toward Kahoot!

The present study may have been impacted by one limitation. The participant size was limited to 44 EFL teachers (11 male and 33 female). This number is tentative based on the response to the tool. Also, because Kahoot! is a new platform in the Saudi context, few EFL teachers know about it and use it in their class.

Recommendations

- Kahoot! is recommended as a teaching tool that is beneficial for teaching English as a foreign language.
- Kahoot! is recommended to be used as a motivational tool to enhance EFL learners' motivation.
- Teachers should receive professional development for incorporating game-based learning platforms into their daily

instruction to help students remain engaged, motivated, and attentive in the EFL classroom.

- The EFL classrooms should be equipped with technological equipment, such as a projector.
- Students should be allowed to bring their smart devices to the class or the class should be equipped with smart devices.

Suggestions for further study

- It is recommended that further studies about Kahoot! and motivation be done on a larger sample.
- Future studies may be conducted to compare other free digital games in relation to motivation. The results can be useful for selecting suitable games for future courses.
- Further studies should find out if Kahoot! has an impact on other learning variables.
- It is recommended to investigate if using Kahoot! influences language learning skills.

Conclusion

The Kahoot! response system influences students positively in all the aspects that were researched in this study. The students learned in an interesting and motivating environment. Using such a platform in the EFL classroom will foster and attract students to learn a language freely and happily.

The findings of this study reveal that Kahoot! influences students' motivation positively. More specifically, based on the teachers' perceptions, Kahoot! motivates students to be attentive during the EFL lessons. Also, it motivates students to be engaged during the class. Moreover, Kahoot! motivates the students to collaborate through group work.

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