



From boredom to excitement: unleashing motivation with Kahoot in English language learning

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ABSTRACT

The advent of digital games in language classrooms has ushered in a new era of interactive and dynamic learning experiences. Among these platforms, Kahoot stands out as an engaging and entertaining gaming platform, capturing the attention of both instructors and students. Despite the previous studies on the impact of Kahoot on language learning motivation, they have predominantly focused on assessing the effects of Kahoot before and after instruction overlooking direct comparisons with traditional instructional methods. Consequently, the present study utilized a quasi-experimental research design, and participants were divided into two groups: an experimental group that received instruction using Kahoot, and a control group that followed traditional instructional methods. This research design allowed for a direct comparison of the impact of Kahoot on students' motivation to learn the language. The results revealed a significant positive impact of Kahoot on students' motivation to learn English. The students perceived Kahoot as engaging and enjoyable, resulting in heightened enthusiasm and interest in language learning. These findings highlight the transformative potential of Kahoot as a catalyst for enhancing language learning motivation. Integrating Kahoot and other innovative online platforms into EFL instruction can create dynamic, interactive learning environments that foster student engagement and motivation.

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Introduction

Technology integration has become essential for effective teaching and learning in today's educational landscape. Educational technology, encompassing a wide range of technologies, has the potential to revolutionize and enhance the learning process (Noori, 2018). Traditional teaching methods no longer captivate the interest of twenty-first-century learners, making educational technology crucial to foster student motivation, engagement, and accelerate the overall educational process (Ebrahimzadeh & Alavi, 2017).

Digital games, in particular, have gained popularity for language learning purposes among the various educational technologies available. They have gradually replaced traditional classroom games due to their engaging and entertaining nature (Icard, 2014). Digital games offer motivational benefits and create real-life scenarios for language learners (An & Cao, 2017). Additionally, digital games are interactive, provide continuous feedback, sustain attention, and offer appropriate levels of challenge (Shute & Ke, 2012). The inherent characteristics of digital games make them productive learning tools for learners of all ages, making the learning process enjoyable and fun (Landsberger, 2004). The scope of digital games in education has expanded significantly, with many games developed for various learning purposes. These games contribute to the learning and teaching process by motivating and inspiring learners.

Motivation plays a crucial role in language learning, as recognized by Lifrieri (2005), who emphasized its significance in influencing individuals' levels of success in various activities, including language acquisition. It is also argued that learners with higher motivation tend to outperform those with lower motivation (Gardner, 2006). Broussard and Garrison (2004) provided a definition of motivation as the driving force that compels individuals to act or refrain from it, underscoring its role in shaping their behaviors. Highly motivated students are more likely to participate in classroom activities actively, exert greater effort to achieve their goals, and experience heightened excitement in their learning endeavors (Broussard & Garrison, 2004; Gardner, 2006).

According to Krashen, as cited in (Richards & Rodgers, 2014), motivation is crucial for better performance among learners, particularly those with self-confidence and a positive self-image. Motivation can be classified into two types: intrinsic and extrinsic motivation (Pintrich, 2003). Intrinsic motivation refers to the desire to perform or acquire something valuable because it brings joy and satisfaction, while extrinsic motivation involves performing or obtaining something with a specific outcome in mind. In the context of language learning, intrinsic motivation holds particular significance, and research suggests that digital games contribute to a greater sense of intrinsic motivation among students (Pintrich, 2003). Incorporating elements of fun and enjoyment into the teaching and learning process is essential, as students learn best when engaged and enthusiastic (Lifrieri, 2005).

Among the multitude of digital games used in language teaching, Kahoot has emerged as one of the most favored choices among educators around the globe. Its application in the classroom has been found to enhance students' motivation and engagement, leading to more effective language learning experiences. Thus, it is highly recommended to incorporate digital games, especially Kahoot, in language instruction to promote students' motivation and engagement (Ersoz, 2000; Kim, 1995; Smith-Robbins, 2011).

Kahoot is a digital game-based platform that has gained popularity in classrooms for its ability to engage and motivate students who may otherwise be less eager or inactive participants. By incorporating gamification elements, Kahoot effectively increases students' motivation levels and involvement in classroom activities. Acting as a game-based learning platform, Kahoot offers a collection of questions on specific topics designed to create a social, entertaining, and game-like learning environment for students. With Kahoot, teachers can create a variety of quizzes ranging from multiple-choice questions to sentence corrections. These quizzes can be generated by teachers, students, or other users within the Kahoot community. To access Kahoot, users must first visit the Kahoot website and create a free

account. While both teachers and students need a stable internet connection to utilize Kahoot, teachers will also require a PC and a projector to display the game. One of the remarkable aspects of Kahoot is its versatility—it can be played by an infinite number of people, on any subject, and in a variety of languages, making it suitable for participants of all ages.

Accessibility is another key feature of Kahoot. Users can download the Kahoot application on their smartphones, tablets, or laptops, allowing them to access millions of publicly available Kahoot or create and design their own Kahoot based on their specific needs and themes. Once the application and account are set up on their devices, students are prompted to enter a nickname and a game PIN. Each question in Kahoot is accompanied by a time limit, adding an element of excitement and urgency to the game. Kahoot can be played in the classic mode, where students compete individually or in teams, competing against one another.

Instructors can utilize Kahoot as a powerful tool for conducting formative assessments in the classroom, particularly after covering several topics. Students receive instant feedback on the accuracy of their answers as they select the correct responses on their devices. The game rewards speed and accuracy, with students earning more points for answering questions quickly and correctly. This competitive nature of Kahoot generates excitement among learners, fueling their eagerness to outperform their classmates. At the end of the game, the top three students are awarded virtual gold, silver, and bronze medals, further boosting their motivation and sense of achievement.

In a nutshell, Kahoot offers a dynamic and interactive learning experience through its game-based approach. By leveraging the platform's features, teachers can effectively assess student understanding, enhance participation, and create an engaging classroom environment that fosters motivation and active learning. The gamified elements of Kahoot, such as the time limit, competition, and immediate feedback, contribute to students' heightened motivation and enthusiasm (Budiati, 2017). Kahoot has been well-received by teachers and students alike, demonstrating its potential to revolutionize language education and make learning a more enjoyable and effective experience.

Several studies have explored the influence of digital games, particularly Kahoot, on students' motivation and engagement in language classrooms. Researchers such as (Ersoz, 2000; Gee, 2003; Domínguez, et al., 2013; Ebrahimpzadeh & Alavi, 2017; An & Cao, 2017; Budiati, 2017; Hanus & Fox, 2015; Tivaraju, Yunus, & Badusah, 2017) have all contributed valuable insights into the positive impact of digital games on learning motivation. The collective findings suggest that digital games offer high levels of motivation and engagement by providing authentic contexts for language practice, fostering teamwork, and aligning well with the preferences and lifestyles of modern learners (Ersoz, 2000; Icard, 2014). Integrating digital games in language classrooms not only breaks the routine but also stimulates critical thinking through clear goals and challenging obstacles, promoting motivation and active participation among students (Kim, 1995; Smith-Robbins, 2011).

Specifically focusing on Kahoot, Tivaraju (2017) and Budiati (2017) reported increased levels of motivation and enthusiasm among students. Tivaraju found that students desired more incorporation of digital games in future classes, reflecting the positive impact of Kahoot on their learning experiences. Similarly, Budiati observed significant improvements in

students' interest and enthusiasm towards English language learning after implementing Kahoot in the classroom. The results further emphasize the potential of digital games to boost students' motivation levels and foster active involvement in the learning process (Domínguez, et al., 2013; Gee, 2003; An & Cao, 2017). Such games have been praised for promoting higher-order thinking and 21st-century skills, engaging typically passive learners, and creating an immersive and interactive learning environment (Saliés, 2002; Dörnyei & Ushioda, 2011).

All in all, the collective findings of these studies strongly suggest that digital games, with a specific emphasis on Kahoot, show great potential for significantly enhancing motivation and engagement within language classrooms. The positive impact stems from their ability to provide authentic contexts, stimulate critical thinking, align with learner preferences, and foster an interactive learning environment. These findings support the integration of digital games as a valuable educational tool to boost language learning motivation and engagement among students.

Nevertheless, despite the documented benefits of integrating digital games like Kahoot into language classrooms (Gee, 2003; Domínguez, et al., 2013; Ebrahimzadeh & Alavi, 2017; An & Cao, 2017), there is still a notable gap in the existing literature. Prior studies have primarily focused on evaluating the effects of Kahoot before and after instruction, resulting in a lack of direct comparisons with traditional instructional methods. Hence, the present study aims to address this gap by comparing two groups of students and their levels of motivation to learn English—one group receiving instruction using Kahoot and the other following traditional instructional methods. This research design allows for a direct comparison of the impact of Kahoot on students' motivation to learn English language.

The study is guided by the following research questions:

1. What are the students' motivation levels toward learning the English language when using Kahoot compared to learning without Kahoot?
2. What are the students' attitudes toward learning English using Kahoot?
3. Is there a significant difference in the mean scores between students' attitudes towards Kahoot and their demographics?

Method

Research design

This research uses a quasi-experimental research design, which allows for the investigation of the effects of independent variables on a dependent variable. Quasi-experimental designs are commonly used in educational research when it is not feasible or ethical to assign participants randomly to different groups (Wallen & Fraenkel, 2013). In this study, the independent variable is the use of Kahoot as a learning tool, and the dependent variables are students' motivation levels and attitudes towards learning English. The quasi-experimental design was chosen for its suitability in examining the impact of using Kahoot as a learning tool on students' motivation levels and attitudes towards learning English. This design allows for the manipulation of an independent variable without random assignment, making it appropriate when randomization is not possible or ethical (Wallen & Fraenkel, 2013).

Population and sampling

The population of this study consists of English as a foreign language (EFL) students enrolled at the private university in Afghanistan. In this study, a sample of six classes was selected, comprising a total of 74 participants. Cluster random sampling was employed as the students were already grouped into classes. The selected sample was then divided into two groups: an experimental group and a control group. Each group consisted of 37 students, resulting in a total sample size of 74 participants.

Both the experimental and control groups underwent 24 sessions of instruction, covering the same grammar, reading, and vocabulary topics. The sessions were designed to maintain consistency in terms of content and instructional time between the two groups. However, the experimental group was exposed to the use of Kahoot as a supplementary learning tool during these sessions, while the control group received traditional instruction without the use of Kahoot. This design allows for a comparison of the effects of Kahoot on motivation levels and attitudes towards learning English.

Research instrumentation

To gather data on students' motivation levels and attitudes towards learning English and their perception of Kahoot as a learning tool, two questionnaires were utilized. The first questionnaire employed was Course Interest survey (Keller & Subhiyah, 1993). This questionnaire was administered to both the experimental and control groups to assess the participants' level of motivation towards learning the English language. The second questionnaire, specifically designed for the experimental group, examined the students' attitudes towards Kahoot. It also comprised ten items. Both questionnaires utilized a five-point Likert scale, with 5 indicating "Strongly Agree" and 1 denoting "Strongly Disagree."

To ensure the validity of the instruments, feedback was sought from university colleagues who had expertise in language education and research methodology. Their input helped enhance the content, structure, and language of the questionnaire items, ensuring that the instrument adequately covered all aspects relevant to the research. The questionnaires were piloted with a small group of students to assess their clarity and understandability. Based on the pilot study feedback, minor revisions were made to improve the overall quality of the questionnaires.

Data analysis

The collected data was analyzed using SPSS v.23. Descriptive statistics, such as means and standard deviations, were calculated to evaluate the data. Each item of the questionnaire was assigned a possible range of 1 to 5, with 5 representing the highest level of motivation or a highly positive attitude, and 1 representing the lowest level of motivation or a highly negative attitude. The means and standard deviations provided insights into the overall motivation levels and attitudes of the participants towards learning English and their perception of Kahoot as a learning tool.

In addition, inferential statistics, such as t-tests were conducted to determine if there are significant differences in the motivation levels and attitudes between the experimental and control groups. These statistical tests allow for the examination of whether the use of Kahoot

as a learning tool has a significant impact on students' motivation and attitudes compared to traditional instruction.

Findings

Demographics

The table displays the demographic information of the respondents, showing their distribution based on age and gender. The majority of participants were in the 21-25 age range (37.1%) and 25-30 age range (41.4%). The smallest group was in the 16-20 age range (8.6%), while the 31-35 age range had the fewest participants (12.9%).

Table 1. Respondents' demographic information

	Characteristics	Frequency	Percentage
Age	16-20	7	8.6
	21-25	27	37.1
	25-30	29	41.4
	31-35	9	12.9
Gender	Male	41	57.1
	Female	31	43.8

Table 1 shows that in terms of gender, 57.1% identified as male, and 43.8% identified as female. These demographic statistics provide an overview of the participants' age and gender composition.

Students' motivation levels: with and without Kahoot

A comparison of learning motivation levels was conducted between the controlled group and the experimental group. Mean scores and standard deviations (SD) were calculated for each item related to learning motivation in both groups. Table 2 presents the mean scores and standard deviations for each item related to learning motivation in both groups.

Table 2. Learning motivation levels between groups

	Controlled group		Experimental group	
	Mean	SD	Mean	SD
Learning English is wonderful.	4.15	.80	4.72	.45
I aim to achieve such proficiency in English that it becomes second nature to me.	3.00	.62	4.16	.74
I have a strong passion for my English class and desire to expand my knowledge further.	3.98	.78	4.66	.77
*I have a genuine dislike for the English language.	4.74	1.33	4.98	1.20
*I have a distaste to learning English.	4.85	.87	4.83	.44
I actively engage in class activities with enthusiasm.	3.94	.55	4.48	.65
My English course brings me great satisfaction.	3.90	.81	4.65	.82
The topics covered in this class prove to be effective for me.	4.00	.93	4.73	.54

The content presented in this class serves as a source of motivation for my learning.	3.94	.93	4.62	.50
This class has the potential to enhance my language skills significantly.	3.88	.93	4.68	.55
Overall Mean Score	4.03	.44	4.75	.29

*Reversed coded

Table 2 informs that looking at individual items, significant differences can be observed between the controlled and experimental groups. For example, item 1, "Learning English is wonderful" the experimental group demonstrated a higher mean score of 4.72 (SD = 0.45) compared to the controlled group's mean score of 4.15 (SD = 0.80). This indicates that students who were exposed to Kahoot during their English language learning experience expressed a more positive perception of learning English as a fantastic endeavor. The higher mean score suggests that the interactive and game-like nature of Kahoot likely contributed to their increased enthusiasm and enjoyment in learning the language. The results indicate that the experimental group, which utilized Kahoot as a learning tool, exhibited higher mean scores across all items compared to the control group. This pattern is further reflected in the overall mean scores for the two groups.

Additionally, in reverse coded item 4, "I have a genuine dislike for the English language" the experimental group exhibited a mean score of 4.98 (SD = 1.20), surpassing the controlled group's mean score of 4.74 (SD = 1.33). This implies that students in the experimental group, who were exposed to Kahoot, displayed a more positive attitude towards the English language compared to their counterparts in the controlled group. It is worth noting that even though both groups had relatively high mean scores for this item, the experimental group's score indicates a stronger preference for the English language, suggesting that Kahoot might have contributed to a more favorable perception and acceptance of the language among these students. Overall, the controlled group exhibited a mean score of 4.03 (SD = 0.44) for overall learning motivation. In contrast, the experimental group had a higher mean score of 4.75 (SD = 0.29) for overall learning motivation.

Furthermore, an independent samples t-test was conducted to examine whether there was a statistically significant difference in the mean scores of the experimental and control groups in terms of learning motivation levels.

Table 3. Independent samples t-test: learning motivation level

Groups	Mean	Std. Deviation	T	df	Sig
Controlled group	3.91	.44	-3.942	70	.001
Experimental group	4.26	.29			

The results presented in Table 3 indicate that the independent samples t-test yielded a significant difference in mean scores between the two groups ($t(68) = -3.942, p = .001$). That is to say, the mean score for the controlled group was 3.91 (SD = 0.44043), while the experimental group had a mean score of 4.2664 (SD = 0.29). The negative t-value (-3.942) suggests that the mean score for the experimental group was significantly higher than that of the controlled group. The p-value of .001 indicates that this difference is statistically significant.

Exploring students' attitudes towards Kahoot for English language learning

Table 4 below provides the mean and standard deviation for students' attitudes towards Kahoot for English language learning. The results indicate that students generally held positive attitudes toward learning English using Kahoot. For instance, the mean scores for statements such as "I strongly advocate for the continued use of Kahoot in future classes" ($M = 4.70$, $SD = 0.57$), "The use of Kahoot made the course more enjoyable" ($M = 4.58$, $SD = 0.55$), and "Kahoot enhances my level of engagement during class" ($M = 4.52$, $SD = 0.66$) demonstrate high levels of agreement and positive attitudes toward using Kahoot as a learning tool. These findings suggest that students found Kahoot to be enjoyable, engaging, and desired its continued use in their English language classes.

Table 4. Students' attitudes towards learning the English language using Kahoot

	Mean	Std. deviation
The use of Kahoot made the course more enjoyable.	4.58	.55
The competitive aspect in Kahoot is something I find enjoyable.	4.36	.60
Kahoot enhances my level of engagement during class.	4.52	.66
Kahoot improves my focus and attention in class.	4.31	.83
Kahoot greatly contributed to my successful English language learning.	3.91	1.05
Kahoot is highly suitable for incorporating into my English language class.	4.40	.65
I strongly advocate for the continued use of Kahoot in future classes.	4.70	.57
I have a genuine fondness for learning English through educational games like Kahoot.	4.64	.48
I greatly prefer this type of game activity in our English class compared to my previous courses.	4.58	.65
*I do not find my English classes with Kahoot boring at all.	4.29	.57
Overall attitude toward Kahoot	4.42	.35

*Reversed coded

Additionally, statements regarding the suitability of "Kahoot is highly suitable for incorporating into my English language class" ($M = 4.40$, $SD = 0.65$) and "I greatly prefer this type of game activity in our English class compared to my previous courses" ($M = 4.58$, $SD = 0.65$) further support the positive attitudes of students. These results indicate that students perceived Kahoot as an appropriate and effective tool for their English language learning and found it more enjoyable compared to traditional teaching methods.

However, it is important to note that there is a statement that was reversed coded, "I do not find my English classes with Kahoot boring at all" ($M = 4.29$, $SD = 0.57$). This lower mean score suggests that a minority of students expressed a slightly negative attitude toward Kahoot in terms of finding the classes boring. It is worth further investigating the reasons behind this response and addressing any potential issues or concerns to ensure a positive learning experience for all students.

Overall, the mean score for the overall attitude toward Kahoot is 4.42 ($SD = 0.35$), indicating a generally positive attitude among students toward using Kahoot as a tool for learning English. These findings support the idea that Kahoot is well-received and valued by

students in enhancing their learning experience, making it a promising educational technology tool for English language classrooms.

Students' attitudes towards Kahoot and demographics factors

An independent samples t-test was conducted to examine whether there was a significant difference in the mean scores of students' attitudes toward Kahoot based on their gender and age. The results are presented in Table 5 below. For the variable of gender, the mean score for males was 4.07 (SD = 0.35), while for females, it was 4.23 (SD = 0.35). The negative t-value (-1.262) indicates that there was no significant difference in attitudes toward Kahoot between males and females. The p-value of .216 suggests that the difference observed was not statistically significant.

Table 5. Independent t-test: students' attitudes toward Kahoot with respect to gender & age

		Mean	Std. Deviation	t	df	Sig
Gender	Male	4.07	.35	-1.262	35	.216
	Female	4.23	.35			
Age	16-25	4.17	.37	.511	35	.612
	26-35	4.10	.35			

Table 5 demonstrates that regarding the variable of age, the mean score for students aged 16-25 was 4.17 (SD = 0.37), and for students aged 26-35, it was 4.10 (SD = 0.35). The t-value of -0.511 indicates no significant difference in attitudes toward Kahoot between these age groups. The corresponding p-value of .612 further supports the finding that the observed difference was not statistically significant. Overall, the results suggest that at the .05 level, students' attitudes toward Kahoot were not influenced significantly by their gender ($t(33) = -1.262$, $p = .216$) or age ($t(33) = -0.511$, $p = .612$).

Discussion

Using a quantitative experimental design, the primary objective of this study was to investigate students' attitudes and motivation levels toward learning English by integrating digital games, particularly Kahoot, into their language classrooms. The findings of this study provide compelling evidence of a substantial disparity in motivation levels between students who were exposed to Kahoot in their language classes and those who were not. The students who had the opportunity to utilize Kahoot demonstrated remarkably higher levels of motivation compared to their counterparts who did not experience this gamified learning platform. These findings corroborate and strengthen the conclusions drawn from earlier studies conducted by (Budiaty, 2017; Tivaraju, Yunus, & Badusah, 2017; Zarzycka-Piskorz, 2016) which also highlighted the positive impact of integrating Kahoot into the English language classroom. Consistent with the previous research, the current study affirms that the incorporation of Kahoot engenders heightened motivation among students, consequently leading to improved performance and engagement in language learning.

The respondents in this study consistently expressed their positive views on Kahoot as a highly engaging and motivational tool within the language classroom. They universally perceived Kahoot as a dynamic and captivating platform that effectively stimulated their interest and active participation in the learning process. The findings of this study are in full alignment with the earlier research conducted by (Budiati, 2017; Zarzycka-Piskorz, 2016), both of whom found substantial evidence to support the notion that students warmly embrace the incorporation of digital games, including Kahoot, into their language classrooms. These studies consistently revealed that the utilization of such gamified platforms significantly amplified students' motivation levels and enthusiasm toward learning the English language.

The high positive motivation levels observed in the experimental group emphasize the students' desire for technology, particularly digital games like Kahoot, to be integrated into their language classes. This finding reflects the expectations of twenty-first-century learners who seek innovative and interactive approaches to education. Traditional teaching methods may struggle to captivate the attention and interest of students who are accustomed to constant interaction with technology in various aspects of their lives. By incorporating technology into the classroom, educators can bridge the gap between students' digital experiences outside of school and their academic pursuits.

Furthermore, the study revealed that Kahoot had a profound impact on students' attentiveness and engagement in the language classroom. The interactive and game-like nature of Kahoot effectively fostered a heightened level of active participation among students, creating a dynamic atmosphere of healthy competition and genuine excitement. The immediate and informative feedback provided by Kahoot further enhanced the learning experience by allowing students to assess their performance in real-time. This instant feedback mechanism not only served as a valuable self-assessment tool but also acted as a powerful motivator for students to continuously strive for improvement and deepen their understanding of the English language.

The ability of Kahoot to elicit such positive outcomes can be attributed to its alignment with the principles of the self-determination theory, as emphasized by (Tivaraju, Yunus, & Badusah, 2017). This psychological theory emphasizes the significance of three key elements - competence, autonomy, and relatedness - in fostering intrinsic motivation. By incorporating Kahoot into the language classroom, students were provided with a sense of competence as they actively engaged with the interactive quizzes and demonstrated their knowledge and skills. The autonomy afforded by Kahoot, allowing students to independently navigate through the learning materials and make choices, empowered them to take ownership of their learning journey. Furthermore, the collaborative and competitive aspects of Kahoot enhanced the sense of relatedness among students, creating a supportive and stimulating environment for language learning. Thus, the findings of this study support the theoretical underpinnings of the self-determination theory and validate the effectiveness of Kahoot as a powerful tool in promoting students' intrinsic motivation to learn the English language. By incorporating elements of competence, autonomy, and relatedness, Kahoot effectively enhances students' engagement, attentiveness, and overall motivation, making it a valuable asset in the language learning classroom.

The findings of this study shed light on the evolving expectations and preferences of students in the field of education, particularly regarding the integration of technology in the

language classroom. The participants' overwhelming preference for technology integration underscores their desire for interactive and engaging learning experiences that go beyond traditional instructional methods. This inclination aligns with the body of research conducted by (Budiati, 2017; Tivaraju, Yunus, & Badusah, 2017) that emphasize the positive impact of incorporating digital games, such as Kahoot, on student motivation, participation, and overall learning outcomes. The participants' expressed preference for technology integration can be attributed to several factors. Firstly, digital games like Kahoot offer a stimulating and immersive learning environment that captivates students' attention and maintains their engagement throughout the language learning process. The interactive nature of these games encourages active participation, fostering a sense of enjoyment and enthusiasm among students. Secondly, the use of digital games addresses the changing learning styles and preferences of modern students. The prevalence of technology in their everyday lives has created a familiarity and comfort with digital platforms, making the integration of technology in the classroom a natural fit.

Moreover, the positive impact of technology integration on student motivation, participation, and learning outcomes has been well-documented in previous research. The studies conducted by (Budiati, 2017; Tivaraju, Yunus, & Badusah, 2017) provide strong evidence supporting the notion that digital games, such as Kahoot, not only enhance student engagement and motivation but also contribute to improved language proficiency and overall academic performance.

Furthermore, the data analysis did not reveal any significant differences in students' motivation levels when using Kahoot based on gender or age. This suggests that the motivational benefits of Kahoot are not limited to specific demographic profiles and can be beneficial for a diverse range of students. These findings highlight the potential of Kahoot as an inclusive and effective learning tool that transcends gender and age barriers. The positive impact of Kahoot on students' motivation and engagement can be attributed to several key features of the game. Firstly, the element of fun inherent in Kahoot creates an enjoyable and stimulating learning environment. Learning through play has been recognized as an effective pedagogical approach that promotes engagement and knowledge retention (Tivaraju, Yunus, & Badusah, 2017). Secondly, the competitive aspect of Kahoot encourages students to actively participate and strive for success. The sense of competition fosters a dynamic and interactive atmosphere that motivates students to excel. Finally, the immediate feedback provided by Kahoot allows students to monitor their progress and identify areas for improvement, contributing to their self-efficacy and confidence.

Conclusion

In a nutshell, the current study provides empirical evidence supporting the positive impact of integrating digital games, particularly Kahoot, into language classrooms. The findings highlight the significant role technology plays in enhancing students' motivation, attentiveness, and engagement. By incorporating interactive and game-like elements, Kahoot creates a stimulating learning environment that aligns with the preferences and expectations of twenty-first-century learners. The preference for technology integration observed in this study emphasizes the need for educators to adapt their teaching practices to cater to students' evolving learning styles and preferences.

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