Kahoot in the Classroom: A Game-Changer for Motivating English Grammar Learning in Tertiary Education in Bangladesh

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Abstract

This study explores the transformative impact of Kahoot! a popular game-based learning platform, on motivating English grammar learning in tertiary education, particularly in the context of Bangladesh. With 8 billion participants globally, including 60% of US students, Kahoot! has become a prevalent tool in language classrooms. The literature review highlights its positive effects on learning outcomes, student engagement, and classroom dynamics. As education evolves towards active learning approaches, Kahoot! stands out as a versatile game-based tool, aligning with modern pedagogical shifts. The research methodology employs a qualitative approach, utilizing in-depth interviews with English department students of a university in Bangladesh to unravel their experiences and perceptions of Kahoot! Findings indicate that Kahoot! effectively motivates learners, fostering a dynamic and competitive atmosphere. Despite limitations in sample size and disciplinary diversity, the study suggests that Kahoot's integration positively influences motivation and engagement in grammar learning. Exploring students' experiences, the research reveals a pronounced enthusiasm for Kahoot! emphasizing its role in creating an interactive and enjoyable learning environment. Participants expressed a heightened interest in grammar learning, attributing it to Kahoot!'s gamified approach. The findings underscore the platform's potential to transcend traditional barriers, enhancing motivation and active participation among students across diverse educational backgrounds. Recommendations include reconsidering payment options for affordability, promoting teacher adoption, and potential curriculum integration. The study contributes to the understanding of game-based learning's motivational impact and sets the stage for future research in specific grammatical items and homogeneous disciplinary contexts. The findings reveal that Kahoot enhances motivation, promoting an active and engaging environment in English grammar learning at the tertiary level.

Keywords: Kahoot, Game Changer, Motivation, Teaching English Grammar, Tertiary Level, Bangladesh

1. Introduction

1.1. Introduction and Background of the Study

Kahoot is a game based online learning platform in a non-gaming context. It is widely considered and used as fun learning game in the academia. As it is an online based platform, it itself a virtual classroom. However, in the classroom Kahoot acts as

a game-changer because learners get engaged while using it in the classroom. It instantly switches users or students from passive to active learners. A game-changer is a thing that helps to turn a situation into a new dimension. According to Merriam Webster Dictionary "a game-changer is a newly introduced element or factor that changes an existing situation or activity in a significant way". Traditional teaching approaches have been vague since the advent of technology in language teaching classroom. Technology has brought revolution in the context of foreign language teaching-learning. Altun (2015) examined that technology largely motivate the foreign language learners with positive environment that assist them in developing foreign language skills. Technology keeps learners involved in language teaching classroom. In fact, interactive learning is valued as the most effective approach to teaching a second or foreign language like English. Using this approach, the learners can be engaged actively. To keep the learners active in the language classrooms, most of the teachers use various strategies that help both the learners and the teachers lead a productive class. In a passive approach of teaching, the learners surely less enjoy the class. Active learning is prioritized all over the world and group work plays vital role in this regard Johnson (2008) examined. In the era of 21st century, edutainment holds a great place in the field of education. In fact, education and entertainment are two stems in one body. Teaching and learning become productive when there is fun learning environment in the classroom. Kahoot! is a fun learning tool in the field of education. This gamification tool keeps the learners amused, engaged and motivated in a non-game context. In a study, Zarzycka-Piskorz (2016) found Kazoo as a motivational tool in learning grammar. Gamification motivates students in teaching learning activities.

1.2. Statement of the Problems

This study investigates how a learning game called Kahoot! is helping students in Bangladesh learn English grammar in college. Although the game has become really popular worldwide, many students in Bangladesh didn't know about it before. Some students think it's like traditional learning, so there's a need to explain how it's different and more engaging. The study suggests that making Kahoot! more affordable would be helpful, as not everyone can easily pay for it. Teachers need to be encouraged to use Kahoot! in their classes, and maybe it could even become a part of the official curriculum. The study also says that there might be too few students in the research, and they all study the same thing, so it's not clear if these findings would apply to other situations. There's a concern that using Kahoot! too much might distract students from other important things. Additionally, the study talks about cultural differences and how well Kahoot! fits into different cultures. Finally, it suggests that both teachers and students should know how to use Kahoot! properly, which might need some training. In short, this research looks at how Kahoot! can be a great tool for learning, but there are some challenges like awareness, affordability, teacher involvement, and making sure it fits well in different situations and cultures.

1.3. Significance of the Study

The present age is the age of science and technology. In this era of technology-based learning, classroom teaching- learning has been reshaped on the basis of the demand and complementary. Technology assist classrooms and lectures have drawn the significant attention of the learners especially second language learners like English. Students get motivated with the new approaches and techniques of language learning. If it is new media that create motivation it is undoubtedly accepted to the students of new age as one of the motivation tools of language learning. In their study Hasan et all (2020) found that new media keep learners active and engaged even create amusing environment through additional support with the help of new media. To bring newness in teaching- learning domain, Kahoot has been a new online based language learning material which removes monotony and bring spirit among the language learners.

1.4. Research Questions

- How does Kahoot! affect grammar learning performance in the class?
- What are the learners' perceptions of Kahoot! about motivation in learning English grammar?
- How is Kahoot! evaluated as a game-based learning platform in the classroom?

1.5. Objectives of the Study

The objective of the study is to:

- find out the learners' perception about the motivation of Kahoot in the classroom.
- learn the effectiveness of Kahoot in the language classroom.
- provide encouragement to the students of English language class.

2. Literature Review

This literature review aims to explore the impact of Kahoot! on various aspects of the learning environment, including learning performance, classroom dynamics, students' and teachers' attitudes, and students' anxiety.

The existing literature highlights that Kahoot! has emerged as a popular tool, with over 70 million active users globally, and has been utilized across diverse educational contexts (Wang & Tahir, 2020; Plump & LaRosa, 2017). The motivation for incorporating such tools arises from the recognized challenges of maintaining student engagement and motivation in large lectures, particularly in higher education settings (Liu, Bridgeman, & Adler, 2012). Active student involvement has been linked to improved understanding and academic results (Prince, 2004), and game-based learning platforms like Kahoot! offer an innovative solution to address this need.

Several studies have provided insights into the positive effects of Kahoot! on learning performance and classroom dynamics. Wang and Tahir's (2020) literature review, covering 93 studies, concludes that Kahoot! generally has a positive impact on learning outcomes, classroom interactions, and student and teacher perceptions. However, it's crucial to acknowledge the

challenges identified by both students and teachers, such as technical issues, time constraints, and the need to balance question difficulty (Wang & Tahir, 2020). Ghawail and Yahia (2022) conducted a study in the context of undergraduate chemistry education, emphasizing the positive influence of Kahoot! on students' engagement and learning effectiveness. Similarly, Kohnke and Moorhouse (2022) focus on the gamification of language learning using Kahoot! highlighting its potential to enhance student engagement and language mastery.

Moreover, Kahoot! has been explored in diverse educational contexts, such as pharmacy education in Libya (Ghawail & Yahia, 2022), Indonesian classrooms (Sabandar, Supit, & Suryana, 2019), and English as a Foreign Language (EFL) classrooms in the UAE (Alawadhi & Abu-Ayyash, 2021). These studies collectively suggest that Kahoot! is adaptable to different subjects and cultures, offering a versatile solution for educators.

The literature also underscores the importance of technology in education, especially in the context of the COVID-19 pandemic, where online and blended learning have become essential (Tao & Zou, 2021). The integration of gamified elements, as demonstrated by Kahoot! aligns with the needs and preferences of modern learners who are accustomed to digital tools and expect technology integration in their academic lives (Sabandar et al., 2019).

Kahoot! is a game-based learning platform in a non-gaming environment that lifts learners' curiosity and power of leaning spirit of English language. It removes learners' monotony rather influence them while practising a target language. In a study, Fuster-Guillo & et all (2019) explored Kahoot! Incentive tool that plays great role in developing learners' impulse on capturing their lessons after use it. It matures the level of happiness of the learners to continue their progress of study due to the influence of these game-based tools. They incorporated "hackathon" and "CUDATHON" techniques to measure the performance of the participants that reflected noticeable improvements in the teaching-learning process. Besides, being interested, the participants take part in various learning contest not only to upgrade technological knowledge but also overall performance in every possible context. Darma, Agus & Rosalina (2022) claimed that the leaners had been immensely stimulated in progressing English writing skills through operating Kahoot! in the classroom. As Kahoot is a series game technology basis pedagogy approach, the students scarcely distracted from using this app and so they could engage themselves in the system of education. As productive skill, writing needs continual exercise and thus Kahoot is worthwhile in this regard they added. In promoting learners' level of attentiveness, satisfaction, reliance and positivity to Kahoot application had a noticeable function. They also highlighted that the traditional teaching learning method was discouraged by the participants.

Yürük (2019) explained that students would have been employed in a non-game environment classroom for learning target language English with a free surfing game Kahoot. The edutainment keeps them cheerful and attentive to learn English in a friendly classroom. Korkmaz & Oz (2020) focused Kahoot as educational game that noticeably assists English language students in enhancing their reading skill in interference. Before the use of Kahoot, the participants were ignorant of its benefits while the best output made them optimistic about the interactive game application use. Kahoot has motivational power to EFL learners in lifting their knowledge of vocabulary reading resources. Though assessment through the use of Kahoot was discouraged by the learners, there had a great impact of it in overall language gaining. Ahmed et all (2022) suggested that English language teachers produce better outcome of the application of the game-based modern teaching tool 'Kahoot' in teaching English vocabulary than the use of out-dated resource. There was a wide discrepancy between the pre-test and post-test of two groups namely the EG and the CG of Iranian students and finally the EG group beat the CG group in achieving a wide range of vocabulary. They also exemplified Kahoot as a motivational tool and it also grows learners' self-confidence in learning English words through its use. Putri (2019) highlighted that scholars across the globe encourage both teachers and learners to apply fun and game-based learning technology Kahoot to enable learners to enjoy teaching and learning. It is also explained Kahoot game helps its users to be expert in the target language as the player of a game earns reputation by rigorous and enough practice. Through the continuous practice of this fun-based online learning app, even a back-bencher would find interest in educational equipment and both the teachers and the students should have been interactive. Ismail et.all (2019) showed Kahoot as a formative assessment tool that works as a guide for learning, very excellent learning tool and a big source of motivation for the learners. It is more engaging online based material for the promotion of autonomous learning. Students may find feedback easily with the help of fun learning tool Kahoot. It has been considered as a user-friendly tool.

In conclusion, the literature review provides comprehensive insights into the positive impact of Kahoot! on motivation, engagement, and learning outcomes in tertiary education. Despite some challenges, the overall consensus is that Kahoot! contributes positively to the learning environment, making it a valuable tool for educators seeking to enhance student participation and understanding in diverse academic disciplines. As education continues to evolve, the effective use of game-based learning platforms like Kahoot! stands out as a promising avenue for improving the educational experience in tertiary settings.

2.1. Evolution of Pedagogy: Shifting from Traditional to Active Learning Approaches

Classroom teaching is undergoing a significant transformation to keep pace with the pedagogical changes demanded by the modern world. The traditional teacher-cantered approach is being replaced by student-cantered active learning methodologies, and at the forefront of this evolution stands Kahoot! As Stoltzfus and Libarkin (2016) emphasize in their research on active learning spaces, there is a growing recognition that the physical environment plays a crucial role in facilitating active learning. Traditional lecture halls are being reimagined into dynamic, interactive spaces that foster student engagement and collaboration.

Studies affirm the positive impact of active learning on student outcomes, both in dedicated active learning spaces and traditional lecture halls. This shift towards active learning aligns with the constructivist theory, emphasizing that students must actively create their own knowledge for meaningful learning experiences (Laidlaw et al., 2022). The evolution includes a

departure from passive lecturing toward outcome-related activities where students play an active role in constructing their understanding (Kurniawati et al., 2016). The incorporation of active learning principles in both traditional and modern classroom settings is reshaping the landscape of education.

In the evolving landscape of education to meet the pedagogical changes demanded by the modern world, classroom teaching is undergoing a significant transformation. Park and Choi (2014) delve into the transformative effects of classroom spaces on students' learning attitudes, contrasting the traditional classroom, which is rooted in designs dating back to medieval universities and often imposes positional discrimination among students. In contrast, active learning classrooms (ALCs) break away from this historical pattern, providing an environment that fosters inspiration and encourages active class participation without positional constraints.

2.2. Kahoot as a Game-Based Learning Tool

The integration of Kahoot! as a game-based learning tool in language classrooms has been the focus of several studies, each highlighting its positive impact on students' perceptions, motivation, engagement, and learning outcomes. Tao and Zou (2021) conducted research on Chinese students and found that Kahoot! effectively addresses users' needs for challenge and fantasy, promoting both sensory and cognitive curiosity through gamification features like suspenseful music and color displays. Kohnke and Moorhouse (2022) emphasized Kahoot!'s versatility as a student response system, likening it to a game show where teachers act as hosts and students as contenders. This adaptability allows teachers to gamify reading and listening activities, making the introduction of new content interactive and visible for enhanced language mastery. Sabandar, Supit, and Suryana (2019) extended the discussion to the broader applicability of games as supporting tools, recognizing Kahoot! as a user-friendly platform with various forms that cater to diverse educational needs. Hu's study (2023) underlined Kahoot!'s global popularity, emphasizing its unique focus on creating an enjoyable and competitive atmosphere through game-like elements like scores and leaderboards. Collectively, these studies endorse Kahoot! as a valuable and preferred game-based learning tool, contributing positively to the educational experience by fostering engagement, motivation, and a competitive spirit among students in various learning environments.

3. Research Methodology

The methodology used for this study was qualitative research. In this study, a qualitative research methodology was applied. Qualitative research concentrates on those understandable things that depend on situations or events in terms of the context, rather than on any reasons and their effects (Fraenkel & Wallen, 2003). Intentional sampling has been employed to address the stated research issue from a qualitative standpoint. The technology has been used to make more accurate inferences by comparing data from different areas. The investigator has acquired enlightening information concerning the preservation of academic integrity. Qualitative research is a kind of social investigation that focuses on how individuals view and evaluate their environment and intelligence. An interpretative methodology was used in the study to understand rich, profound, and qualitative aspects (Walsham, 1995). Qualitative research is based on the phenomenological/interpretivist approach, while quantitative research is solidly grounded in the rationalist paradigm (Firestone, 1987). The interpretivist pattern is better appropriate for understanding qualitative knowledge and providing answers to the study objectives. Thus, the purpose of an interpretivist study is to provide information that should enable the investigator to "make sense" of the surroundings from the viewpoint of the subjects. In order to better grasp the temperament of a particular circumstance, the research strategy of this study employed the phenomenological qualitative technique (Creswell, 2013). The research community is made up of English graduate students. Students at the university level are chosen based on their involvement in ERL during the Covid-19 pandemic. The English Department course instructor creates the student list for the class. The researcher chose samples to reflect the demographics of the population since university students were the study subjects for the in-depth interviews. Only the selected students from the three universities are chosen as samples for in-depth interviews. The samples for this investigation were chosen using a convenience sampling strategy.

To conduct the research, qualitative research methodology has been used to collect data from the target population. As data collection tool, a questionnaire of open ended and close ended questions and Focus Group Discussion (FGD) group have been used. 100 participants were chosen from English Department of Feni University, Bangladesh. Of them, 65 five were female and the rest 35 were male. All of them belonged to the first year first semester of four years Bachelor Program of the course "English Language and Communication". All the participants were from almost same age group that is 19-21.

3.1. Research Design
3.1.1. Sampling

To conduct this study, 100 students of English department was selected all of whom were from same course namely "English Language and Communication". Participants were selected irrespective of gender and age. A questionnaire and focus group discussion were followed as tool to collect data. The researcher himself observed the questionnaire session while a moderator and a co-moderator, and as a third person, a senior student was present while conducting the focus group discussion.

3.2. Questionnaire

A questionnaire was provided to the participants containing ten questions relevant to the questions and objectives of the study. There were both open ended and close ended questions to find the authentic reflections of the participants. Moreover, the respondents' identity like name, student ID were kept concealed and they were confirmed that there would have strict

instructions for smooth running of the session. What None of them would be influenced by other while answering any questions. Each and every participant received a questionnaire which carried same questions.

3.2.1. Focus Group Discussion

Random questions will be asked to the participants of the focus group discussion. The questions will be open-ended and flexible and will not maintain any sequence or order. No unambiguous questions will be thrown to the participants and will be requested to be unbiased and neutral. There will have saturation questions in the discussion. A convenient and comfortable place for the focus group discussion will be selected. The respondents will be informed about the time, date and place of the discussion. And of course, the topic of the discussion will be let them know prior to the discussion.

3.3. Ethical Issues

To confirm ethical aspects and ensure true and authentic data, participants were free to join the questionnaire survey and focus group discussion. Before starting the data collection, the respondents had been informed about the purpose of the study. In fact, they were aware of that they won't receive any benefits or funding during or after the participation of the data collection. They had been confirmed that their identity would be kept concealed, confidentiality will be maintained, no harm like physical, social or personal would have not been faced)

4. Findings and Discussion

4.1. Findings from the Questionnaire

This study investigated the reactions of the English language learners on learning English grammar using Khoot in the classroom. The study found a transformation in teaching learning from traditional to game-based learning approach. In response to the first question, above 90% of the respondents shared that they did not know about Kahoot before the introduction this time. Around 4% of the total participants were familiar with this game-based learning tool but made no use of it in the classroom. The rest of the attendees could not express clearly whether they had known about this tool or not.

Kahoot is game-based learning in a non-gaming context, which was strongly agreed upon by almost all the participants, except one. The only respondent did not opt for any options. To respond to this question, there were four options: "I strongly agree," "I agree," "I partially agree," and "I disagree."

A small number of the attendees thought that Kahoot was similar to the traditional teaching and learning approach. Nearly 95 percent agreed that this teaching and learning approach is quite different from traditional teaching and learning. This approach keeps the learners engaged in the class with fun learning.

Out of three options, "funny," "boring," and "no comment," nearly ninety-eight percent of respondents answered that it is a funny tool that keeps them amused and engaged in learning. One of the participants said that long use of it sometimes distracts them from other vital activities. One respondent left no comment about this question.

To learn the learners' attitude toward Kahoot! The participants were asked to share their views about how they felt about this learning app. Out of three options, most of them positively answered, whereas only one of them did not share any idea. However, three of the total participants were neutral.

There were three options for answering the fifth question of the questionnaire. The respondents had been asked if they would recommend it to peers, and the options were "I would agree," "I would highly recommend," and "I would never recommend."

The study found that almost all the participants responded that they had been motivated to learn English grammar using Kahoot. They interestingly operate Kahoot in the classroom with the direction of their instructor. The target participants studied English grammar before entering tertiary education. However, Kahoot is supportive enough to keep motivated to learn English grammar, as it is better than the traditional grammar learning system.

"Is Kahoot! an unproductive game? "No, it is a very productive game," "No, Kahoot is a highly productive game because it helps learn a language in the classroom and outside the class," "Not really," "No, Kahoot is a productive learning game," "No, it is productive." Those reactions were from the participants.

"Do you believe that Kahoot keeps the learners active in the class?" The respondents had been given four options for a smooth and authentic reply. Many of them strongly agreed that this game keeps them active in the classroom, creating a learning environment. Few of them agreed, while none of them disagreed or strongly disagreed.

"Did you play any learning game except Kahoot! in the classroom for academic purposes?"

"No, not yet," "This app is the first app used in the classroom for learning English language, especially English grammar," "It is the first game I played ever in the language classroom," and "Never have I played any game like this in the grammar class before." Those were the reactions of the learners.

4.2. Findings from the Focus Group Discussion

In the focus group discussion, learners were selected randomly into two groups, and each group consists of eight members. The researcher played the role of moderator, and there was also a co-moderator who was from the same faculty. Prior to the discussion, the co-moderator was instructed on the activities to be done during the discussion. As a third person, there was a postgraduate student to find any gaps while conducting the study. Both the co-moderator and the third person confirmed that their identities would be kept anonymous. In addition, they had been requested not to be biased in sharing their opinion, and they were trusted and reliable. They had not been remunerated for their cooperation. The complete discussion took more than an hour. The researcher asked the questions of the participants, whereas the co-moderator observed the behavior of the

participants. They were all of various ages and took the same academic course, namely "English Language and Communication." Before the discussion, the participants were aware of Kahoot's talk! Males and females were selected randomly. The questions were not asked sequentially. The environment of the discussion was comfortable, chaotic, and noise-free.

The response from the people was positive and informative. The study found, from the focus group discussion, that Kahoot is a very informative and useful learning tool for any field of education in various faculties. It is easy to use, either in a group or independently. In a group, the host leads the team, sharing a code for team members. It is very useful in the classroom to keep the students active and curious.

The study found that interviewees got familiar with Kahoot! for the first time. It generates time-sense for the users. Since the time is set for each question separately, there is no way to stay monotonous or whimsical, especially in the quiz section. In fact, this learning tool helps with time management. The study also found that there was competition among the users of this tool while it was used in the classroom. As there was a point or chance to be first, second, or third for a rapid answer, it pushed them to answer correctly and independently. Moreover, users can be connected virtually anywhere. The participants shared that this game can be played with friends and relatives, creating and sharing questions and visual images. Therefore, it is user-friendly.

It is an effective tool for learning and reviewing English grammar. Both descriptive and quiz-type questions can easily be set and practiced based on one's own choice. Additionally, this game immensely aids in improving English writing skills. It contains huge educational content, so learners can choose academic content on the basis of their field of study and background.

The study also found that Kahoot! never hampers the class if the operators know how to use and share the target contents. Rather, this learning technology motivates the learners to be attentive in the class. It is viewed that this technology-based learning approach would be beneficial. However, excessive use of it distracts the users from the actual target. It was found from the discussion that the app does not possess influencing power like teachers since it depends on human operation.

5. Conclusion

In conclusion, this study sheds light on the transformative potential of Kahoot as a game-based learning tool, particularly in the realm of English grammar education at the tertiary level in Bangladesh. The research, while acknowledging certain limitations in sample size and disciplinary diversity, underscores the widespread positive impact of Kahoot on motivating learners and creating an engaging classroom environment. With the global popularity of Kahoot and its adaptability to various subjects and cultures, the findings suggest its relevance as a valuable pedagogical resource. The study recommends considerations for affordability, encourages teachers to embrace Kahoot, and proposes potential curriculum integration. As the educational landscape continues to evolve, Kahoot emerges as a promising avenue for fostering motivation, engagement, and active learning in grammar education. This exploration contributes to the broader understanding of the motivational dynamics of game-based learning tools and provides a foundation for future research to delve into more specific grammatical elements and homogeneous disciplinary contexts, further enriching the discourse on innovative approaches to language education in tertiary settings.

6. Limitations

This study has a few limitations which need to be acknowledged. The first and most obvious is the size of the sample. In this study, six classes of a course namely Basic English Language and Communication Skills of a Department were surveyed. Thus, the findings are not applicable to each classroom setting. In addition, convenience sampling strategy was used because of the availability of the participants in the researcher's own institution. Another limitation is that focus group discussion was made with the participants of two groups consisting eight members every group. Therefore, limited opinions could have to be gathered. If the number of groups could be increased, there might have variations in findings which might help find motivation level of the participants. In spite of the confinements of this study, the findings in any case suggest that the idea of using game elements in a language class has garnered support from students. The next decade will probably witness a rapid rise in use of games in education. Hence, the interactive games like Kahoot! should be geared to EFL learners' individual interests and skill development to maximize learning.

7. Recommendations

The Kahoot! would be more affordable for the users if the cost would be more reduced. The payment method is in pound only. If there were other currency options like US Dollar, BDT etc., it would be more convenient. The teachers may rethink of conducting their classes using Kahoot! for positive and effective outcome from the classes. The use of Kahoot app in the classroom may have been incorporated in the curriculum and syllabus in teaching and learning English language especially where English is used as second or foreign language. In future, the research might be conducted on other grammatical items or subjective and participants could have been selected from same discipline. Before starting using app, both the teacher and the students should have proper knowledge on how to operate it smoothly.

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Appendix

Questionnaire for Student Interview
As part of Research on
Kahoot in the Classroom: A Game-Changer for Motivating English Grammar Learning in Tertiary Education in Bangladesh

Questionnaire
Q1. Did you know Kahoot! before my introduction it to you?
Yes, I knew about Kahoot!   No, I did not know about Kahoot!
Q2. Do you consider Kahoot! as a game based learning in a non-gaming context?
I strongly agree   I agree   I partially agree   I disagree
Q3. Do you think that Kahoot! use is similar to traditional classroom teaching?
Yes   No   I don't know   Neutral
Q4. How was it?
   Funny   boring   No comment
Q5. Would you recommend it?
I would recommend   I would highly recommend   I would never recommend
Q6. How do you feel about Kahoot?
I feel negative   I feel positive   I feel neutral
Q7. In which course have you used Kahoot for the first time?
Answer:
Q8. Does Kahoot! game motivate you to learn English grammar?
Answer:
Q9. Do you believe that Kahoot keeps the learners active in the classroom?
I agree   I strongly agree   I disagree   I strongly disagree
Q10. Did you play any other learning game except Kahoot! in the classroom for academic purpose?
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Answer: