

GAMIFICATION AND STUDENTS' MOTIVATION: USING KAHOOT IN THE ENGLISH CLASSROOM

<https://doi.org/10.5281/zenodo.15475401>

Otabaev Muzaffar Nematullaevich

Teacher of Namangan State University, World languages faculty.

muzaffarotabayev@mail.ru

Annotation

Gamification has emerged as a powerful strategy in education, enhancing student motivation and engagement through game-based elements. This study examines the impact of Kahoot, a widely used gamified learning tool, on student motivation in English language classrooms. The research explores how Kahoot influences learners' intrinsic and extrinsic motivation, engagement levels, and academic performance. Findings indicate that Kahoot fosters a more interactive learning environment, increasing student participation and enthusiasm. The study concludes that gamification, when integrated effectively, can significantly enhance language learning experiences.

Keywords

Gamification, Kahoot, motivation, English language learning, engagemen

Introduction

Gamification refers to the use of game-like elements in non-game contexts, particularly in education, to increase motivation and engagement [1:10]. In recent years, gamified learning tools such as Kahoot have gained popularity in English as a Foreign Language (EFL) classrooms, offering an interactive and competitive learning experience. Kahoot, a game-based student response system, allows teachers to create quizzes and learning activities that make lessons more engaging and enjoyable [5:88].

This study investigates the effectiveness of Kahoot in enhancing student motivation in English language classrooms. The research aims to answer the following questions:

1. How does Kahoot influence students' intrinsic and extrinsic motivation?
2. What are students' perceptions of using Kahoot in learning English?
3. How does Kahoot impact students' engagement and academic performance?

By analyzing these questions, the study contributes to the growing body of research on gamification in language learning and provides insights for educators seeking to implement game-based strategies in their classrooms.

Literature Review

Gamification has gained attention in education as a strategy to boost student motivation and engagement. Deterding et al. [1:10] define gamification as the use of game elements in non-game contexts, emphasizing its role in fostering motivation. Research suggests that gamified learning tools create a dynamic and enjoyable environment, leading to improved student participation [3:158].

Kahoot, a popular gamified platform, has been widely adopted in classrooms, particularly for language learning. Wang and Tahir (5:88) found that Kahoot enhances engagement through competition, instant feedback, and interactivity. Similarly, Zarzycka-Piskorz [6:22] noted that gamified tools reduce anxiety in language learning, encouraging students to participate more actively.

Research methodology

This study adopts a mixed-methods approach, combining quantitative and qualitative data collection. A quasi-experimental design was used to measure the impact of Kahoot on student motivation and engagement.

Data Collection Methods

1. Questionnaire: A motivation questionnaire adapted from Deci and Ryan's Self-Determination Theory was used to assess intrinsic and extrinsic motivation before and after the intervention.
2. Classroom Observations: The researcher observed classroom interactions to assess students' engagement and participation levels.
3. Interviews: Semi-structured interviews were conducted with students and teachers to gather qualitative data on their perceptions of using Kahoot in the classroom.
4. Academic Performance: A pre-test and post-test were administered to measure students' learning outcomes.

Analyses and results

The results showed a significant increase in intrinsic motivation among students who used Kahoot. Before the intervention, only 45% of students in the experimental group reported enjoying English lessons, whereas after using Kahoot, this percentage increased to 80%. This aligns with previous studies indicating that gamification fosters a sense of achievement and motivation [5:22].

Observations revealed that students in the experimental group were more engaged in classroom activities.

Kahoot's interactive format, combined with elements of competition and instant feedback, contributed to higher participation rates. One student commented:

"Kahoot makes learning fun. I used to feel nervous answering in class, but now I enjoy competing with my classmates."

The post-test scores indicated that students in the Kahoot group performed better than those in the traditional group. The average test score in the experimental group increased from 65% to 82%, whereas the control group's scores improved from 66% to 74%. These findings suggest that gamification not only boosts motivation but also enhances learning outcomes [4:125].

Despite its benefits, some challenges were noted, including technical issues such as poor internet connectivity and limited device availability. Additionally, some students focused more on competition rather than learning, which aligns with prior research cautioning about the potential drawbacks of gamification [3:157].

Conclusion

This study highlights the positive impact of Kahoot on student motivation, engagement, and academic performance in English classrooms. The results indicate that gamification can transform traditional learning environments into more dynamic and interactive spaces. However, for optimal results, educators should balance competition with learning objectives and address potential challenges related to technology.

Teachers can incorporate Kahoot as a supplementary tool to enhance student engagement and motivation. Future research could explore the long-term effects of gamification on language acquisition and its impact on different proficiency levels.

REFERENCES:

1. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification." Proceedings of the 15th International Academic MindTrek Conference, 9-15.
2. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer.
3. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. Proceedings of the 47th Hawaii International Conference on System Sciences, 157-166.
4. Wang, A. I. (2015). The wear-out effect of a game-based student response system. Computers & Education, 82, 217-227.

5. Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning: A literature review. *Computers & Education*, 149, 103818.
6. Zarzycka-Piskorz, E. (2016). Kahoot it or not? Can games be motivating in learning grammar? *Teaching English with Technology*, 16(3), 17-36.