

## Effectiveness of Call Platforms (Quizlet, Bamboozle, Kahoot) in Motivating Teenage EFL Learners

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**Abstract.** *It is increasingly important for second language teachers to develop stronger literacy in selecting and integrating effective technological learning platforms into their regular classroom practices. Prior studies suggest that when learners are supported with appropriate technology-enhanced tools, they tend to demonstrate greater engagement and sustained enjoyment in the learning process. This small-scale library research sought to explore the advantages of using Kahoot as an instructional medium in contemporary EFL settings. To achieve this goal, the researcher conducted a thematic analysis of findings drawn from 30 journal articles focusing on Kahoot-based instruction. This approach enabled the researcher to generate clearer insights by organizing the results into shared thematic categories. Two primary conclusions emerged: (1) Kahoot supports EFL learners in developing comprehensive foreign language proficiency, and (2) learners experience a more positive and motivating learning atmosphere when Kahoot is incorporated. The study also offers several recommendations to guide future research on the pedagogical benefits of technology-enhanced learning tools in diverse EFL classroom contexts.*

**Key words:** *rule-based, to communicate, technology-enhanced learning, Kahoot-based instruction.*

As English continues to function as a global lingua franca, increasing importance has been placed on developing fluency in the language across all age groups. Language learners must acquire skills in listening, speaking, reading, writing, phonetics, syntax, and vocabulary. Over the past several decades, each of these components—as well as instructional approaches—has been widely researched to better address diverse learner needs. For English as a Second Language (ESL) learners, language development occurs not only through formal instruction but also through natural acquisition within an English-speaking environment. As Chomsky (1965) noted, such acquisition tends to occur more naturally for young learners. In contrast, English as a Foreign Language (EFL) learners study English formally in settings where it is not the national language, making natural acquisition more challenging regardless of age. Although educators understand the advantages of language acquisition, geographical constraints mean that EFL instruction often relies heavily on structured learning or even rote memorization. However, 21st-century classrooms increasingly integrate technology to help EFL learners strike a better balance between learning and acquiring the language. While learners abroad may develop English proficiency, many eventually encounter difficulties with grammar learning due to traditional rule-based and memorization-heavy approaches. For beginners, grammar is sometimes overlooked in favor of vocabulary development, yet grammatical competence becomes essential for accurate spoken and written communication. In many EFL grammar classes, instruction remains teacher-centered and focuses on repetitive testing of isolated rules. Although some rules can be memorized and applied, English grammar is highly complex and sometimes ambiguous. To address these challenges, technology-enhanced tools offer promising alternatives. Game-based learning platforms such as Kahoot! or Blooket allow students to deepen their understanding of grammar by

creating their own examples and instructional content, making grammar learning more interactive, engaging, and meaningful.

With continual advancements in digital technology, the use of gamification in educational contexts has become increasingly widespread. In earlier decades, incorporating games into classroom instruction was often constrained by the need for physical materials, props, or specially prepared resources. Today, however, the ubiquity of smartphones, tablets, and computers among students has significantly transformed this landscape. Digital tools now replace traditional physical components, enabling learners to design, access, and participate in educational games at any time and from virtually any location. This high level of accessibility has contributed to the rapid growth of gamified approaches within language-learning environments.

Grammar instruction, which is frequently perceived as monotonous or overly challenging, does not necessarily need to be a dull experience. As noted by Hashim, Rafiqah M. Rafiq, and Md. Yunus (2019), grammar learning can be genuinely enjoyable when students are engaged and when routine, rote-based tasks are embedded within interactive game-like activities. Gamification transforms the classroom dynamic into one that is more active, participatory, and stimulating (Livingstone, 2015). A growing body of research demonstrates that students exposed to gamified learning methods often display heightened excitement, motivation, and willingness to learn (Bicen & Kocakoyun, 2018; Zhang & Yu, 2021; Dehghanzadeh et al., 2019). These positive emotional responses can ultimately contribute to improving students' experiences with learning grammar.

Moreover, game-based learning environments help reduce the anxiety and pressure commonly associated with studying English grammar (Zarzycka-Piskorz, 2016). Instead of simply memorizing rules, students become more deeply involved in meaningful, goal-oriented tasks, prompting them to communicate more actively and participate more confidently. As a result, the focus of grammar instruction shifts away from passive content absorption toward active engagement in games, challenges, and friendly competition. Through this shift, learners interact with grammar not as a set of rigid rules but as a dynamic and engaging component of language use, thereby fostering deeper understanding and improved retention.

As previously noted, game-based learning offers numerous advantages in language education, and among the various platforms available, **Kahoot!** has emerged as one of the most widely used tools worldwide (Wang & Tahir, 2020). Its popularity can be attributed largely to its user-friendly interface and accessibility. Kahoot! is a free, web-based platform that students and teachers can access via smartphones, tablets, or computers by creating an account on the official website. After logging in, users are presented with a wide selection of ready-made learning activities, many of which are freely available.

One of Kahoot!'s key strengths, however, lies in the high level of customization it offers. If educators or learners prefer not to use pre-existing quizzes, they can easily create their own game-based activities tailored to specific instructional objectives or lesson content. Users have complete control over the question types, answer options, time limits, and overall structure of the game. Additionally, the platform stores student responses, enabling teachers and learners to review performance later and utilize the data for assessment purposes. Feedback can also be delivered immediately or postponed until a more pedagogically suitable time (Zhang & Yu, 2021; Zarzycka-Piskorz, 2016), providing opportunities for timely clarification and targeted revision.

Although Kahoot! may initially appear to be little more than an electronic quiz platform, its competitive features introduce a social and interactive dimension to learning. Instead of completing a quiz individually, students participate in a shared, fast-paced competition aimed at achieving the highest score. This element of peer competition encourages collaboration, communication, and engagement. In many cases, learners become so immersed in the competitive aspect of the game that they momentarily forget that they are essentially completing a traditional quiz (Wang, 2015; Kaur & Nadarajan, 2020). This shift in perception contributes to a more enjoyable learning experience and supports deeper involvement with the language content.

In sum, the integration of gamification into language education has demonstrated significant potential to enhance learner engagement, motivation, and overall language development. Traditional grammar instruction, which often relies on memorization and teacher-centered practices, can create barriers for EFL learners who may already struggle with limited exposure to authentic language use. However, the incorporation of game-based learning tools such as Kahoot! offers an effective means of transforming grammar learning into an interactive, meaningful, and enjoyable experience. By allowing students to participate actively, collaborate with peers, and receive immediate or timely feedback, platforms like Kahoot! shift the focus from passive rule acquisition to dynamic, learner-centered interaction.

The flexibility and accessibility of Kahoot! further contribute to its value in modern EFL classrooms. Its customizable features enable teachers to tailor activities to specific instructional goals while also providing opportunities for learners to create their own content—an approach that promotes deeper understanding and ownership of language structures. As research consistently indicates, these gamified practices reduce learner anxiety, foster positive attitudes toward grammar, and support more sustained engagement.

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