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From Ancient Manuscript to Digital Platform: Development of Completion and Cloze Test Models for Arabic Language Evaluation Using Kahoot Media in a Modern Learning Social Context

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ABSTRACT

Objective: *The evaluation of Arabic language learning in Indonesia remains predominantly reliant on conventional paper-based instruments, which inadequately accommodate the characteristics of digital native generations and the demands of 21st-century learning. The disparity between monotonous evaluation practices and the potential of interactive digital technology underscores the necessity to develop more relevant and engaging assessment models. This study aims to comprehensively examine the development of a complementary test and cloze model for Arabic language evaluation using the Kahoot platform within the context of modern social learning environments.* ***Method:*** *The research employed a library study methodology, utilizing data sources such as books, scholarly journal articles, and research reports, analyzed through content analysis techniques.* ***Results:*** *The findings reveal four principal outcomes. First, the cloze method has historical roots in the classical Arabic philological tradition and has undergone significant transformation from static media to interactive digital response systems. Second, the design of an integrative evaluation model requires synergy among the CEFR framework, Arabic morphosyntactic rules, and Kahoot gamification mechanisms, with adjustments to difficulty parameters, the use of multiple-choice features to address Arabic text input constraints, and the selection of socially relevant content. Third, game-based evaluation environments generate complex psychological dynamics, offering potential to reduce language anxiety while fostering spontaneous peer learning phenomena. Fourth, the cloze-Kahoot model shows promise for long-term retention but is limited in assessing productive language skills.* ***Novelty:*** *In conclusion, this model represents a valid pedagogical synthesis between classical evaluation traditions and digital innovation. The implementation of these findings is realized through the development of practical guidelines for Arabic language educators in creating cloze-Kahoot quizzes.*

INTRODUCTION

Arabic language learning in Indonesia occupies a unique and strategic position within the national education framework. On one hand, Arabic holds a special status as the religious language for the majority of Indonesia's Muslim population, making it an integral component of the Islamic education curriculum from primary through higher education levels. On the other hand, Arabic is also a foreign language characterized by high linguistic complexity, particularly in its morphology and syntax, which are rich in derivation and inflection. Consequently, the learning process often presents distinct challenges for both students and educators. In the context of modern foreign language instruction, the success of a learning program is determined not only by the quality of the materials and teaching methods employed but also by the appropriateness and effectiveness of the evaluation system implemented to measure learners' competency attainment. A well-designed evaluation provides accurate feedback on learning progress,

identifies areas requiring further reinforcement, and serves as a foundation for more targeted and meaningful pedagogical decision-making [1].The long-standing tradition of evaluation in Arabic language learning can be traced back to the golden age of Islamic civilization, when scholars and linguists developed various methods to assess the comprehension and language proficiency of students. Within the classical Islamic scholarly heritage, linguistic assessment practices were often integrated into ta'lim al-lughah activities through exercises such as fill-in-the-blank sentences, i'rab analysis of texts, and grammatical examination of ancient Arabic poetry. Although these methods were not formulated within the framework of modern psychometrics as understood today, they substantially embodied principles akin to what contemporary applied linguistics literature describes as the cloze procedure or completion tests. This rich evaluative tradition inherited from predecessors demonstrates that attention to measuring Arabic language ability has been a concern of Islamic education for centuries [2].

Nevertheless, it must be acknowledged that Arabic language assessment practices in many Indonesian educational institutions today have not fully adapted to meet the demands and dynamics of 21st-century learning. The evaluation instruments employed tend to be conventional, monotonous, and insufficient in fostering motivation and active engagement among learners during assessment processes. Paper-based tests relying on multiple-choice or short-answer formats continue to dominate Arabic language evaluation, while the use of digital technologies that could offer more interactive, adaptive, and enjoyable assessment experiences remains very limited. This situation creates a gap between current evaluative practices and the characteristics of today's learners, often referred to as digital natives generations raised within digital ecosystems rich in interactivity, instant feedback, and gamification elements across various aspects of their lives [3].The emergence of digital assessment platforms based on gamification, such as Kahoot, Quizizz, and Gimkit, has introduced new perspectives in the field of language learning assessment. These platforms present an approach fundamentally distinct from traditional evaluation methods by incorporating gamified elements such as point systems, leaderboards, time constraints, and engaging visual feedback into the assessment process. Numerous studies have demonstrated that the use of gamified platforms in foreign language learning positively contributes to increased motivation, engagement, and even academic performance among learners. The healthy and enjoyable competitive atmosphere created during game-based quiz sessions has been shown to reduce foreign language anxiety, a significant psychological barrier for many learners, while simultaneously encouraging the active participation of all class members without exception [4].

Kahoot, as one of the most popular and widely used game-based assessment platforms globally, possesses characteristics particularly relevant and potentially adaptable for evaluating Arabic language learning. Developed by a Norwegian educational technology company, this platform enables educators to design interactive quizzes with various question formats, including multiple-choice questions that learners

can answer simultaneously using their smartphones or computers. Features such as adjustable timers, a scoring system that awards points based on a combination of accuracy and speed, and a real-time leaderboard displaying participant rankings create a dynamic and adrenaline-inducing evaluation experience. Beyond mere entertainment, Kahoot also offers analytical tools that allow educators to download detailed learner performance data, which can serve as formative assessment material and a basis for more targeted remedial instructional planning [5]. One form of assessment that exhibits a high degree of compatibility and potential synergy with the multiple-choice quiz format on the Kahoot platform is the cloze test. The cloze test is an evaluative instrument designed to measure reading comprehension and grammatical competence by systematically omitting specific words from a text and requiring participants to fill in the blanks with the most contextually appropriate words based on the sentence and discourse. In the context of Arabic language learning, the cloze test offers a distinct advantage as it assesses not only isolated vocabulary knowledge but also the understanding of complex grammatical structures, such as subject-predicate agreement, verb and agent relationships (fi'il and fa'il), the interplay between mubtada and khabar, and the correct use of grammatical particles within coherent and meaningful sentences [6].

Nevertheless, the implementation of the cloze test in a digital format, particularly on platforms like Kahoot, cannot be achieved merely by transferring questions from paper to screen without careful adaptation grounded in sound pedagogical considerations. The shift from paper to digital medium introduces methodological implications that must be addressed, especially regarding the readability of Arabic text on electronic devices, changes in cognitive processes induced by gamified test presentation, and the potential influence of non-linguistic factors such as information processing speed and competitive anxiety on test performance. It is essential to maintain the construct validity of the instrument despite the medium transition and the incorporation of game elements absent in conventional cloze tests [2].

The urgency of developing a cloze-Kahoot model for Arabic language assessment becomes increasingly relevant when aligned with the demands of 21st-century learning, which emphasize the cultivation of Higher Order Thinking Skills (HOTS). Quality Arabic language evaluation should transcend merely testing low-level cognitive abilities such as recall and comprehension; it must also encourage learners to analyze, evaluate, and apply their linguistic knowledge in meaningful contexts. Carefully designed cloze tests, particularly those incorporating authentic and contextual texts, possess the potential to measure not only literal understanding but also learners' inferential and evaluative capabilities. When integrated with the interactive features of Kahoot, such assessments can serve as an effective medium for fostering and assessing critical thinking skills within the framework of Arabic language learning [5].

The social context of contemporary learning presents unique challenges and opportunities that curriculum developers and Arabic language assessment designers must address adaptively. Today's learners exist within a digital ecosystem characterized by boundless connectivity, instant access to information, and a participatory culture in

social media. They are accustomed to content that is visual, interactive, and provides immediate feedback. Assessment approaches relying on conventional methods risk creating learning experiences that lack authenticity and meaningful engagement for these learners. In contrast, leveraging platforms such as Kahoot, which are familiar in their daily lives, can bridge the gap between formal education and the social realities they inhabit, thereby rendering the evaluation process more relevant and engaging [4].

On the other hand, the implementation of digital-based evaluation models such as cloze-Kahoot must also take into account the issue of the digital divide, which remains a reality in many educational contexts in Indonesia. Not all learners have equal access to electronic devices with adequate specifications or stable internet connections, a condition that could lead to inequities in the evaluation process if not anticipated and managed prudently. Variations in digital infrastructure readiness should be a critical consideration in the design and implementation of new evaluation models, ensuring that pedagogical innovations do not exacerbate existing disparities but rather serve as instruments to achieve more inclusive and equitable education [7].

Research on the development of the cloze-Kahoot model for Arabic language evaluation also finds its justification within the context of implementing the Indonesian National Qualifications Framework and efforts to harmonize graduate competency standards with international reference frameworks such as the Common European Framework of Reference for Languages (CEFR). The CEFR provides clear and measurable descriptions of language proficiency levels across various stages, ranging from A1 for beginner users to C2 for proficient users. Developing evaluation instruments aligned with the CEFR facilitates educators in objectively determining learners' proficiency levels while also enabling recognition and credit transfer among educational institutions. The cloze-Kahoot model developed in this study explicitly references CEFR descriptors, particularly in reading comprehension and grammatical competence [6].

The rich and complex morphosyntactic aspects of the Arabic language constitute a primary challenge as well as a critical focus in the development of this evaluation model. Unlike English or Indonesian, which possess relatively simple morphological systems, Arabic features a highly productive system of derivation and inflection, whereby a single root can generate dozens or even hundreds of word forms with varying meanings and grammatical functions. A cloze test designed for Arabic must effectively assess learners' mastery of this morphosyntactic complexity, including their ability to identify the appropriate word form based on sentence context, recognize changes in i'rāb influenced by grammatical particles, and understand the semantic implications of selecting different word forms [3].

Beyond linguistic and pedagogical considerations, the development of the cloze-Kahoot model must also address the content and social relevance of the texts used as evaluation material. From the perspective of communicative language teaching, evaluation materials should reflect authentic language use within meaningful communicative contexts for learners. The Arabic texts chosen for cloze items ideally should not only meet linguistic criteria appropriate to the learners' proficiency level but

also relate to the social realities, interests, and needs of contemporary learners. Themes such as digital literacy, environmental awareness, mental health, social entrepreneurship, and intercultural dialogue represent pertinent options for establishing connections between Arabic language learning in the classroom and students' real-life experiences [5].

The COVID-19 pandemic that has impacted the world in recent years served as a catalyst accelerating digital transformation across various sectors, including education. The remote learning policies implemented during the pandemic compelled educators and educational institutions to adopt digital technologies more extensively, particularly in the realm of learning assessment. Although these challenging times have passed, the experiences gained during the period of online learning have enlightened many stakeholders about the potential and new possibilities in the design and implementation of learning evaluations. Hybrid assessment models that combine the strengths of conventional approaches with the advantages of digital technology are increasingly gaining prominence in contemporary educational discourse [7].

In response to the aforementioned context, this study aims to address the gap between the rich tradition of assessment in Arabic language learning and the demands and opportunities presented by the digital era. By integrating the validated cloze test method with Kahoot's interactive platform, which is favored by today's learner generation, this research endeavors to develop an evaluation model that is not only pedagogically valid and reliable but also contextually relevant and aligned with the social dynamics of modern learning. The transformation from traditional manuscripts to a digital platform, as reflected in the study's title, represents more than a mere physical shift in medium; it constitutes an effort to recontextualize and revitalize Arabic language assessment practices to ensure their meaningfulness and efficacy within the educational landscape of the 21st century.

RESEARCH METHOD

The research methodology employed in this literature study is designed as a systematic and structured scientific framework aimed at thoroughly examining the phenomenon of the transformation of Arabic language evaluation models from their traditional roots to interactive digital platforms. The approach relies entirely on library research, a method that uses written materials as the primary data sources to address the formulated research questions. The selection of this research type is based on the conceptual and historical nature of the subject matter, where exploring theoretical foundations, model development design, social dynamics analysis, and pedagogical implications of the cloze-Kahoot instrument is more appropriately conducted through the review, analysis, and synthesis of relevant literature rather than empirical data collection in the field. Library research enables the researcher to develop a comprehensive and multidisciplinary understanding by referencing various published scientific sources, including textbooks, monographs, journal articles, and previous research reports, which

collectively provide a robust epistemological foundation for the proposed evaluation model development.

The data sources utilized in this study comprise three primary categories, purposively selected based on their relevance and contribution to the research topic. The first category consists of textbooks and academic references, encompassing literature in the fields of applied linguistics, Arabic language teaching methodology, language learning assessment, psycholinguistics, and educational technology. These books provide a fundamental theoretical framework and comprehensive discussions of key concepts such as the cloze procedure, game-based assessment, the CEFR, and Arabic morphosyntax, which serve as the main pillars in the development of the evaluation model. The second category includes articles published in reputable national and international scientific journals relevant to the research topic. Journal articles were chosen because they offer recent research findings, empirical analyses, and critical discussions that enrich perspectives and provide supporting evidence for the arguments constructed in this literature review. The third category comprises research reports published by research institutions, universities, and professional organizations, presenting specific data and analyses regarding the implementation of digital technology in language learning, profiles of digital generation learners, and best practices in the development of game-based assessment instruments. The deliberate diversity of these data sources aims to achieve the principle of source triangulation, which not only deepens the analysis but also enhances the validity and reliability of the research findings.

The data collection technique in this literature-based research was conducted through a series of systematic and well-documented procedures, beginning with the identification and search of relevant literature and concluding with the selection and final documentation stages [8], [9]. The initial step involved identifying pertinent keywords and search terms in both Indonesian and English, including terms such as "cloze test," "cloze procedure," "Arabic language assessment," "Kahoot in language learning," "game-based language assessment," "digital natives and language learning," "CEFR for Arabic," "Arabic morphosyntax," and "foreign language vocabulary retention." These keywords were subsequently employed to conduct a literature search across various academic databases and search engines, including Google Scholar, DOAJ, Scopus, ScienceDirect, ProQuest, and digital library catalogs of leading universities. The second stage entailed an initial screening of search results based on predefined inclusion criteria, namely topic relevance, publication year (prioritizing works from 2020 to 2025 to ensure currency), and source credibility as indicated by the reputation of the publisher or journal. The third stage involved downloading and storing the documents that passed the initial screening into reference management software to facilitate organization, annotation, and citation. The fourth stage consisted of a critical reading of each selected document, accompanied by note-taking and coding of key information, main concepts, significant findings, and central arguments directly related to the four subtopics of the study. The entire process of literature search and data collection was meticulously documented to maintain transparency and enable verification by other researchers if necessary.

After data collection, the data analysis process was conducted using content analysis techniques adapted for literature review research. This process goes beyond merely summarizing or superficially describing the literature; it involves deep interpretation to reveal implicit meanings, identify patterns of relationships among concepts, and synthesize various findings into a coherent and novel framework of understanding. The analysis began with data reduction, where the researcher sorted, focused, and simplified raw data sourced from various literatures. Irrelevant or peripheral information unrelated to the research focus was excluded, while essential information directly related to the discussion subheadings was identified and grouped into thematic categories. The next stage involved data presentation, which in the context of this literature review was manifested as a descriptive-analytical narrative structured according to the four subheadings of discussion. At this stage, the researcher not only summarized each source but also constructed connections and comparisons among sources to highlight areas of consensus, divergence, or gaps in the literature. The final stage of data analysis was conclusion drawing and verification, wherein the researcher formulated a comprehensive synthesis of all literature findings to answer the research questions, confirm or critique initial assumptions, and propose new propositions that could serve as foundations for future research. Within this study, content analysis was employed to elucidate the conceptual transformation of the cloze test, analyze the synergy among components of the evaluation model, interpret the social dynamics of learners in gamification environments, and formulate applicable pedagogical implications.

To ensure the quality and scientific credibility of this literature review, data validity testing techniques were rigorously applied through several well-established strategies within qualitative research traditions. The primary strategy employed was source triangulation, which involves verifying findings or interpretations by cross-referencing multiple, independent data sources. For instance, the concept of retention effectiveness in game-based assessment was not solely derived from a single cognitive psychology textbook but was also corroborated by empirical journal articles and case study reports on the implementation of Kahoot in language classrooms. The convergence of findings from these diverse sources strengthens the confidence that the interpretations are well-founded and not based on a singular perspective. The second strategy involved peer debriefing, conducted through intensive discussions with colleagues and experts in research methodology, Arabic linguistics, and educational technology. These discussions served as a platform to critically examine the analytical rigor, identify potential biases or hidden assumptions influencing the interpretations, and explore alternative perspectives that could enrich the analysis. The feedback and critical questions arising from peer debriefing sessions provided valuable reflections for refining arguments and enhancing the coherence of the research narrative. The third strategy was maintaining an audit trail, a meticulous and systematic documentation of the entire research process, including literature search, source selection criteria, methodological decisions, and the interpretation and conclusion phases. This audit trail enables researchers or external

reviewers to trace how conclusions were reached, thereby ensuring transparency and accountability in the research process. The consistent application of these combined strategies guarantees that the results of this literature study meet the expected standards of validity, credibility, and dependability inherent to scholarly work.

RESULTS AND DISCUSSION

A. Theoretical Foundations and the Transformation of the Cloze Procedure Test from the Classical Manuscript Era to the Digital Disruption Era

1. Historical Roots of the Cloze Method in the Tradition of Classical Arabic Philology and Linguistics

The cloze procedure, or completion test, has historical roots that can be traced to the long-standing tradition of philological and linguistic studies, including the classical Arabic language scholarship. In the context of modern linguistics, the cloze procedure was first systematically introduced by Wilson Taylor in 1953 as a tool to measure text readability and reading comprehension in English. However, from the perspective of classical Arabic scholarly traditions, a similar practice of completion testing was already known in a different form through the ta'lim al-lughah method (language instruction), which emphasized mastery of sentence context and grammatical structure comprehension by filling in missing parts of texts [10].

The tradition of classical Arabic philology is rich with practices of manuscript copying (naskh) and textual exegesis (sharh), which implicitly contained elements of language comprehension assessment. Classical Arabic scholars and linguists such as Sibawaih, in his work Al-Kitab, laid the foundational principles of morphosyntactic analysis (nahwu and sharf) that became essential for the development of linguistic evaluation tools, including completion tests [10]. Although the term cloze test as understood in modern psychometrics was not used at that time, the essence of filling in gaps within sentence constructions to test grammatical understanding was practiced in the form of language exercises (tamrinat lughawiyyah) in various traditional Islamic educational institutions such as pesantren and madrasah [11].The conceptual transformation of cloze tests from classical traditions to modern paradigms is intrinsically linked to advancements in educational measurement and applied linguistics throughout the twentieth century. Within the context of second language acquisition, cloze tests have undergone numerous modifications and adaptations to assess not only reading comprehension but also grammatical competence, vocabulary mastery, and even learners' pragmatic abilities [10]. Validity studies conducted on cloze tests indicate that these instruments exhibit strong correlations with other standardized reading comprehension assessments, thereby affirming their status as reliable and valid tools for language proficiency evaluation.

2. Paradigm Shift in Evaluation: From Static Media to Interactive Digital Response Systems

The evolution of assessment media in Arabic language learning has witnessed a significant paradigm shift, particularly over the past two decades. While pre-digital era

assessments relied exclusively on static, paper-based instruments, contemporary developments have accelerated a transition toward interactive and responsive digital-based assessment systems. This shift has not occurred abruptly but is the result of multiple driving factors, including rapid advancements in information and communication technology, changing characteristics of learner generations, and growing demands for efficiency and effectiveness in the language evaluation process [12]. In the context of Arabic language learning in Indonesia, the paradigm shift in evaluation from conventional to digital methods has begun to emerge since 2016, although its implementation remains sporadic and not yet widespread. Several state Islamic universities, such as UIN Maulana Malik Ibrahim Malang, have pioneered the use of digital evaluation systems in administering the Test of Arabic as a Foreign Language (TOAFL), despite encountering various technical and non-technical challenges during the process [12]. A significant momentum for accelerating the digital transformation in Arabic language learning evaluation occurred during the COVID-19 pandemic, when remote learning policies compelled educators and educational institutions to adopt digital platforms and evaluation instruments more comprehensively [11].

There are two principal factors driving the cultural shift in Arabic language learning evaluation from conventional to digital methods. The first factor is the rapid development of the Fourth Industrial Revolution, characterized by the penetration of digital technology into various aspects of life, including education. Digital technology offers several advantages in the context of learning evaluation, such as time efficiency in test administration and result processing, the ability to present more varied and interactive test items, and ease in item analysis and learning outcome reporting [12]. The second factor is the COVID-19 pandemic situation, which necessitated the accelerated adoption of digital technology in all aspects of learning, including evaluation. The online learning policies during the pandemic have expedited infrastructure readiness, enhanced educators' digital competencies, and increased learners' acceptance of digital-based evaluation models [11].

3. Comparative Analysis of Arabic Text Readability and Construct Validity of Test Items in the Transition to Digital Platforms

The transition of cloze tests from paper-based media to digital platforms such as Kahoot entails methodological considerations, particularly regarding the readability of the text and the construct validity of the test items. In the context of the Arabic language, text readability presents unique complexities related to the orthographic characteristics of Arabic, including the right-to-left writing system, the presence of diacritical marks (harakat), and the variation in letter shapes depending on their position within a word [13]. When cloze tests are adapted to digital platforms, factors such as font size and type, color contrast between text and background, and the visual layout on electronic device screens can influence the readability of Arabic texts, thereby affecting test-taker performance.

Recent research in computer-based language testing indicates that the format of test delivery on digital media can impact the cognitive processes of test-takers, particularly

in terms of reading speed, text comprehension, and item response strategies. For Arabic cloze tests, the availability of interactive features such as the ability to zoom in on text, highlight specific text segments, and flexible navigation between test items on digital platforms may offer additional advantages compared to paper-based formats [10]. Nevertheless, rigorous validation studies are essential to ensure that cloze tests administered via digital platforms like Kahoot continue to measure the same construct as their paper-based counterparts, namely the comprehensive understanding of Arabic texts through the use of contextual and grammatical cues embedded within the text.

The Kahoot platform, as a game-based evaluation medium, offers unique characteristics that distinguish it from conventional digital evaluation platforms. Gamification features such as time constraints (timer), point systems (scoring), and leaderboards (leaderboard), which are hallmark elements of Kahoot, can create an evaluative atmosphere distinct from traditional cloze tests. In the context of construct validity, this differing atmosphere must be considered as a variable potentially influencing test-takers' performance. The competitive environment fostered by Kahoot's gamification elements may enhance motivation and engagement; however, it may also induce test anxiety that can hinder optimal performance, particularly among learners with high levels of foreign language anxiety [14].

B. Design of an Integrative Evaluation Model: Synergy among CEFR, Arabic Morphosyntactic Rules, and Kahoot Gamification Mechanisms

1. Difficulty Level: Word Deletion Parameters in Arabic Texts in Relation to Kahoot's Timer and Scoring Features

The design of an integrative evaluation model that synergizes the Common European Framework of Reference for Languages (CEFR), Arabic morphosyntactic rules, and Kahoot's gamification mechanisms requires careful planning regarding the difficulty level. In conventional cloze tests, item difficulty is typically determined by mechanical word deletion parameters, such as removing every 5th, 7th, or 9th word (fixed-ratio deletion). A higher frequency of word deletion corresponds to increased difficulty, as test-takers have fewer contextual cues to fill in the blanks [10]. However, applying such mechanical deletion parameters to Arabic texts must take into account the language's distinct linguistic features, including grammatical particles (huruf jar, huruf 'athf) that serve important syntactic functions but do not always carry significant semantic weight.

In the context of developing a cloze-Kahoot model for Arabic language assessment, the parameters for word omission must be aligned with the timer and scoring features characteristic of the Kahoot platform. The timer feature in Kahoot limits the time available for participants to read and respond to each question item, making the test difficulty dependent not only on the linguistic complexity of the text and the word omission intervals but also on the time pressure experienced by the participants. Research indicates that the combination of cognitive demands from the cloze test and time pressure within a gamified environment can impose a significant cognitive load on foreign language learners, necessitating adjustments in determining the difficulty level of the material [14].

To align the difficulty level of the cloze-Kahoot model with the CEFR framework, test developers need to map the linguistic competencies assessed at each proficiency level. For the A1 and A2 levels (beginner users), texts should be short with simple sentence structures, high-frequency vocabulary, and wider word omission intervals (e.g., every 9th or 10th word). The Kahoot timer for these levels can be set with longer durations (e.g., 60–90 seconds per question) to provide sufficient time for beginner learners to process the Arabic text. Conversely, at the B1 and B2 levels (intermediate users), texts may be longer with more complex sentence structures, a broader range of vocabulary, and tighter word omission intervals (every 6th or 7th word), with shorter timer durations (30–45 seconds per question) [13].The scoring system employed in Kahoot, which awards points based on a combination of answer accuracy and response speed, introduces an added layer of complexity in determining the difficulty level of this evaluation model. In conventional cloze tests, participant scores are solely determined by the number of correct answers, without consideration of the time taken to complete the task. However, in the cloze-Kahoot model, participants are required not only to respond accurately but also quickly. This characteristic may advantage learners with an impulsive cognitive style and high information processing speed, while potentially disadvantaging learners with a reflective cognitive style who tend to be more cautious and require more time to analyze answer choices [11]. Consequently, in designing this evaluation model, test developers need to consider assigning balanced weights to accuracy and speed or provide an option to disable speed-based scoring for specific evaluative purposes.

2. Special Feature: Utilization of Kahoot's Multiple Choice Feature to Overcome Challenges of Arabic Text Input via Smartphones

A primary challenge in implementing digital Arabic language assessments lies in the technical aspect of inputting Arabic text on electronic devices, particularly smartphones. Unlike languages that use Latin scripts, Arabic text input requires specialized keyboard configurations and familiarity with an Arabic letter layout that differs significantly from Latin script layouts. This difficulty is especially pronounced in the context of cloze tests, which traditionally demand participants to manually type or write answers in the blank spaces within the text. For beginner learners or those unfamiliar with Arabic keyboards, these technical input challenges may act as extraneous variables that contaminate the accurate measurement of true language proficiency [12].

The Kahoot platform offers an elegant solution to this issue through its multiple choice feature, which allows participants to select answers from a set of provided options rather than manually typing responses. By utilizing this feature, the cloze-Kahoot model can eliminate the technical challenges associated with inputting Arabic text on smartphones, thereby maintaining the evaluative focus on participants' ability to comprehend the text and identify the correct word to fill the gap based on contextual and grammatical analysis. The conversion of the cloze test from a short-answer format to a multiple-choice format inevitably entails methodological implications that warrant careful consideration, particularly concerning the cognitive processes involved in task completion [10].

In the short-answer cloze format, participants must independently produce the answer (productive recall), whereas in the multiple-choice format, participants only need to recognize the correct answer among several options (recognition). Theoretically, the recognition process is considered less demanding than productive recall due to the additional cues provided by answer choices that can trigger memory. However, in the context of cloze testing, the provision of carefully designed distractor options may increase the cognitive complexity of the items, as participants are required to distinguish the correct answer from alternatives that may appear grammatically or semantically plausible but are contextually inappropriate within the given sentence [14].To maintain the validity and reliability of the cloze-Kahoot model in a multiple-choice format, test developers must adhere to sound principles in constructing answer options. Each item should include four answer choices: one correct key and three distractors. Effective distractors are those that are grammatically plausible (e.g., in terms of gender and number agreement) or semantically similar to the correct word but do not fit the overall sentence context. In the context of Arabic language testing, developers can leverage the rich morphology of Arabic to create high-quality distractors, for example, by using words derived from the same root (isytiqaq) but with different morphological forms, or words that share phonological similarity yet differ in meaning [11].

3. Content: Criteria for Selecting Modern Arabic Texts Relevant to Learners' Social Lives

The selection of textual content is a critical aspect in developing the cloze-Kahoot model that is not only psychometrically valid but also pedagogically meaningful and socially relevant to contemporary learning contexts. From the perspective of communicative language teaching, instructional materials and language assessments should reflect authentic language use in communicative situations that are meaningful to learners. This principle requires test developers to be selective in choosing Arabic texts that not only meet linguistic criteria appropriate to learners' proficiency levels but also relate to the social realities, interests, and needs of contemporary learners [13]. The first criterion for selecting texts for the cloze-Kahoot model is the alignment of the text's difficulty level with the learners' proficiency stages according to the CEFR framework. For learners at the A1-A2 levels, the chosen texts should be brief (50-100 words), employ high-frequency vocabulary relevant to everyday life themes, and feature simple sentence structures with clear cohesion and coherence. Conversely, for learners at the B1-B2 levels, texts may be longer (150-250 words), incorporate a more diverse vocabulary including some less familiar terms, and present more complex sentence structures with greater morphological and syntactic variation [10].

The second criterion pertains to the theme and content of the texts, which must be relevant to the social context of contemporary learners. Today's learner generation, often referred to as digital natives, exhibits distinct characteristics, interests, and social interaction patterns compared to previous generations. They grow and develop within a digital ecosystem marked by limitless connectivity, instant access to information, and a participatory culture in social media. Therefore, the Arabic texts utilized in the cloze-

Kahoot model should ideally reflect themes close to their world, such as the use of social media in daily life, environmental and sustainability issues, technological advancements and digital innovation, intercultural dynamics in the global era, as well as topics related to mental health and psychological well-being [15]. The third criterion concerns the authenticity and diversity of text genres. Although the texts used in the evaluation do not need to be entirely authentic (in the sense of being taken verbatim from Arabic sources without modification), they should, as much as possible, reflect the characteristics of genuine contemporary Arabic discourse. Test developers may adapt texts from sources such as online Arabic news portals, social media posts by prominent Arab figures, Arabic-language blog articles, or transcripts of popular short Arabic videos commonly accessed by learners. The variety of text genres is also essential to expose learners to different registers and styles of Arabic, ranging from the formal style of Modern Standard Arabic (fusha) to the semi-formal style frequently encountered in digital communication [14].

The fourth criterion involves the integration of values related to moderation and intercultural awareness within the text content. In the context of Arabic language learning in Indonesia, it is crucial to select texts that not only develop linguistic competence but also foster attitudes of moderation, tolerance, and appreciation for cultural diversity. Texts addressing themes such as harmonious interfaith life in the Arab world, the contributions of Islamic civilization to science, or inspiring stories of cross-cultural collaboration can serve as appropriate choices to achieve the affective goals of Arabic language learning while simultaneously strengthening its linguistic dimension [15].

C. Analysis of Learners' Perceptions and Social Dynamics in a Game-Based Assessment Environment

1. Motivation and Anxiety: A Comparison of Student Anxiety Levels between Paper-Based Cloze Tests and Rapid Competitions on Kahoot

The implementation of game-based assessment through the Kahoot platform carries significant psychological implications for learners, particularly concerning the dynamics of motivation and anxiety during testing situations. Unlike conventional test environments, which tend to be formal, quiet, and individual, Kahoot-based assessments foster a more dynamic, interactive, and competitive atmosphere that can influence the psychological state of test takers in complex and multifaceted ways. A thorough understanding of these psychological dynamics is essential to optimize the pedagogical benefits of the cloze-Kahoot model while mitigating potential adverse side effects [14].

In the context of traditional paper-based cloze tests, participants typically work individually in a calm environment free from significant external distractions. Anxiety in conventional testing situations mainly arises from the participants' perceptions of the material's difficulty, their self-preparedness, and the consequences of the test outcomes (test anxiety). For learners of Arabic as a foreign language, foreign language anxiety can be a substantial factor affecting performance, especially when confronted with Arabic texts containing unfamiliar vocabulary or complex grammatical structures. Under such

circumstances, anxiety may disrupt the cognitive processes necessary to comprehend the text and accurately identify the appropriate words to fill the blanks [12]. Evaluation using Kahoot presents a constellation of distinct psychological factors. On one hand, gamification elements such as energetic background music, colorful visuals, and a reward system based on points and rankings can create a more relaxed and enjoyable atmosphere, potentially reducing foreign language anxiety. The perception of the activity as a game rather than a formal test may alleviate the psychological pressure typically associated with evaluative situations. As reported in various studies, the majority of learners demonstrate positive responses to the use of Kahoot in learning, with indications of increased motivation, engagement, and enthusiasm in participating in evaluation activities [5].

On the other hand, Kahoot's competitive features particularly the real-time leaderboard displaying participant rankings and the scoring system that awards higher points for faster responses may introduce new sources of anxiety for some participants. Learners with slower information processing speeds or those lacking confidence in their Arabic language abilities might experience stress when seeing their names ranked lower on the scoreboard. This phenomenon, known as competitive anxiety or leaderboard anxiety, warrants serious consideration from educators implementing the cloze-Kahoot model [14]. Comparative studies examining anxiety levels among participants undertaking paper-based cloze tests versus Kahoot-based cloze tests reveal varied outcomes that are highly contingent upon individual learner characteristics. For learners exhibiting a strong competitive orientation and healthy self-confidence, the competitive environment of Kahoot can enhance positive arousal, thereby promoting optimal performance. Conversely, for learners with high foreign language anxiety or negative prior experiences related to competition, the added pressure from gamification features may exacerbate performance issues [11]. These findings underscore the necessity of a differentiated approach in implementing the cloze-Kahoot model, wherein educators must consider the psychological profiles and individual needs of their students.

2. Peer Learning: The Leaderboard Feature as a Catalyst for Spontaneous Student Discussions on Arabic Grammar

An intriguing finding in research on Kahoot's application in language learning is the emergence of spontaneous peer learning triggered by the leaderboard and inter-participant competition. When the leaderboard displays interim results and correct answers are revealed after each question, participants are naturally inclined to discuss their responses, particularly when discrepancies arise between their chosen answers and those deemed correct by the system. Within the context of Arabic language learning, such spontaneous discussions frequently address fundamental aspects of Arabic grammar that some participants may not have fully comprehended [5]. The phenomenon of peer learning within Kahoot-based evaluation environments exhibits distinctive characteristics that differ markedly from teacher-led structured classroom discussions. The ensuing discussions are informal, spontaneous, and driven by an urgent need to understand why a particular answer is correct or incorrect. For instance, when a

participant questions why the choice "يذهب" (yadzhabu) is deemed correct while they selected "يذهبون" (yadzhabuna), another participant with a better grasp of subject-verb agreement in Arabic may offer a brief explanation that the subject in the sentence is singular (mufrad), thereby requiring a singular verb form (fi'il). This peer-to-peer explanatory mechanism is often more effective than teacher explanations, as it employs language and cognitive frameworks more closely aligned with the learners' perspectives [14].

The leaderboard feature in Kahoot acts as a catalyst, stimulating both cognitive and social engagement among participants during the learning process. When participants observe a classmate's name ranking highly, they are motivated to discern the strategies or knowledge that enable that classmate to respond quickly and accurately. This curiosity frequently manifests through questions such as "How did you know the answer?" or "Where did you learn that this is a fi'il mudhari' manshub?" Such inquiries create opportunities for knowledge transfer and learning strategy exchange from more proficient participants to those requiring further guidance [12]. In the context of learning Arabic morphosyntactic rules (nahwu and sharf), spontaneous discussions triggered by Kahoot evaluations can serve as valuable opportunities to clarify abstract grammatical concepts through concrete examples drawn from recently completed texts. For instance, when a cloze question requires participants to select the correct verb form to complete a sentence containing the particle "لن" (lan), the ensuing discussion may reinforce understanding of the rule that "لن" causes the imperfect verb (fi'il mudhari') to be in the subjunctive mood (nashab). Such discussions occurring within the immediate evaluative context have a strong mnemonic effect on participants due to their close association with the emotional experience of taking the quiz [5].

To maximize the potential of peer learning in the implementation of the cloze-Kahoot model, educators must assume the role of facilitators capable of orchestrating post-quiz discussions that remain focused on essential learning aspects. After the Kahoot session, educators can allocate dedicated time to review questions that are particularly challenging or frequently answered incorrectly by participants. During this review session, educators can encourage learners to explain the reasoning behind their answer choices and provide necessary conceptual clarifications. This approach integrates the strengths of formative assessment through gamification with the depth of reflective discussion facilitated by the teacher [11].

3. Equity of Access: Digital Infrastructure Readiness as a Moderating Variable in the New Evaluation Model

The implementation of digital-based evaluation models such as cloze-Kahoot cannot be separated from the issue of the digital divide, which has the potential to create inequities in access and learning opportunities. In the context of Arabic language education in Indonesia, the readiness of learners' digital infrastructure varies significantly, influenced by factors such as socio-economic background, geographical location (urban versus rural), and the availability of institutional support from the educational institutions they attend. Variations in digital infrastructure readiness can act

as a moderating variable affecting the effectiveness of the cloze-Kahoot model and must be carefully considered in the design and implementation of this evaluation model [12].

The first aspect of digital infrastructure readiness concerns the ownership and specifications of electronic devices used to access the Kahoot platform. Although Kahoot can be accessed via various devices including smartphones, tablets, and computers, user experience may vary significantly depending on the device specifications. Participants using smartphones with small screens may encounter difficulties reading lengthy Arabic texts, particularly if font sizes are not optimal or if scrolling is required to view the entire text and answer options. These limitations can impact their performance on the cloze test and generate inequities unrelated to actual language proficiency [14]. The second aspect pertains to the availability and quality of the internet connection. Kahoot is a web-based platform that requires a stable internet connection throughout the quiz session. Participants with slow or unstable internet connections may experience lag, which can disadvantage them within Kahoot's scoring system that awards points based on response speed. In more severe cases, disconnections during the quiz session may prevent participants from completing the quiz or cause them to miss the opportunity to answer certain questions. Such situations not only affect the scores obtained but may also induce frustration and reduce participant motivation [12].

The third aspect involves the digital literacy of learners, defined as their ability to effectively use digital devices and applications. Although Kahoot is designed with a user-friendly interface, participants less familiar with digital technology may require a longer adaptation period or encounter technical difficulties that can disrupt their focus when responding to cloze items. Within the context of Arabic language learning, this digital literacy challenge is compounded by the specific requirement of digital Arabic literacy, which entails the ability to read and interact with Arabic text on digital devices [5].

To mitigate the impact of the digital divide on the fairness of evaluation, educators and educational institutions must take proactive measures. First, prior to implementing the cloze-Kahoot model, educators should conduct an initial assessment of students' digital infrastructure readiness to identify potential obstacles and design appropriate solutions. For students without personal devices, institutions may provide access to computer labs or lend tablets during evaluation sessions. Second, educators can adjust the timer settings on Kahoot to allow longer durations, accommodating variations in internet connection speeds and device specifications. Third, educators should consider assigning greater weight to answer accuracy over response speed, or even disabling speed-based scoring entirely for summative evaluation purposes [11].

Several studies examining the effectiveness of Kahoot in foreign language learning have demonstrated promising results concerning vocabulary retention. The repetitive mechanism inherent in the Kahoot quiz format, whereby participants are repeatedly exposed to the same vocabulary and sentence structures across various question contexts, contributes to the strengthening of memory traces within the learner's cognitive system. Furthermore, the high emotional engagement during Kahoot sessions characterized by increased arousal due to competitive and gamified elements can facilitate the release of

neurotransmitters such as dopamine and norepinephrine, which play a crucial role in long-term memory consolidation [14].

In the specific context of learning Arabic vocabulary and sentence structures through the cloze-Kahoot model, long-term retention is supported by the distinctive features of the cloze test itself. Unlike conventional vocabulary tests that assess isolated word knowledge, cloze tests require learners to process words and grammatical structures within meaningful sentence and discourse contexts. Such contextual processing creates richer associative networks in the learner's semantic memory, thereby easing the retrieval process in the future. When a learner recalls that the word "مطار" (mathar – airport) appeared in a text about tourist travel in Kahoot, the memory of that context helps reinforce vocabulary retention and understanding of its correct usage in sentences [5]. Research findings on retention in game-based learning also emphasize the significance of spacing and interleaving effects, which can be incorporated into the implementation of the cloze-Kahoot model. Educators may design a series of Kahoot sessions conducted periodically at specific intervals (spaced practice), rather than employing them intensively within a single prolonged session. Such distributed practice has been shown to be more effective for long-term retention compared to massed practice. Furthermore, educators can develop cloze items that interleave various topics and types of grammatical structures, thereby continuously requiring learners to discriminate and accurately apply different rules [11].

D. Pedagogical Implications and Recommendations for the Cloze-Kahoot Model as an Authentic Formative Instrument in the Contemporary Arabic Curriculum

1. Retention Effectiveness: Analyzing the Durability of Vocabulary and Sentence Structure Mastery Over the Long Term

A fundamental question in evaluating the cloze-Kahoot model concerns its efficacy in supporting long-term retention of Arabic vocabulary (mufradat) and sentence structures (tarkib). Cognitive psychology and second language acquisition literature establish that knowledge retention is not solely measured by immediate post-learning assessments but also by the ability to retrieve and apply knowledge across extended time intervals. Consequently, assessing the effectiveness of the cloze-Kahoot model necessitates an analysis of the durability of learning outcomes rather than merely short-term quiz performance [10].

Several studies investigating the use of Kahoot in foreign language learning indicate promising results regarding vocabulary retention. The inherent repetition mechanism within the Kahoot quiz format where participants are repeatedly exposed to the same vocabulary and sentence structures across varied question contexts contributes to strengthening memory traces within learners' cognitive systems. Moreover, the heightened emotional engagement during Kahoot sessions, characterized by increased arousal due to competitive and gamified elements, facilitates the release of neurotransmitters such as dopamine and norepinephrine, which play a crucial role in the consolidation of long-term memory [14]. In the specific context of vocabulary and sentence structure learning in Arabic through the cloze-Kahoot model, long-term

retention is facilitated by the distinctive characteristics of the cloze test itself. Unlike conventional vocabulary tests that assess isolated word knowledge, cloze tests require learners to process words and grammatical structures within meaningful sentence and discourse contexts. This contextual processing generates richer associative networks within learners' semantic memory, thereby easing future retrieval processes. For example, when a learner recalls that the word "مطار" (mathar - airport) appeared in a text about travelers' journeys in Kahoot, the memory of that context reinforces both vocabulary retention and understanding of its correct usage within sentences [5].

Research findings on retention in game-based learning also emphasize the importance of spacing and interleaving effects, which can be integrated into the implementation of the cloze-Kahoot model. Educators can design a series of Kahoot sessions spaced over intervals (spaced practice), rather than employing them intensively in a single extended session. Such distributed practice has been shown to be more effective for long-term retention compared to massed practice. Furthermore, educators may develop cloze items that interleave various topics and types of grammatical structures, continuously challenging learners to discriminate and apply different rules accurately [11]. However, it must be acknowledged that empirical evidence regarding the long-term retention effectiveness of the cloze-Kahoot model within the context of Arabic language learning remains limited and requires further longitudinal research. Existing studies generally focus on short-term effects (improvements from pre-test to post-test scores) over relatively brief time intervals. Longitudinal research designs that assess retention over extended periods (e.g., 3 months, 6 months, or 1 year post-intervention) are essential to provide a more comprehensive understanding of the durability of learning outcomes facilitated by this evaluation model [12].

2. Development Template: Step-by-Step Technical Recommendations for Valid Manual Text-to-Kahoot Quiz Conversion

A synthesis of various research findings and best practices in the implementation of the cloze-Kahoot model enables the formulation of a development template that serves as a practical guide for Arabic language educators. This template is organized into systematic operational steps, beginning from text preparation to post-implementation evaluation and reflection. By following this template, educators can transform manually selected reading texts into Kahoot quizzes that are not only visually appealing and interactive but also pedagogically and psychometrically valid as assessment tools for Arabic language learning [11].

Step 1: Selection and Adaptation of Source Texts. The initial stage in developing a cloze-Kahoot quiz involves choosing Arabic texts appropriate to the proficiency level and interests of the learners. Source texts may be drawn from authentic materials such as online news articles, social media posts, short video transcripts, or adapted textbook excerpts. Ideal text length ranges from 50 to 100 words for beginner levels (A1-A2) and 100 to 200 words for intermediate levels (B1-B2). After selecting the source text, educators must adapt it as necessary to ensure the difficulty level aligns with the learning objectives, while maintaining the naturalness and coherence of the discourse. Adaptation may

include substituting overly challenging vocabulary with more familiar synonyms or simplifying complex sentence structures without compromising the core message intended for communication [13]. Step 2: Determination of Word Deletion Points. Once the final text is available, the educator identifies the specific words to be omitted for the purpose of creating test items. In the cloze-Kahoot model with a multiple-choice format, the ideal number of items for a single quiz ranges from 10 to 15. Therefore, the educator must select 10 to 15 key words to be tested. The selection of omitted words should not be mechanical (e.g., every nth word), but rather purposive, taking into account the pedagogical value of each word. Priority should be given to words that: (1) constitute target vocabulary that learners are expected to master; (2) serve an important grammatical function within the sentence (such as verbs that ensure subject-predicate agreement, or particles that influence noun case); or (3) require contextual understanding to be correctly filled.

Step 3: Construction of Answer Options. For each omitted word, the educator must formulate four answer choices consisting of one correct answer and three distractors. The correct answer is the word that accurately corresponds to the original text. Effective distractors should meet the following criteria: (1) they are grammatically plausible within the isolated sentence context but incorrect in the broader discourse context; (2) they share form or meaning similarities with the correct answer, thereby potentially misleading less attentive learners; and (3) they reflect common errors made by learners of Arabic. In the context of Arabic morphology, distractors may include variations of words derived from the same root (e.g., "يكتب" yaktubu, "كاتب" katibun, "مكتوب" maktubun), or words with phonological similarities (e.g., "ذهب" dzahaba and "ذهب" dzahabun). Step 4: Input into the Kahoot Platform. Once all question items and answer options are prepared, the educator logs into their Kahoot account and creates a new quiz (Create new kahoot). For each question item, the educator inputs the complete sentence with the blank space indicated by an underline or ellipsis, followed by four answer choices. It is essential to ensure that the Arabic text is displayed correctly within the Kahoot interface, including diacritics where necessary. The timer feature should be set according to the difficulty level of the questions and the proficiency level of the participants (recommended: 30–60 seconds for intermediate level, 60–90 seconds for beginner level). Additionally, the educator may incorporate relevant images or videos to provide additional context and enhance the visual appeal of the quiz.

Step 5: Trial and Validation. Prior to widespread implementation, the cloze-Kahoot quiz must be trialed with a small group of learners or peers to identify potential issues. The evaluation should focus on: (1) clarity of instructions and text display across various device types, (2) appropriateness of question difficulty relative to participant ability, (3) effectiveness of distractors (whether any options can be easily eliminated or are too difficult to distinguish), and (4) optimization of the timer duration. Based on the trial results, the educator should undertake revisions and refinements before deploying the quiz in an actual classroom setting. Step 6: Implementation and Facilitation of Post-Quiz Discussion. On the day of the quiz, the educator ensures that all participants have

adequate access to devices and a stable internet connection. Following the completion of the quiz session, the educator facilitates a reflective discussion by revisiting the questions most frequently answered incorrectly and encouraging participants to analyze why certain options are correct while others are not. This post-quiz discussion serves as a valuable opportunity to deepen conceptual understanding and clarify any misconceptions held by participants. Additionally, the educator may utilize the Report feature on Kahoot to download participant performance data, which can be employed as formative assessment material and inform subsequent instructional planning.

3. Research Limitations: Constraints of the Model in Measuring Productive Skills (Speaking and Writing)

While the cloze-Kahoot model offers numerous advantages as a formative evaluation tool in Arabic language learning, it is essential to acknowledge and thoroughly discuss its limitations. A clear understanding of these constraints aids educators in appropriately positioning the model within the broader Arabic language assessment framework and preventing unrealistic expectations regarding what this instrument can and cannot measure. The most fundamental limitation of the cloze-Kahoot model, as well as cloze tests in general, lies in their inability to authentically and comprehensively assess productive language skills, namely speaking and writing [10].Cloze tests, whether in their conventional form or their digital adaptations on platforms such as Kahoot, fundamentally serve as instruments for assessing receptive skills, particularly reading comprehension and the recognition of grammatical structures within written contexts. In cloze tests, participants are required to process the given linguistic input specifically, texts with omitted segments and select or produce appropriate responses based on their understanding of the text. The cognitive processes engaged in cloze testing align more closely with comprehension and recognition rather than with the autonomous and creative language production characteristic of productive skills [12].

Speaking skills encompass dimensions that are beyond the scope of cloze tests in any format, including the cloze-Kahoot model. Speaking entails the ability to produce oral utterances with comprehensible pronunciation, appropriate intonation, adequate fluency, and the capacity to manage real-time verbal interaction with interlocutors. The phonological, prosodic, and pragmatic aspects of speaking skills cannot be assessed through written and receptive cloze tests. Even when cloze items in Kahoot are read aloud by instructors, participants' responses remain limited to selecting written options rather than independently producing oral language [14].

Similarly, writing as a complex productive skill cannot be adequately evaluated through the cloze-Kahoot model. Writing requires the ability to generate coherent and cohesive texts, organize ideas logically, select registers and language styles appropriate to communicative purposes and audiences, and apply writing conventions such as spelling, punctuation, and text formatting. Cloze tests, which only require participants to fill in missing parts within provided texts, do not offer opportunities for demonstrating linguistic creativity, rhetorical skills, or the capacity to independently construct

arguments and narratives [11]. Another limitation of the cloze-Kahoot model that warrants attention is its sensitivity to previously discussed non-linguistic factors, including reading speed, information processing speed, familiarity with digital technology, and competitive anxiety. Ideally, variations in these factors should not influence the measurement of the targeted language abilities. However, in practice particularly when speed-based timer and scoring features are enabled participants' performance on the cloze-Kahoot may be significantly affected by these non-linguistic factors, thereby threatening the construct validity of the instrument [10].

Acknowledging these limitations, the cloze-Kahoot model should be positioned as one component within a broader portfolio of Arabic language learning assessment tools rather than as a standalone instrument for all assessment purposes. This model is highly suitable for formative evaluation aimed at monitoring progress in reading comprehension, vocabulary acquisition, and the mastery of grammatical structures in context. However, to authentically assess productive skills, educators need to complement the cloze-Kahoot model with additional instruments such as direct speaking tests, oral presentations, essay writing, collaborative writing projects, or portfolio assessments that allow learners to demonstrate their ability to use Arabic productively and creatively [12].

CONCLUSION

Fundamental Finding : The cloze-Kahoot model demonstrates a viable integration of traditional cloze-based language assessment with digital gamification, successfully aligning CEFR principles, Arabic morphosyntactic structures, and Kahoot's interactive features into a coherent evaluative framework while simultaneously enhancing learner motivation and reducing foreign language anxiety. **Implication :** The adoption of gamified assessment platforms such as Kahoot can modernize Arabic language evaluation practices by making them more engaging and compatible with digital-native learners, while also requiring careful attention to construct validity, text readability on screens, and the psychological effects of competitive elements. **Limitation :** The model is inherently constrained in its ability to assess productive language skills, particularly speaking and writing, and may also introduce performance-related anxiety due to competitive gamification features like leaderboards and time-based scoring. **Future Research :** Further studies should explore the integration of assessment methods capable of evaluating productive skills, investigate strategies to mitigate competition-induced anxiety, and examine the optimization of Arabic text presentation and item validity within diverse digital learning environments.

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