

On the Effect of Employing the Online Kahoot Game-Based App on Iranian EFL Learners' Structural Ability and their Motivation

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Recommended Citations:

APA

Khalilian, B., Hosseini, H., & Ghabanchi, Z. (2021). On the Effect of Employing the Online Kahoot Game-Based App on Iranian EFL Learners' Structural Ability and their Motivation. *The Journal of Language Teaching and Learning*, 11(2), 42-60.

MLA

Boshra Khalilian, Hosna Hosseini and Zargham Ghabanchi. "On the Effect of Employing the Online Kahoot Game-Based App on Iranian EFL Learners' Structural Ability and their Motivation" *The Journal of Language Teaching and Learning* 11.2(2021): 42-60.

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The Journal of Language Teaching and Learning, 2021(2), pp.42-60

On The Effect of Employing the Online Kahoot Game-Based App on Iranian EFL Learners' Structural Ability and their Motivation

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ARTICLE INFO

Article History:

Received 21 December, 2020

Revisions completed 31 March, 2021

Published 30 June, 2021

Key Words:

Game-based Learning

Kahoot App

Motivation

Teacher Practices

Structural Ability

ABSTRACT

The purpose of the present study was to employ the Kahoot app which is based on game-based learning with the aim of assessing students' strengths and weaknesses in learning grammar through answering multiple choice grammar questions with their own mobile devices. Moreover, it made an attempt to find out the Kahoot app impact on learners' motivation. The study made use of the quasi experimental design. 60 female learners at the intermediate level in a private language institute in Mashhad, Iran participated in the study. They were divided to two classes. The Student Motivational Questionnaire and the Grammar Test as the pre-test, post-test were given to two-group participants. Based on grammatical point of each chapter of American English File book 3 that was already taught in both experimental and control groups, the experimental group was asked to answer 10 multiple choice grammar questions via Kahoot app as a treatment of study; while, the control group was asked to choose the right answer in their answer sheets every session. The analysis of the data was calculated by the Statistical Package of the Social Sciences (SPSS 25). The Findings of the study revealed that there was a significant effect of employing the Kahoot app on learners' structural ability as well as their motivation.

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Yaccob and Yunus (2019) noted that "traditional teaching and learning process referring to chalk-and-talk has become outdated in lessons" (p. 209). Apparently, teachers have always attempted to find a new route to make teaching and learning more interesting and pleasant to create a sense of motivation and involvement not only for learners but also for themselves. In particular, teaching and assessing grammar to check learners' structural ability have been considered as a serious matter. The importance of grammar in the English language cannot be ignored (Savignon, 2017, as cited in

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Yacob&Yunes, 2019, p. 210). Alijanian (as cited in Yacob & Yunes, 2019) claimed that “it is relatively an essential language form that learners need to master in order to create meaningful sentences” (p. 210). Although teachers have attempted entirely to take grammar skill seriously in order to teach all the principles and rules in an appropriate way, the output of these nonstop attempts have not been pleasant enough and teachers have not been actually satisfied. In fact, learners’ motivation and involvement have not been considered as much as teaching grammar skill among English teachers and supervisors; therefore, those teachers who are aware of this issue have followed solutions to discover a key in order to teach and practice grammar more entertaining; furthermore they have decided to apply digital games as supplementary educational devices in order to assist them to facilitate teaching and learning in educational environments such as schools, institutes, and so on.

Tivaraju, Yunus, and Badusah (2017) believed that “in this tremendously growing information era, technology has become a magic word in education which was pronounced in every corner of the world” (p. 219). According to Prensky (2001), the advancement and development of digital game-based learning came when there was a worldwide technology blast. The ongoing ages of understudies have carried on with their whole lives with admittance to technology such as PCs, video players, phones, etc. He argued that students thought and processed information fundamentally different from their predecessors.

Grammar rules to be challenging to grasp thus suggesting the use of technology tool as an effective teaching aid (Baharudin & Yunus, 2018, as cited in Yacob & Yunes, 2019, p. 210). They stated that “technology tool reflects the advantage of language games to improve the teaching and learning of grammar and importantly assist learners to work on their grammar proficiency” (p. 210). Piskorz (2016) illustrated that the influence of specific game elements onto players, presents the motivational aspects of game involvement, and investigates what game elements could be responsible for increasing motivation to participate and engage in a grammar learning game.

Gamification of instructional activity is an essential approach that educators are able to use to promote more efficient learning environments by boosting problem-solving, competence, and critical thinking in the classroom (Cameron & Bizo, 2019). Educational gamification is a technology-based method for increasing student engagement and motivation for learning (Simoes, Redondo, & Vilas, 2003; Whitton, 2007, 2011). Meanwhile, the variety of educational apps have wisely been created in order to provide a circumstance based on game and fun in an educational setting.

According to Kahoot Company (2020), Kahoot! is one of the most popular game-based learning platforms with 100 million kahoot games for any subject, in any topic, any language. 4.4 billion players have played on the kahoot platform communicatively since kahoot creators launched it in 2013, and six million teachers who hosted a kahoot in 2019.

Motivation is one of the most crucial predictive factors of foreign/second (L2) language learning achievement (Selcuk & Erten, 2017). “Most teachers acknowledge that it is a challenge to keep the students’ motivation, engagement, and concentration over time in a lecture. Lack of motivation can result in a reduction of learning outcomes and a negative atmosphere in the classroom” (O. L. Liu, Bridgeman, & Adler, 2012).

In the current study, the researchers attempted to select and employ the convenient app which was based on game-based learning with the aim of assessing students’ strengths and weaknesses in learning grammar through answering multiple choice grammar questions with their own mobile devices.

The researchers believed that the findings of the present study on the probable effect of the Kahoot as an online multi-player real-time quiz game allowed the English teachers to evaluate the EFL learners’ structural ability in an engaging, immediate, and entertaining manner in an absolutely different atmosphere in order to see its effect on learners’ motivation. Moreover, the outcome of this study has assisted English teachers to facilitate teaching and to improve learning process within the students.

Research Questions

The present study aims to investigate the effect of Kahoot game-based learning on Iranian EFL learners' structural ability and their motivation. The following research questions are posed:

1. Does the online Kahoot game-based app have any significant effect on Iranian EFL learners' structural ability?
2. Does the online Kahoot game-based app have any significant effect on Iranian EFL learners' motivation?

2. Literature Review

2. 1. Motivation

Theorists define motivation differently. That reveals the difficulty of describing it in clear and simple terms. Motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them. Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour (Li & Pan, 2009). Perhaps motivation is as a condition of intellectual and passionate excitement, which prompts a cognizant choice to act, and which offers ascend to a time of supported scholarly and physical exertion so as to achieve a formerly set objective (Williams & Burden, 2000, as cited in Li & Pan, 2009, p. 123).

Using the word 'goal' to categorize the motivation in second language learning into two types: Short-term & long-term goals, (Harmer, 1991, as cited in Wimolmas, 2013, p. 906). Short-term goal is considered by the students as they wish to succeed in doing something in the near future, for example, students who want to pass their examination. Long-term goal is considered by the students or learners who want to get a better job in the future or communicate with people who apply the language that they study or the target language (Harmer, 1991). According to Brown (2007), instrumental, integrative, intrinsic, and extrinsic are the main types of motivation.

Hudson (as cited in Long, Ming, & Chen, 2013) found that "instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language" (p. 138). It includes the ideas of absolutely down to earth esteem in learning the second language so as to expand students' vocations or business openings, giving them more distinction and power, getting to logical and specialized information (Saville-Troike, 2006).

"Integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society" (Gardner & Lambert, 1972, as cited in Anjomshoa & Sadighi, 2015, p. 127). Integrative motivation is the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn; but sometimes it involves emotion or affective factors a great deal (Saville-Troike, 2006). Wan-er (as cited in Hong & Ganapathy, 2017) stated that "when instrumental motivation and integrative motivation are used together in a language study, it creates more positive results for the learners" (p. 21).

Przybylski, Rigby, and Ryan (as cited in Piskorz, 2016) stated that in psychology and education intrinsic motivation is described in relation to Self-Determination Theory. This theory is concerned with human inspiration, character and ideal working. "Intrinsic motivation is the motivation to be involved in an activity for its own sake" (Eggen & Kauchak, 2005, p. 398). Intrinsic motivation refers to doing something since it is naturally fascinating or charming. It is something related with students' self-want or enthusiasm for learning (Richard and Edward, 2000, as cited in Zaman, 2015).

Extrinsic motivation, which refers to doing something since it prompts a divisible result. Extrinsically motivated behaviours are those activities conveyed out accomplish some instrumental end, for example, procuring a prize or dodging a punishment (Gardner, Lambert, Deci, & Ryan, 1985, as cited in Li & Pan, 2009). An extrinsically motivated student acts so as to get a reward, for example, graduating or finishing an assessment or maintaining a strategic distance from a punishment like a bombing grade. Extrinsic motivation is animated not by the process itself however by what can be got from doing the activity (Min, 2010).

2.2. Kahoot Application

Kahoot is a game-based learning platform, used as educational technology in schools and other educational institutions (Versvik, Brand, & Brooker, 2013). Kahoots, are multiple-choice quizzes that allow user generation in order to access via a web browser or the Kahoot app. Kahoot also includes trivia quizzes. Kahoot is one of the most popular platforms with 70 million monthly active particular users around the world (Lunden, 2018, as cited in Wang & Tahir, 2020).

Baker, D'Mello, Rodrigo, and Graesser (as cited in Wang & Tahir, 2020) identified that “the concept of Kahoot! is to combine an SRS (Student Response System), the existing technical infrastructure in schools, the fact that students are bringing their own digital devices, social networking, and gaming into one learning platform” (p. 2). They believed that the goal of Kahoot is to foster motivation, enjoyment, engagement, and concentration to enhance learning performance and classroom dynamics.

2.3. Students Motivation through Gamification

According to Deterding et al. (2011), gamification has become more relevant at the end of the first decade of the 21st century. Some authors define it as the use of usual elements of games in contexts outside the game environment. “Gamified education or gamification is the use of game elements and game design techniques in non-game contexts” (Werbach, as cited in Piskorz, 2016, p. 21). Motivation and inspiration are being expanded by means of gamification (Villagrasa et al., 2014). In training, gamification strategies move the mechanics of games to instructive conditions with the point of improving motivation, and thus the educating learning process (Lee & Hammer, 2011; De-Marcos et al., 2017). They illustrated that the point is to support connection among instructor and understudy so as to increment motivation, prompting an improvement in the ability to absorb information and get abilities. Experiences based on gamification have had an impact on basic and intermediate levels of education and are gradually being incorporated into university environments (Wiggins, 2016). According to Caton and Greenhill (as cited in Fuster-Guilló et al., 2019), “awards motivate students to produce higher quality results and attempt challenging tasks” (p. 2). Gamification has promoted compelling learning conditions by expanding critical thinking (Whitton, 2011). Gamification improves critical thinking and competence in the classroom (Bicen and Kocakoyun, 2017; Dellos, 2015; Karaaslan & Budak, 2012). “Competition, which is equally yoked with games, plays an important part as the characteristics of a game requires. Learners will be excited by competing in which the question of who will win or lose remains unanswered until the game is over” (Tivaraju, Yunus, & Badusah, 2017, p. 220). One of the most significant factors in gamified training is motivation. What we are discussing, nonetheless, is a particular kind of drive (Piskorz, 2016). He stated that intrinsic motivation is called attention as the primary factor in the game commitment, the examination's fundamental center is to research it. Games animate consequently students with more elevated level of interest and motivation and furthermore known as higher motivation procedure.

2.4. Kahoot! Inside of the Classroom

Kahoot is a well known online multi-player constant test bundle that accommodates understudies and teachers to quantify their learning (Bicen & Kocakoyun 2017; Cutri et al., 2016; 'KAHOOT!', 2015).

According to Göksün and Gürsoy (as cited in Fuster-Guilló et al., 2019), “tools to perform interactive quizzes like kahoot have proven their effectiveness on student motivation” (p. 2). “In the case of the theoretical sessions, a serious game with interactive questionnaires is proposed by using Kahoot, an online free game-based learning platform which allows the creation of different questions types like multiple choice quizzes, discussion questions, or surveys”. It also makes it possible to publish and to share your own quizzes, and edit quizzes made by others. Understudies favored the tests being toward the start or middle of the class and the reasons they gave were a result of exhaustion and absence of time to measure the data introduced in the class (Licorish et al., 2018, as cited in Fuster-Guilló et al., 2019, pp. 2 & 4). Icard (2014) claimed when a Kahoot quiz is presented at the end of a lecture, students have the opportunity to gauge how well they have learnt new concepts and applied existing content and can assess and progress through their failures anonymously. In addition, in order to promote engagement, there is a measure of competition between students as they can compare their answers with others (Cutri et al., 2016), and assess their progress against their previous performances (Icard, 2014).

2.5. Kahoot! for Distance Learning

Teachers and students can use Kahoot in order to present and learn remotely via video conferencing (Kahoot!, 2020). According to Cake (2020) in his exclusive webinar, Kahoot is also being used by teachers and students in distance learning. Kahoot can be used as a great and engaging tool through video conferencing. Kahoot can be a great online platform to create and host playing games, formative assessment, homework, and reviewing materials and much more (Vick, 2020). Teachers can create their own Kahoot very simple either in real or virtual classes (Fisher, 2020). There are five steps to set up a distance Kahoot! game. Step one: create a Kahoot! game for distance one to use or use kahoots on Kahoot web or app. Step two: start a whole group video call with your class like Zoom, Skype, Microsoft teams, and so on. Step three: students join the call. They go to the join game page in another tap or device. Step four: Teacher shares screen with students. Put the join screen on his/her screen. Step five: run the game as normal but to all of the students in a video call (Miller, 2020).

3. Methodology

3.1. Participants

To collect the required data, 60 Iranian intermediate EFL learners of Morvarid Language Institute in Mashhad, Iran were selected. All the participants were female with the age range between 12 and 17. They were divided into two groups of the experimental and the control groups. The participants (n=30) in the experimental group and the participants (n=30) in the control group were determined. The Motivational State Questionnaire and the grammar test were given to both experimental and control groups. Kahoot app was employed as a strategy for assessment and treatment.

Instrumentations

3.2. The Student Motivational State Questionnaire

The experimental and control groups were given Motivational State Questionnaire as the pre-tests and post-tests. It is a psychological assessment designed to measure factors influencing how much energy and motivation unleashed in an individual learner (Smith, 2017). It consisted of 35 statements and question-type items. The statement-type items were on 6-point Likert scales in which 6 indicated strongly agree and 1 indicated strongly disagree and the question-type items used a 6-point rating scales with 1 showing not at all and 6 showing very much anchoring each end of the scale. The questionnaire was developed and translated in to Persian by Papi and Abdollahzadeh (2011) to collect data on students' L2 learning motivation. It is noted that 30 students for pilot study were given questionnaire in order to calculate the reliability. The reliability of the questionnaire was estimated and reported 0.75.

3.3. The Grammar Test

The grammar test was designed by Oxford University Press and selected for the current study. It was based on learners' book and their level in order to examine all the grammatical points that were being taught by teacher during fifteen-session teaching. It consisted of thirty multiple choice items. One point was considered for each question. The total score was 30. The grammar test was administered to the two groups as pre-tests and post-tests to homogenize them and to check the difference between the control and the experimental groups respectively. It should be mentioned that 30 students for pilot study as well as another survey (questionnaire) were given the Grammar Test. Moreover, asked them to answer the questions patiently to estimate the reliability of the test earlier than the main research process. It was examined through KR-20 formula and the result showed 0.75 revealing a high reliability of the test (Appendix B).

3.4. Materials

3.4.1. Kahoot Application

As mentioned above Kahoot app was employed as a treatment of study. The kahoots are best played in a group setting. When playing Kahoot!, the students log into the system using a game pin (a number) and a nickname. The goal for the students is to answer the questions correctly as quickly as possible to achieve as many points as possible. A series of questions depending on teacher's selection shown on the large screen with four or less multiple choice, true-false, open-ended, puzzle, pole, word cloud, and slide answers shown in different colors with associated graphical symbols. The students give their answers by choosing the color and symbol. Between every question, a distribution of how the students answered is shown before a score board of the five best players.

3.4.2. American English File Book

According to CEFR (Common European Framework of Reference for Languages) which are widely accepted as the global standard for grading an individual's language proficiency, the participants' level of the research study placed in CEFR B1 level (intermediate); therefore, American English File book 3 covered all the grammar rules that exactly corresponded with the CEFR and the level of the participants. All the 10 chapters of American English File Book 3 were taught in order to all the grammatical points evaluated by Kahoot game-based app and checked the participants' structural ability.

3.5. Procedure

At first, the Student Motivational State Questionnaire and the Grammar Test as pre-tests were given to two-group participants in order to homogenize them. Fifteen sessions were considered and each session fifteen minutes was devoted to a previous grammatical point of each chapter of American English File book 3 that was already taught by one of the researchers as a teacher as well as action researcher in both experimental and control groups. The Kahoot app was considered in the experimental group as a treatment of study to evaluate how well the participants had learned the previous grammar lesson through the game-based learning by answering 10 multiple choice questions by their phones every session.

The grammar materials had early been prepared every session. According to the content of grammar bank sections of American English File 3 that were placed at the end of the book, 10 multiple choice questions were designed with related pictures in the Kahoot app and saved in order to play them orderly on the class screen every session(Appendix A). The middle of class was the appropriate time that the participants took out their smart phones, turned on the Wi-Fi or mobile data, connected to the internet, typed Kahoot address, entered specific pin code and their nick name that had randomly been selected by the Kahoot app, shown on the board, and started answering 10 grammar multiple choice questions. There were only the answer options reflected on the participants’ screens through a specific time limit that had been determined each session. As soon as the participants answered each question, five-top winners were shown with their total points on the screen. Every question and participant’s result was shown one by one until the end of the game. The students in the control group were asked to answer 10 multiple choice questions in their answer sheets in order to assess how much they had learned the prior grammar lesson without applying the Kahoot app. 15 minutes was considered. Then, the participants’ papers were corrected and five-top scores were determined at the end of the class every session. The entire fifteen-session procedure was controlled as accurately as possible in both experimental and control groups. At the post-test stage, two tests consisting of Motivation Questionnaire and Grammar Multiple Choice Test were given to the both group participants in order to terminate the study procedure. Moreover, analyzing and comparing the pretest-posttests of the study results in the experimental and control groups individually and both groups together were calculated. The participants’ means were compared through t-tests.

4. Results and Discussion

In order to investigate the null hypotheses, the independent sample t-tests were employed. To test the first null hypothesis, the independent sample pre-and post-grammar tests were used. Tables 1 and 2 below display the detailed results.

Table 1
Independent Samples Pre-Grammar Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95%Confidence Interval of the Difference	
						Lower		Upper

Equal variances assumed	.032	.859	-.368	58	.714	-.23333	.63466	1.50375	1.03708
Equal variances not assumed			-.368	57.236	.714	-.23333	.63466	1.50411	1.03744

Table 2
Independent Samples post-Grammar Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	6.205	.016	-8.903	58	.000	-6.10	.685	7.471	-4.728
Equal variances not assumed			-8.903	46.1	.000	-6.10	.685	7.479	-4.720

The results of the independent t-test at Table1 show that there was not any significant difference between experimental and control groups' mean scores on the pretest of grammar scores ($t(58) = .368, p = .71 > .05$, two tailed).

The data in Table 2 illustrate that the significance of the Levene's test with $p = .016$ and to interpret results the first line of the Table 2 was used and it explores that there was a significant difference in scores for experimental group and control group at post – test stage with ($t(58) = 8.90, p = .00$, two tailed).

Based on the data it can be concluded that the new treatment (Kahoot app) had a significant effect on participants' learning. Therefore, the first null hypothesis was not confirmed.

Table 3
Independent Samples Pre-Motivation Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

								Lower	Upper
Equal variances assumed	5.410	.054	4.452	58	.060	13.80	3.323	7.14692	20.45308
Equal variances not assumed			4.452	51.117	.060	13.80	3.323	7.12779	20.47221

In order to test the second null hypothesis and determine whether there were any significant differences between the means in two unrelated groups, the independent sample pre-and post-motivation tests were carried out. Tables 3 and 4 below illustrate the detailed results.

Table 4
Independent Samples Post- Motivation Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.114	.295	10.258	58	.000	27.17	2.65	32	21.87
Equal variances not assumed			10.258	55.07	.000	27.17	2.65	32	21.86

The significant value of the results in Table 3 was 0.060 and it was higher than 0.05. It shows there was no significant difference in the mean scores on our dependent variable for two groups. The result indicates that there was not any significant difference at the beginning of the term in scores for experimental group (M = 140.20, SD = 15.05) and control group (M = 150.00, SD= 10.24; t (58) =4.452, p=.060, two tailed).

The same process as it was discussed above had been done in other phases in Table 4. In the next step post-motivation between two groups as experimental and control was surveyed. The results of the analysis show that there was a significant difference in scores for control group with (M= 151.63, SD = 11.37) and experimental group with (M = 178.80, SD = 8.99; t (58) = 10.25, p = .000, two tailed). Based on the results, it can be concluded that the second null hypothesis was not confirmed.

The findings of the study support the research conducted on the effect of the Kahoot game-based app on foreign language learning. For instance, according to the results of Tivaraju, Yunus, and Badusah, (2017), all of the students were able to engage actively in the game and they were able to master the target language effectively. They enjoy learning English using games and wish to have more games in future. Furthermore, regarding the language areas, the findings of the ongoing studies are supported by Hashemifardnia et al. (2018), who believed that the experimental group taught via WhatsApp scored higher than the control group who had been taught traditionally. Also, the further study by Khan (2016) revealed that use of WhatsApp has a positive impact on motivating students to use the language with technology. Khan (2016) reported that even though using this app was not encouraged by others,

WhatsApp motivates students in reading skills. Reducing students' anxiety is the fourth variable in this study. Piskorz (2016) claimed that Kahoot's systemic assessment allows immediately after the game finished. It shows four things: fun, learning effectiveness, learning recommendations, and types of feeling accompanying the game. Wang, Zhu, and Saetre (2016) illustrated that in correlation with a paper test and a physical 'clicker' course of action, the utilization of Kahoot was appraised as being additionally captivating and serious with a somewhat higher generally mean score within a first-year college data and innovation students. students reported 'satisfying' engagement across all types of gamification. Licorish et al. (2018) indicated that "in the case of the theoretical sessions, a serious game with interactive questionnaires is proposed by using Kahoot, an online free game-based learning platform which allows the creation of different questions types like multiple choice quizzes, discussion questions, or surveys". It also makes it possible to publish and to share your own quizzes, and edit quizzes made by others. Understudies favored the tests being toward the start or middle of the class and the reasons they gave were a result of exhaustion and absence of time to measure the data introduced in the class. According to Icard (2014), when a Kahoot quiz is presented at the end of a lecture, students have the opportunity to gauge how well they have learnt new concepts and applied existing content and can assess and progress through their failures anonymously. In addition, in order to promote engagement, there is a measure of competition between students as they can compare their answers with others (Cutri et al. 2016), and assess their progress against their previous performances (Icard, 2014). According to Cutri et al. (2016), Kahoot permits speakers to quantify how well understudies as a gathering learn and apply information and can likewise be utilized to reinforce right answers by the arrangement of focuses and verbal recognition whereby they can move to the following learning step. Gamified platforms like Kahoot also offer detailed information for a quiz about how quickly and accurately a question was answered by the students. This information identifies material that the students have not mastered, and this affords lecturers with an opportunity to either correct at the time, reteach and direct students to look at the topics again during independent study or modify the delivery of information in future classes (Cutri et al., 2016 & Dellos, 2015). Iaremenko (2017) claimed that the prior investigations uncovered that utilizing Kahoot! to upgrade learning measure in the classroom is more viable than utilizing traditional media. Also, she investigated the motivating effect of using Kahoot! on English language learners.

The Kahoot app in the present study via gathered results in this area and the data provided further evidence to support that the Kahoot game shows the participants were able to master the full target language points. The participants tried very harder to master the target language structure because that was the key factor for them to win the game. Thus, it can be concluded that Kahoot app in English language classroom helps to increase language knowledge level of participants, stimulate better perceptions and expectation of learners towards English structure activities by mastering the required targeted grammar points.

Gardner (2006) and Lifrieri (2005) believed that language learners with the proper motivation will be successful in learning a foreign language. In a similar manner, Gardner (2006) stated that motivated participants expressed effort in achieving their goals, showed persistence, and attended to the tasks necessary to achieve such goals. The other research by Yashima, ZenukNishide, and Shimizu (2004) about the Japanese students' motivation in English as EFL revealed that participants who had high motivation were more tended to make communication in the classroom and more outside the class. Concerning the participants' level of motivation in that research, it was noted that the participants of the experimental group were more motivated to learn English than the participants at control group by applying App. The results are in agreement with Karahan, (2007). Put in another way, applying technology can change the students' roles and enhance their motivation to learn language more efficiently. Based on the results obtained from many studies conducted in different contexts, we can conclude that there is indeed a

positive relationship between the use of technology in EFL classes and the students' motivation in language learning (Kalanzadeh, Soleimani, & Bakhtiarvand, 2014).

Özer and Bicen (2017) claimed that Kahoot application allows for an interaction between intrinsic motivation and external motivation; the built-in, naturally satisfying motivation to play a game to obtain an external reward such as kudos or praise from others. The findings of this research are also in line with all the other studies carried out in the same area. The results gathered from the study show that Iranian EFL students have positive motivation towards the use of Kahoot game-based app in their English classes.

5. Conclusion

This study was conducted to investigate the effect of online Kahoot game-based app on Iranian EFL learners' structural ability and their motivation. In response to the first research question which was to find the effect of the Kahoot app on students' structural ability, the independent t-test result between post-grammar test scores of both the experimental and control groups revealed that Kahoot app has the significant effect on participants' structural ability. According to the current study results, the Kahoot platform is capable of educating, assessing, and improving learners' structural ability. Although at first the students were totally unfamiliar with this new app as a treatment and they were not hopeful enough to enhance their structural ability by answering the multiple choice grammar tests via Kahoot platform, in the following they could adapt themselves to the novel app and attempt to achieve their goals. Employing the new platform like Kahoot! provides circumstances to the English learners in order to empower their language skills through playing games and compete with other classmates to gain points by answering the teachers' multiple choice questions which are shown on the screen correctly.

The second question of the present study was designed to answer whether the Kahoot app has a statistically significant effect on students' motivation. According to the independent t-test result, the post-motivation test scores of both experimental and control groups illustrated that Kahoot app has the significant effect on participants' motivation. The further results of the study suggest that motivation as the vital element of the language learning and teaching ought to be regarded by the English teachers. In fact those teachers who prepare an engaging atmosphere for all the students in order to learners become more independent and motivated during playing the online game-based platforms like Kahoot!, they can claim that their teaching is effective and adequate. Actually, the students' enthusiasm leads them to score better results to win kahoots games and be champion in the leader board and initiates positive communication among them besides.

The de-limitations of the study were elaborated through the following aspects. The participants were not selected randomly. As the researchers did not give any placement test in order to select students in an intermediate level, according to the students' previous term final scores, sixty Iranian intermediate students were selected in Mashhad, Iran. Also, the students were given pre-test in order to homogenize. The online Kahoot app was used in one of the groups as a treatment; therefore, Internet should have been fast enough in order to teacher and the students could connect and access to the Kahoot app comfortably. Due to COVID-19 pandemic, gathering and dividing sixty intermediate students into two groups were absolutely demanding and hellacious for the researchers to persuade the students as they thought that it was intolerable to wear face mask and keep social distance in order to participate in the study procedure for fifteen sessions.

Although the results of this study did not end up with the significant effect of employing the Kahoot app on the other language skills and sub skills, it is not fair to conclude that vocabulary and pronunciation as sub skills or listening, speaking, reading, and writing as the main skills are not as crucial as the grammar skill. In addition, it is possible to state that different results might appear if the Kahoot app is employed with a focus on other language skills specifically.

In this research, all the participants were considered female which might have influenced the results of this study due to the different effect of employing the Kahoot platform on males and females' structural ability or their level of motivation and engagement. Therefore, it is recommended to dedicate the further studies to male EFL learners with the purpose of investigating their performance through Kahoot!.

This study procedure was taken place in the English Language Institute whose participants' level of proficiency was intermediate. Moreover, employing Kahoot app was utilized in real classroom. According to the Kahoot Company, learners can learn and play kahoots whenever and wherever they want without any limitation thus further studies are recommended in terms of choosing the participants with other language proficiency levels as well as applying Kahoot in other educational settings or distance learning by sharing the entire desktop in different online virtual classrooms. In conclusion, due to the fact that the online Kahoot game-based app is able to be employed online in both physical and virtual classes, teachers as the action researchers are capable of investigating the greater and considerable results in their teaching and learning process.

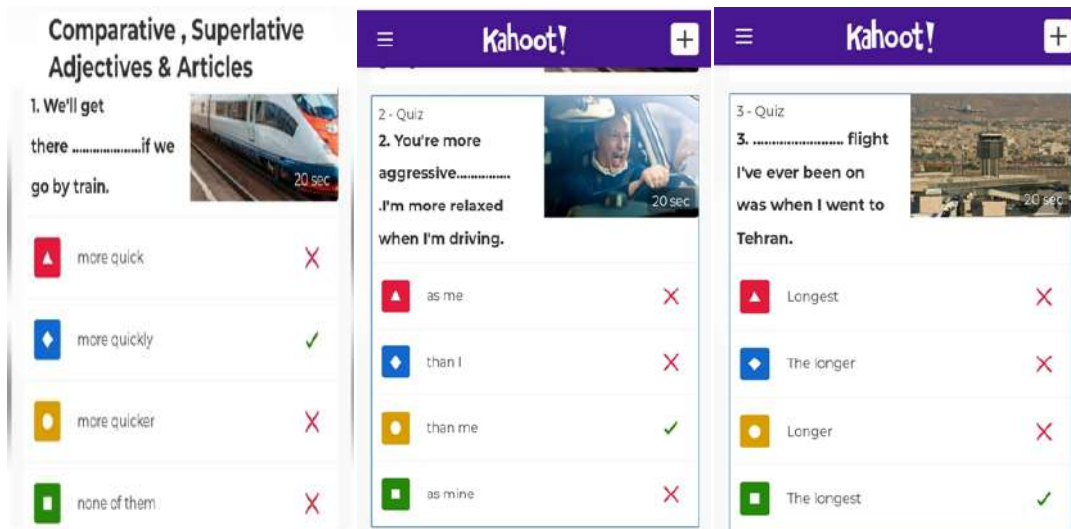
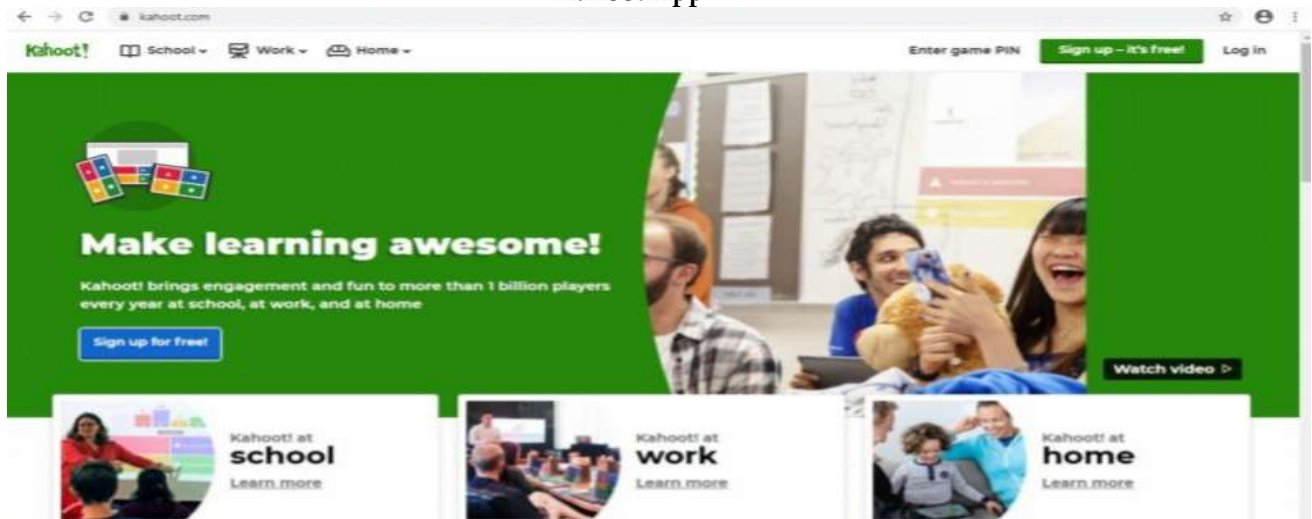
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Appendix A Kahoot App



Kahoot!

4 - Quiz

4. The traffic isn't as.....ON Thursdays as it is on Fridays.




20 sec

- worse ✗
- worst ✗
- bad ✓
- the worst ✗

Kahoot!

5 - Quiz

5. My friend is a very clever student. I wonder why the harder she studies, the she learns.




20 sec

- least ✗
- little ✗
- more ✗
- less ✓

Kahoot!

6 - Quiz

6. When they go on long trips,.....bus drivers need to take a lot of breaks.




20 sec

- a ✗
- no article ✓
- the ✗
- none of them ✗

Kahoot!

7 - Quiz

7. I'm going to read..... book which I bought yesterday.




20 sec

- a ✗
- an ✗
- no article ✗
- the ✓

Kahoot!

8 - Quiz

8. He is more knowledgeable than his brother.




20 sec

- very ✗
- much ✓
- too ✗
- well ✗

Kahoot!

9 - Quiz

9. He is not so interested as he is curious.




20 sec

- He is both interested & curious. ✗
- He is more curious than interested. ✓
- He is less curious than interested. ✗
- In comparison with his interest, he h... ✗

10 - Quiz

10. It is suitcase that I've ever lifted.



20 sec

- as heavy as ✗
- heavier ✗
- the most heavy ✗
- the heaviest ✓

Appendix B
Oxford University Press
Multiple Choice Grammar Test

Choose the best answer.

1. Alex is in a good shape because he a lot of sports.
a. s play b. is playing c. plays
2. Why is Matt always late for school? What time?
a. he gets up b. does he get up c. he get up
3. I..... a sandwich for lunch.
a. 'm usually having b. have usually c. usually have
4. I can't afford to go out. I've all my money this month.
a. spent already b. spent yet c. already spent
5. I a new bank account last week.
a. open b. 've opened c. opened
6. Ithat jacket before. Is it new?
a. haven't seen b. didn't see c. don't see
7. How long you to go to work every morning?
a. does it go b. does it take c. does it need
8. When they go on long trips, bus drivers need to take a lot of breaks.
a. a b. the c. no article
9. I asked a window seat, but there weren't any left.
a. for b. of c. to
10. Amy needs glasses She see very well.
a. don't can b. cant c. isn't able
11. Our flight was cancelled, so we to travel until the next day.
a. cant b. couldn't c. weren't able
12. My daughter broke her arm yesterday, so I take her to the hospital.
a. should b. had to c. must
13. You look tired.to bed late last night?
a. Did you go b. Were you going c. Had you gone
14. I a big breakfast so that I don't get hungry in the morning.
a. use to have b. usually have c. used to have
15. A: taking me to the hospital. B: No problem.
a. Can you b. Do you think you could c. Would you mind
16. All the tickets for the opening night
a. has been sold b. have sold c. have been sold
17. There's a traffic jam on the highway. There..... construction ahead.
a. can be b. may not be c. must be
18. Paul a car. He goes everywhere by public transportation.
a. might have b. can't have c. should not have
19. If you go out, please to lock the front door.
a. don't forget b. you'll forget c. you won't forget
20. They an apartment if they could afford to buy one.
a. didn't rent b. don't rent c. wouldn't rent
21. A: I'm sorry. Itagain. B: Ok. Ill cover for you this time.
a. doesn't pass b. won't do c. won't happen

22. The salesperson that they had sold out of the new phones.
a. said me b. told c. told me
23. The customer asked how much
a. is the coat b. the coat was c. the coat is
24. I hate It's so frustrating.
a. not to be able to b. not be able to c. not being able to
25. If..... At the gas station, we wouldn't have run out of gas.
a. we stopped b. we'd stopped c. we'd have stopped
26. I wouldn't have taken a taxi if Ithe last bus home.
a. didn't miss b. hadn't miss c. wouldn't had missed
27. We try to avoid that road because there are traffic lights.
a. too b. too many c. too much
28. Soon-hwan is the manthe company's accounts.
a. who he looks after b. who looks after c. that he looks after
29. The Thames through London, isn't the longest river in the UK.
a. which it flows b. that flows c. which flows
30. I'm older than you, ?
a. aren't I b. am not I c. don't I