Sử dụng Kahoot trong việc nâng cao trải nghiệm học tập, sự tham gia và cộng tác của sinh viên trong các lớp Văn học Anh

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TÓM TẮT

Một trong những thách thức lớn nhất mà giáo viên phải đương đầu là duy trì sự tham gia và chú ý của học sinh trong bài giảng. Với sự xuất hiện của các hệ thống phản hồi cá nhân dựa trên trò chơi như Kahoot, giáo viên có thể trò chơi hóa lớp học của mình và tăng động lực, sự tham gia và sự năng động trong lớp học của học sinh. Từ trước đến nay chưa có nhiều nghiên cứu xem xét tác động của việc sử dụng Kahoot trong các lớp Văn học Anh; do đó, bài báo này được viết nhằm mục đích điều tra nhận thức của sinh viên về cách Kahoot ảnh hưởng đến trải nghiệm học tập, sự tham gia và hợp tác của họ trong các giờ học Văn học Anh. Nghiên cứu được thực hiện ở ba lớp học Văn học Anh tại Trường Đại học Quy Nhơn vào học kỳ 2 năm học 2021 - 2022. Tám mươi sinh viên năm thứ hai chuyên ngành Sư phạm tiếng Anh đã tham gia nghiên cứu và hoàn thành bảng câu hỏi sau ba buổi Kahoot. Bảng câu hỏi bao gồm 20 câu hỏi theo thang đo Likert yêu cầu sinh viên lựa chọn các phương án phù hợp từ rất không đồng ý đến rất đồng ý và một câu hỏi trắc nghiệm hỏi về sở thích của sinh viên về tần suất tổ chức trò chơi Kahoot. Ngoài ra, có hai câu hỏi mở yêu cầu học sinh đưa thêm ý kiến về những điều họ thích và không thích về Kahoot. Kết quả cho thấy rằng các sinh viên đã có trải nghiệm tích cực khi tham gia các phiên Kahoot và cho rằng Kahoot đã giúp họ nâng cao trải nghiệm học tập, sự tham gia và cộng tác nói chung. Những phát hiện này gợi ý rằng các giáo viên dạy môn Văn học Anh nên kết hợp các trò chơi Kahoot vào các bài học để khuyến khích học sinh tham gia, giao tiếp và tương tác với giáo viên và bạn bè của họ.

Từ khóa: *Kahoot, trải nghiệm học tập, sự tham gia, sự cộng tác, Văn học Anh.*

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The use of Kahoot in enhancing students' learning experience, engagement and collaboration in English literature classes

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ABSTRACT

One of the biggest challenges that teachers have to deal with is maintaining students' engagement and attention during lectures. With the emergence of game-based personal response systems like Kahoot, teachers can gamify their classrooms and increase students' motivation, engagement and classroom dynamics. Not many studies have examined the impact of using Kahoot in English literature classes; therefore, this article aims to investigate students' perceptions of how Kahoot influences their learning experience, engagement and collaboration in English literature lessons. The study was conducted in three English literature classes at Quy Nhon university in semester 2 of the academic year 2021 - 2022. Eighty second-year students who majored in English Language Teaching participated in the study and completed the questionnaires after three sessions of Kahoot. The questionnaires consist of 20 Likert-scale questions which require students to choose the appropriate options ranging from strongly disagree to strongly agree and one multiple-choice question asking about students' preferences of the frequency of Kahoot sessions. In addition, there are two open-ended questions which ask students to give further opinions on what they like and what they don't like about Kahoot. The findings revealed that students had positive experiences participating in Kahoot sessions and reported that Kahoot helped them to enhance their learning experience, engagement and collaboration in general. These findings suggest that teachers of English literature should incorporate Kahoot games into the lessons to encourage students to participate, communicate and interact with the teacher and their peers.

Keywords: *Kahoot, learning experience, engagement, collaboration, English literature.*

1. INTRODUCTION

There has been a growing awareness of the necessity to change in teaching practices and methodologies to meet the needs of today's generations of students. This issue was recognised nearly twenty years ago by Prensky[1] who stated that "*today's students are no longer the people our [higher] education system was designed to teach*". The traditional teacher-centered instruction model, which has dominated higher education for a long time, seems to be no longer appropriate to prepare students for the more complex and demanding environment of today's world. Instead, there is a tendency to shift to a learner-centered approach in which students become active and responsible participants in the construction of their own knowledge while the teacher assumes the role of a facilitator. This

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trend is further enhanced by the emergence of new educational technologies and many teachers have become pioneers in using technological tools to encourage students to take a more active role and more agency in the learning process.[4]

The demand for a shift from teacher-centered to learner-centered approach to teaching exists in various subjects and literature is no exception.

Several studies such as Tan[2] and Kamarudin[3] have pointed out that students' lack of motivation and interest in literature lessons is caused by not only the difficulty of the literary texts but also teachers' traditional teaching methods. This is also the case in Vietnam, where English literature is often taught to English-majored students as a compulsory subject. Students often shy away from English literature classes are conducted in the traditional teacher-centered way, in which teachers give a lecture for an hour or two and students are expected to listen, take notes and answer the questions. Thus, students often report that they find the activities that teachers organize in the class boring and monotonous.

According to Tan,[3] there is an increasing demand for teachers to make literature lessons more joyful and stimulating by using creative teaching approaches. Greijdanus[5] suggests gamification as one solution to improving students' motivation in learning literature. Gamification which is defined as "*the use of game design in non-game contexts*"[5] can enhance students' motivation because it can engage learners of digital generations, who grow up with games and computer games from a very young age, in the same pattern that they are familiar with.

One of the technological tools that can help to gamify the classroom is Kahoot. Kahoot is a game-based platform that can be used to review educational content. It can temporarily convert the classroom into a game show in which the teacher is the host and students or groups of students are contestants.[6] Kahoot has been proved to enhance students' motivation, engagement and classroom dynamics in various subjects including sciences and English. However, none of the previous research has examined the impact of using Kahoot in teaching literature. Therefore, this study aims to investigate students' perceptions of how the incorporation of Kahoot in English literature lessons influences their learning experience, engagement and collaboration.

The article consists of four sections: the next section - literature review - will give some insights into different approaches to teaching literature, challenges of teaching literature, previous studies on the impact of Kahoot on EFL students' learning experience, engagement and collaboration. The data collection and data analysis will be discussed in Section three. Section four is the conclusion in which the limitations of the current study will be mentioned.

2. LITERATURE REVIEW

2.1. Approaches to teaching literature

Carter, R. and Long[7] identified three models in the teaching of literature as follows: the first model is called the cultural model, which tends to be teacher-centered and requires students to explore the social, historical and political contexts of the literary works by listening to the teacher and reading the given materials; therefore, the teacher's job is to impart knowledge and information to students, in the second model – the Language Model, teachers can use language teaching strategies to analyze literary texts so that they can achieve specific linguistic objectives. The third model - Personal Growth Model places its focus on the use of language in a text and in a specific cultural context. In this model, students do not just listen passively to the teachers' explanations and interpretations of the text. They have to actively take part in the lessons by voicing their opinion, relating to their own experience and using their critical thinking skills.

These three models have been used in several approaches in the teaching of literature namely the (1) Language-Based Approach, (2) Paraphrastic Approach, (3) Information-Based Approach, (4) Personal-Response Approach, (5) Moral-Philosophical Approach, and (6) Stylistics Approach.

The approach to teaching literature at Quy Nhon University (QNU) can be described as a combination of information-based, moral-philosophical and stylistic approaches based on the objectives stated in the course syllabus. The first objective is providing students with basic knowledge of the historical/ social background, characteristics of literary movements and background information about typical authors and literary works. The second objective is to teach students how to identify and analyse the literary techniques used in literary excerpts. The course also aims at developing students' skills to search for moral values in the text, understand the themes and give their personal opinions and feelings towards these issues. Moreover, the end-of-course exams focus on testing students' knowledge of the historical/ social background of literary movements and some typical authors and students' understanding of literary techniques; therefore, the exams encourage and promote information-based and stylistic approaches to teaching English Literature at QNU.

2.2. Challenges of teaching literature to EFL students

Previous studies mentioned the major challenges in teaching literature to EFL students, namely students' lack of motivation, teachers' incompetence, the difficulty of the literary texts and students' low levels of language proficiency. Beliaeva[8] pointed out that students nowadays are not interested in reading or getting familiar with literary texts of high artistic quality. Premawardhena[9] identified students' lack of enthusiasm and appreciation of literature as one of the difficulties in incorporating literature into foreign languages studies at universities in Sri Lanka. This is due to the traditional teaching methods applied at these universities which make the students shy away from literature. Other studies also confirmed that students' lack of interest in studying literature come from both the difficulty of the literary texts and the way the lessons are carried out. Sidhu[10] and Tan[3] revealed that students found activities used in literature classes boring and monotonous and emphasized the need for teachers to give more exciting and creative lessons. However, it is not easy for teachers to fulfill the double task of giving students a joyful experience during literature lessons and imparting knowledge of literature to a group of *"uninspired and unmotivated"*[7] students.

2.3. Benefits of using Kahoot for teaching

2.3.1. Kahoot helps to increase motivation and learning experience

As mentioned in the previous part, teachers often find it hard to maintain students' motivation, excitement and engagement during the lessons. This challenge is bigger when the teachers have to carry out lessons to a large group of students with little interaction, which is often the case in English literature classes in QNU. Moreover, there is a strong correlation between students' motivation levels and their learning outcomes. Educational studies have proved that students who participate actively in learning activities can gain better understanding of the lessons than passive students.[11] One of the approaches that teachers can adopt to increase students' interaction is using student response systems (SRS) which were introduced to and applied in schools in the seventies. These response systems were shown to make large classes more interactive and improve the classroom dynamics.[12]

One of the SRSs that are widely used in the classrooms nowadays is Kahoot. The special thing about Kahoot is that it was originally designed as a video game using game design principles from theory on intrinsic motivation.[10]

As a combination of students' responses, audio-visual aids, videos and role-plays, Kahoot could be considered as a game-based learning platform used to review knowledge and check students' understanding of the lesson content. Kahoot has become one of the most popular learning platforms with over 2.5 billion users from more than 200 countries in 2019.[13]

Several studies have shown Kahoot's positive impact on students' learning experience when it is used as one of the tools in a non-traditional classroom. The benefits of Kahoot include *"providing immediate feedback, increasing participation in class, and improving retention of the focal material"*.[14] Clark and Mayer[15] argued that through giving instant feedback, Kahoot can improve students' metacognition. Besides, Kahoot can be used as a formative assessment tool to check students' understanding of the subject. In addition, it can reinforce students' understanding and facilitate the construction of new knowledge through further explanation during or after the game.

2.3.2. Kahoot enhances student engagement

Le[16] argued that learning and engagement are closely related and correlate with each other. One of the ways to increase students' engagement is through gamification of the lessons. It can provide a fast-paced, competitive and cooperative learning environment;[17] therefore, it stimulates students' interest and increases their motivation in such a way that they are learning without being aware of it.[18]

Engagement is a multidimensional construct consisting of four distinct yet closely interrelated aspects, namely Behavioral engagement, Emotional engagement, Cognitive engagement and Agentic engagement.[16] Students' behavioural engagement is reflected in their level of attention, concentration, effort and persistence when they take part in the learning activity. Emotional engagement is characterized by the presence of students' positive emotions

such as interest and eagerness during the lesson and the lack of negative emotions such as anxiety and frustration. Cognitive engagement refers to the learning strategies that students adopt when they attempt to gain conceptual and deep understandings rather than surface knowledge. As for agentic engagement, students demonstrate their proactive contribution to the lessons such as *"adding related information, offering insights to explain the answer"*.[16]

2.3.3. Kahoot enhances student collaboration

Collaborative learning is roughly defined as any instructional method or approach that involves students working in groups to achieve a common objective such as solving a problem, creating a product or fulfilling a task.[19,20] Al-Ammary[20] argued that the central element of collaborative learning is a social act in which students talk with each other while Prince[18] thought that collaborative learning focuses on student interactions rather than individual work. Both authors agreed that collaborative learning can have a positive impact on students' learning outcomes and can improve students' academic achievements better than traditional learning. Moreover, Al-Ammary[20] believed that collaborative learning has brought about a shift from teacher-centered instructional model to learner-centered model.

With the aid of technology, particularly personal response systems such as Kahoot, teachers have more tools to promote collaborative learning and give students a more active role in the classroom. According to Prieto et al,[21] different studies have confirmed that Kahoot can increase student interactions and create positive relationships among class members. For example, participants in Licorish et al.[22] reported that Kahoot enabled them to discuss in groups, answer the questions and participate in quizzes, thus it encourages them to interact more with their peers and with the teacher during or after the lecture.

3. RESEARCH METHODOLOGY

3.1. Data collection

3.1.1. Participants

There was a total of 92 second-year students of English Language Teaching who enrolled in the course 1090077: English Literature in semester two of the academic year 2021 - 2022 at Quy Nhon University. The course consists of 2 credits which is equivalent to 20 hours of lecture time, 10 hours of discussion and 60 hours of self-study. The course aims at developing students' knowledge of different literary movements and providing them with some background information of typical authors and their works. Another objective of the course is to enhance students' understanding of the main themes and the literary techniques used in these literary works. Therefore, a combination of information-based, moral-philosophical and stylistic approaches is adopted as the approach to teaching this subject at QNU.

However, only 81 students participated in the survey and 80 participants completed the whole questionnaire. The majority of these students had smartphones, and they could connect to the university's wifi network. Most of them had played a game in Kahoot before, so they could take part in the games without any difficulty.

3.1.2. Data collection procedure

There were three Kahoot sessions during the course. Each session consisted of 14 to 17 multiple choice questions. The questions focused on the information about the author, social background and some main details in the plot summary of a novel/ short story. Therefore, if the students had read the chapter and prepared for the lesson, they could answer the questions well. After the third session, the teacher handed out the questionnaires and asked the students to fill them out.

There are 20 Likert-scale question items, 1 multiple choice question and 2 open-ended questions in the questionnaire. The Likert scale questions have five options ranging from strongly disagree to strongly agree and they were designed to ask students to give their opinion on whether Kahoot sessions had helped them to enhance their learning experiences, engagement and collaboration. These questions are adapted from Le's[16] survey.

The multiple choice question asks about students' preferences of the frequency of Kahoot sessions. Meanwhile, the two open-ended questions are optional and they ask students to give further opinions on what they like and what they don't like about Kahoot.

3.1.3. Data analysis

The data gathered from the questionnaires were summarized and analysed by using Excel to answer the research questions. The close-ended question items were classified into three groups, namely learning experiences, engagement and collaboration; therefore, first I calculated the mean scores of the question items in each group to identify which ones had the highest and lowest mean scores. The Likert scale questions have five options ranging from strongly disagree to strongly agree; thus, I also calculated the percentage of students who chose each option in the question items so that I can figure out students' perceived impact of Kahoot.

For the open-ended question items, students' responses were coded and highlighted to determine some themes or key ideas emerging from this type of qualitative data. It is expected that the analysis would reveal the things that students liked or disliked about Kahoot and provide some insights into why Kahoot had such an impact on students' learning performance and participation.

4. FINDINGS

4.1. Kahoot and learning experience

Table 1. The impact of Kahoot on students' learning experiences.

Group	Number	Item	Mean	SD	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Learning experience	**L1**	Kahoot helps improve my knowledge of English literature	**4.35**	**0.62**	**0**	**0**	**7.5**	**50**	**42.5**
	L2	It was easy to use a mobile device to play the game	**4.34**	**0.65**	**0**	**1.25**	**6.25**	**50**	**42.5**
	L3	Slow Internet connection reduced my eagerness towards the game	**3.55**	**0.81**	**0**	**12.5**	**27.5**	**52.5**	**7.5**
	L4	I remember the information/ knowledge better compared to traditional lessons	**4.28**	**0.69**	**0**	**1.25**	**10**	**48.75**	**40**
	L5	The fact that the game is anonymous (not use real names) makes me willing to join more	**3.97**	**0.93**	**1.25**	**5**	**21.25**	**40**	**32.5**

Table 1 presents students' perception of the influence of Kahoot on their learning experiences. Most of the students reported that they had a positive learning experience with Kahoot. Items L1 (Kahoot helps improve my knowledge of English literature) and L2 (It was easy to use a mobile device to play the game) had the highest mean scores (mean = 4.35 and 4.34 respectively). The vast majority of students -92.5% of them- agreed that the game was easy to play on their mobile phones and it helped them to enhance their knowledge of English Literature. The students' responses to the open-ended questions also supported this view. One student noted that playing games helped her/him understand and recall the details in the chapter. Another student said that the game motivated her/him to read the chapters and prepare for the lessons before coming to class because he/she wanted to win the games.

Item L4 (I remember the information/ knowledge better compared to traditional lessons) also got a high score of 4.27, which showed that Kahoot really helped to reinforce students' memory of the details and information in the lesson. 88.75% of the students found that

the game was useful for retaining information; however, in their responses to the open-ended questions, some students noted that it would be more helpful if the teacher could send the lists of questions and answers to the students after the game finishes. The students would like to keep these lists when they review for the final exam.

The findings also indicated that the lowest mean score of 3.55 is in Item L3 (Slow Internet connection reduced my eagerness towards the game). More than half of the students agreed that slow internet connection demotivated them

during the game. One student complained about the unstable wifi connection in his or her response to the open ended question, and suggested that the teacher or the university should install a better wifi system.

Overall, regarding learning experience, the merits that Kahoot brought into the classroom outweighed its disadvantages and the majority of students had a positive experience playing Kahoot in literature lessons.

4.2. Kahoot and engagement

Table 2. The impact of Kahoot on student engagement.

Group	Number	Item	Mean	SD	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Engagement	E1	Kahoot is fun	4.71	0.51	0	0	2.5	23.75	73.75
	E2	Kahoot provides more relaxed classroom atmosphere	4.87	0.33	0	0	0	12.5	87.5
	E3	I could focus more during the game than normal lectures	4.19	0.75	0	2.5	12.5	48.75	36.25
	E4	I was more positive towards the novel/ poem/ story after playing the game	4.09	0.55	0	0	11.25	68.75	20
	E5	I liked getting feedback after every question	4.09	0.77	0	2.5	17.5	48.75	31.25
	E6	Even though I may not be familiar with the topics, I was comfortable to participate	3.92	0.72	0	2.5	22.5	55	20
	E7	I wish Kahoot was used in other lectures	4.45	0.63	0	0	7.5	40	52.5
	E8	I will adopt the application for other lessons and/ or, other purposes (e.g. my after-school clubs) in the future	4.12	0.68	0	1.25	13.75	56.25	28.75
	E9	I often compared my answer to my classmates' answer	3.65	0.78	1.25	5	31.25	52.5	10
	E10	I spent time explaining the answer to my team and my class	3.37	0.86	0	16.25	38.75	36.25	8.75

Table 2 summarizes the results of students' opinions on the impact of Kahoot on their engagement in the lessons. The two items that had the highest mean scores are E1 "Kahoot is fun" (Mean = 4.71) and E2 "Kahoot provides more relaxed classroom atmosphere" (mean = 4.87), both of which belong to the category of emotional engagement. All of the respondents agreed that Kahoot helped to create a more pleasant classroom environment while 97.5% of them said that the games brought a lot of fun. The other two question items in the category of emotional engagement - E4 and E6 also get high mean scores of 4.09 and 3.92 respectively. These results proved that Kahoot could increase students' emotional engagement during English literature lessons. These findings are also supported by the answers to the open-ended questions. One student reported that he/she found the games intriguing and exciting to begin the lesson. Another student said that Kahoot helped to create much less tense lessons and they feel much more relaxed when playing the games.

The lowest mean values are scored by the items E9 and E10, both of which belong to the category of cognitive engagement. Item E10 has the lowest mean of 3.37 and only 45%

of the students agreed that they spent time explaining the answer to their team and their class. Meanwhile, 62.5% of the respondents said that they often compared their answer to their classmates' answer. This could be explained by the fact that Kahoot allows students to have "team talk" time to discuss their answer among team members before choosing their answer. This amount of time is only sufficient for comparing their answers but not enough for them to explain their choice. In addition, one student even reported that "there are a lot of questions that I didn't understand and many of my right answers depend on luck". However, to make up for this, the teacher can always pause and give feedback and explanation after each question. Getting feedback right after every question is also an advantage of the game. That is why item E5 got a high mean score of 4.09 with 80% of students saying that they liked getting feedback after every question.

In terms of agentic engagement, 92.5% of the students wanted Kahoot to be used in other lectures and 85% of them said that they would adopt the game for other lessons or other purposes.

4.3. Kahoot and collaboration

Table 3. The impact of Kahoot on students' collaboration.

Group	Number	Item	Mean	SD	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Collaboration	C1	Kahoot fosters exchange of knowledge, information and experiences	4.06	0.66	0	0	18.75	56.25	25
	C2	Kahoot focuses on team work rather than individual work	4.19	0.78	0	3.75	11.25	47.5	37.5
	C3	Kahoot enhances communication with classmates	3.91	0.8	0	2.5	28.75	43.75	25
	C4	Kahoot fosters team spirit	4.21	0.59	0	0	8.75	61.25	30
	C5	I often played as an observer, rather than a player	2.42	1.003	12.5	53.75	16.25	13.75	3.75

Table 3 shows students's perception of how Kahoot influenced their collaboration in English literature classes. The two items with the highest mean score are C4 and C2. Both of them are related to Kahoot's ability to enhance teamwork. The overwhelming majority (91.25%) of students agreed that Kahoot fostered team spirit and 85% thought that the game focused on team work rather than individual work. Meanwhile, 81.25% and 68.75% agreed that Kahoot fostered knowledge exchange and communication with their classmates.

In contrast, Item C5 (I often played as an observer rather than a player) has the lowest mean score of 2.42). 66.25% of students disagreed with the idea of being an observer during the game, which means that the majority of students actively participated in the game. However, in the open-ended response, the students reported that the teacher should keep students more motivated and encourage unenthusiastic students to take part in the game. Sometimes they saw only some good students choose the answer for the whole team.
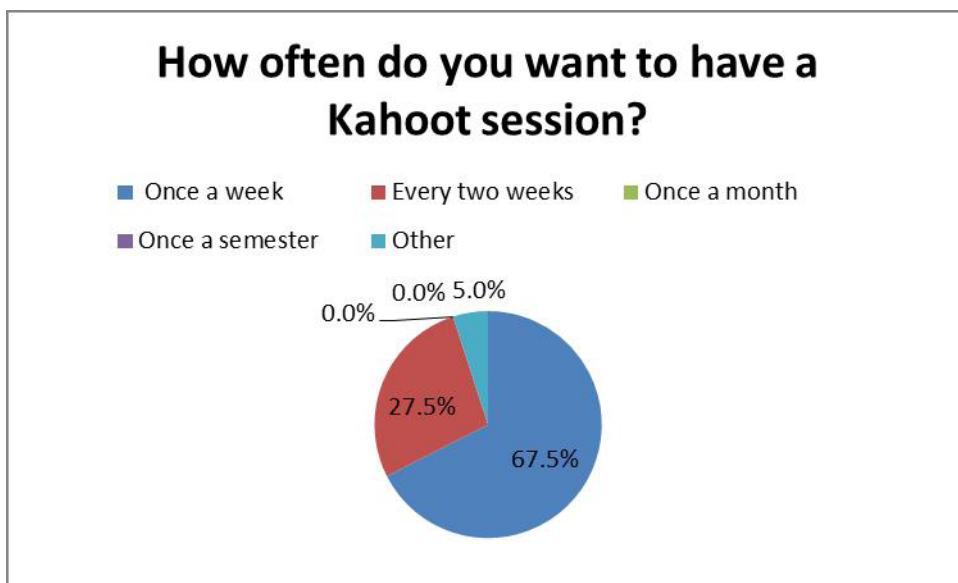

Chart 1. Students' preferences of the frequency of Kahoot sessions.

The chart shows that the majority of students (67.5%) preferred having one Kahoot session once a week, which means organizing a Kahoot game every lesson. Meanwhile, 27.5% of them wanted one Kahoot session fortnightly. 5% of the students chose "Other" option. Among these respondents, one of them said that he/she wanted to have a Kahoot session every day.

5. DISCUSSION

My study showed students' positive perceptions of the impact of Kahoot on their learning experience, engagement and collaboration in English literature classes. The vast majority of students reported that Kahoot helped to bring about positive learning experience thanks to the ease by which the games can be played on students' mobile phones and their reinforcement of students' memory and knowledge of English literature. Moreover, respondents also referred to Kahoot as a useful tool to increase their emotional, agentic and cognitive engagement and foster their collaboration and interaction with other students during lectures.

These findings are in line with Licorish et al[23] in which students also stated that Kahoot had positive influence on their ability to learn and retain knowledge. Students participating in Licorish et al's[23] study explained that Kahoot was a useful learning tool because it helped them not only to remember knowledge that had been covered in the previous lessons but also to understand new concepts. The findings

concerning Kahoot's impact on students' engagement are also consistent with the results of Licorish et al[23] and Le.[16] Both studies noted that taking part in Kahoot games could increase students' attention and involvement in the lessons. Regarding collaboration, these two studies also reported that Kahoot games encouraged students to exchange ideas, interact and communicate with each other.

One possible explanation for these findings is that as a game-based SRS, Kahoot allows anonymity, fun and entertainment; therefore, it can help students to overcome "the barriers to interaction" which they often encounter in a conventional classroom[23]. In this way, Kahoot can lead to more constructive discussion among students and enhance students' interaction with the lecturers. Furthermore, as Licorish et al[23] mentioned, Kahoot's fun and enjoyment features also help to capture students' attention and facilitate their participation and engagement during the lessons. Another explanation for Kahoot's enrichment of students' learning experience is that students can gain deeper understanding through analyzing the right and the wrong answers, which in turn improved their memory and knowledge retention.

6. CONCLUSION

The current study was conducted to investigate students' perceptions of the impact of Kahoot on their learning experience, engagement and collaboration during literature lessons. The findings revealed that overall, students had positive experience participating in Kahoot sessions and reported that Kahoot helped them to enhance their understanding and retention of literature knowledge. Regarding emotional engagement, Kahoot was said to bring a lot of fun and create a joyful and pleasant classroom atmosphere: thus, students found Kahoot sessions very interesting and relaxing. Kahoot was also proved to have a positive effect on students' agentic and cognitive engagement. Moreover, it encouraged students to collaborate with each other and promoted team work spirit.

The findings of the current research provide many recommendations for teachers of English Literature. The teachers should organize Kahoot sessions during the course in addition to the lectures to encourage students to engage in the lessons. Because Kahoot was originally designed using game design principles, Kahoot quizzes can give students some thrill and excitement unlike the questions in the textbook.

It is necessary to point out some shortcomings of this study so that future research can take them into consideration and address them. The first limitation is that the study was conducted in semester two in the year 2021, so the participants were mostly English Teaching majors and only a few of them were General English ones. Therefore, the results of the study may not be applicable to the latter group of students. The second limitation is the lack of a survey of teachers' perceptions because the researcher was also the teacher of those three literature classes. Future research needs to be done into different teachers' opinions on how Kahoot can influence their classroom dynamics and students' learning experience.

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