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Submitted and Defended by:
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An Investigation into EFL learners' Attitudes towards the Use of Kahoot! as an Assessment Tool of their Lecture Comprehension

The Case of EFL Master Students of Sciences of the Language at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Chorouk Sioudi** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

The journey was neither short nor should it have been; the dream was not near, nor was the path paved with ease. Yet, I did it and I achieved it. Thanks and praise to God, by whose grace I now behold a long-awaited dream turned reality, I am proud of myself.

To my pure angel and my strength after God, my eternal support, "Mother", I dedicate this achievement. Without your sacrifices, it would not have been possible. I am grateful that God chose you for me from among humanity. You are indeed the best support and compensation.

To the person who supported me endlessly and gave without expectation: my "Father". To whom it was said, "Strengthen your arm with your brother's", to my brothers Haroun and Al-Hachemi, and to my sisters; Mebarake, Saadia, and Ritadj.

To everyone who supported me even with a kind word. To my lovely friends Meriem and Kaouther, I spent the most beautiful five years of my life with you, and I will never forget you

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Abstract

The shift to online education these recent years has necessitated the adoption of innovative tools for teaching and assessment. Digital tools like “Kahoot!” a game-based learning platform, has emerged to assess students’ comprehension of lecture material. This study’s main aim is to explore EFL learners’ attitudes towards “Kahoot!” application as an assessment tool. Moreover, it aims at investigating its use and effectiveness as an engaging and interactive pedagogical aid to improve lecture comprehension. Therefore, it is hypothesized that “Kahoot!” can be an effective tool to assess learners’ comprehension of the lecture. Methodologically, the study adopted an exploratory method along with a qualitative approach using a case study as research design. As for examining the validity of the hypothesis, a structured questionnaire was designed for a sample of 40 master two students (randomly chosen) at the department of English language at Biskra University. In addition, an interview was conducted with one EFL expert teacher who provided authentic data and concrete experience about using “Kahoot!” in assessing learners’ lecture comprehension. Findings revealed students’ positive attitudes towards the application, finding it engaging, enjoyable, and useful in comprehending lecture materials. Furthermore, the interview results revealed some limitations of the tool but confirmed its utility in providing immediate feedback and creating a dynamic learning atmosphere, making it a valuable tool for assessment.

Keywords: “Kahoot!” application, game-based platform, lecture comprehension, online education, assessment tool

List of Abbreviation and Acronyms

CALL: Computer Assisted Language Learning.

CD: Compact Disc.

CIT: Communication and Integration of Telecommunication.

DVD: Digital Video Disc.

E-Learning: Electronic learning.

EFL: English as Foreign Language.

ELT: English Language Teaching.

GSRS: Game-Based Students Response System.

ICT: Information Communication Technology.

KQs: Kahoot quizzes.

MALL: Mobile Assisted Language Learning.

MP3: MPEG (Moving Picture experts Group) Audio Layer 3.

PATN: Public Switched Telephone Network.

PDAs: Personal Digital Assistant.

TEFL: Teaching English as Foreign Language.

WWW: World Wide Web.

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General Introduction

Introduction

Language learning has always been an essential skill for personal growth, career advancement and cultural understanding. However, traditional methods of language learning can be time-consuming and not always effective. The rapid advances in technology have revolutionized the traditional pedagogical approaches particularly in language learning, making the process of learning more accessible and fun. However, learners of English as a Foreign Language (EFL), in particular university students, frequently struggle with understanding their lectures. This is possibly due to the traditional teaching techniques that do not always successfully inspire and interest students.

Technology is increasingly used to promote engagement, improve classroom dynamics, promote autonomy, and enhance students' learning experiences in language learning environments. Many teachers have begun using digital tools and applications as a more interactive alternative to traditional activities. “Kahoot!” is a particularly popular product because of its user- friendly interface and emphasis on motivation, fun, and competition. It is a game-based student response system in which the teacher takes on the role of game show host with students as competitors. Although “Kahoot!” has been a popular platform since its launch in 2013, its usefulness in the language classroom has not yet be fully explored. Furthermore, to use it effectively, teachers must fully understand the possibilities and limitations of that subject.

Therefore, this research work explores the students’ attitudes towards their teachers’ use of “Kahoot!” application when they come to assess their students’ comprehension of content lectures.

1. Statement of the Problem

Comprehension is crucial for learning foreign languages. It determines the success or failure of students in most cases. At Biskra University, English as foreign language learners (EFLL) generally show high levels of achievement in tutorials compared with their achievement in lectures. This means that they face a difficulty in comprehending lectures' content. This may be due to numerous factors including: Absenteeism, lack of attention, lack of motivation and engagement, or poor language proficiency. As a result, it is difficult to comprehend new words or structures of speech, lecturer's competence and the lack of continuous or frequent assessment. Assessment, in particular, plays a great role in tutorials;

however, it seems to be difficult or even impossible to apply in lectures because of the large number of students.

Hence, lecturers have to find solutions and creative ways to frequently assess their students' comprehension. This can be achieved by the use of technology, which is being increasingly used into teaching environments for enhancing students' engagement and motivation especially after the pandemic of COV-19. During this period, students were obliged to use online platforms and mobile applications not only for learning or acquiring language but also for assessing their comprehension and progress.

Kahoot! is one of the game-based assessment applications that uses game-like elements or mechanics to measure the student's skills, knowledge or even their comprehension. This application achieved a great success in assessing students' comprehension outside Algeria.

Through this study, the researcher tries to explore the students' attitudes towards this application in helping them comprehend the lectures at Biskra University.

2. Research Questions

Q1: How do EFL learners (the case of master two MKU students) perceive the use and the effectiveness of "Kahoot!" application in aiding their lectures comprehension?

Q2: How can "Kahoot!" application be used as an assessment technique by teachers to evaluate EFL university students' lecture comprehension?

3. Research Hypotheses

Based on the above mentioned research questions, we suggest the following hypotheses:

RH1: It is assumed that students would have a positive attitude towards "Kahoot!" application to improve their lecture comprehension.

RH2: Compared to the traditional lecture format, the use of " Kahoot!" as an assessment technique at the end of the teachers' lecturing process may increase university students' comprehension of the teaching material.

4. Research Objectives

The present study's main aim is to explore university EFL students' attitudes towards the use of “Kahoot!” in improving their lecture comprehension .

It also aims to:

- Describe the usage of the "Kahoot!" application as an E-learning tool and as a teaching technique of assessment.
- Assess the impact of “Kahoot!” quizzes on students' lecture comprehension.
- Examine the relationship between students' engagement with Kahoot! quizzes during lectures.

5. Significance of the Study

This study tries to fill an important gap in current research, specifically by focusing on the impact of “Kahoot!” application on assessing student's lecture comprehension. The results of this study are expected to have practical implications for educators, curriculum developers, and policy creators. Understanding the effectiveness of Kahoot! application for university students can inform decision about integrating technology into language teaching. Educators can adapt teaching methods to take advantage of this tool effectively and improve the learning experience.

6. Research Design and Methodology

6.1. Choice of the Method

In the present study, two variables are interrelated: The independent variable is the “Kahoot!” application, and the dependent one is EFL lecture comprehension.To fulfill the expected aims of the study, a qualitative approach is assumed to be the most suitable. Basically, an exploratory method has been used to explore EFL students' attitudes and points of view about “Kahoot!” application game in education, particularly about its use as assessment technique for their comprehension of lectures.

Moreover, the reason behind the use of such a method is that such a topic has not been conducted at the University of Biskra for master two students; therefore, these students’ attitudes have not been determined by any previous study.

6.2 Population and Sample

The number of master two students of English at Biskra University is 160 students during the academic year 2023-2024. They are distributed into two streams: 1) Science of the Language and 2) Literature and Civilization. The first stream has been selected to work with because of the nature and objectives of the study. The population comprises 126 students. A representative sample of 40 students (one third of the population) has been selected randomly to answer the questionnaire.

Additionally, only one teacher has been chosen for the interview because he represents the population of the study. To explain more, there is only one teacher in the department of English at Biskra University who used “Kahoot!. Therefore, his experience and knowledge of the topic were crucial to provide the necessary data.

6.3 Research Instruments

In order to collect the required data, two data collection tools were used: A semi-structured questionnaire distributed to 40 master two students at the Department of English Language and Literature at Mohamed Kheider University of Biskra and a semi-structured interview with one teacher who has experienced the use of “Kahoot!”. These instruments have been helpful in exploring students’ and teacher’s opinions and attitudes about Kahoot! application as an assessment tool of the lecture comprehension.

7. Structure of the Dissertation

This dissertation is an attempt to shed light on EFL Learners' attitudes towards the use of Kahoot! as an assessment tool of their lecture comprehension. It is divided into three main chapters. The first two chapters are dedicated to the theoretical part , which is related to the description and the discussion of the dependent and the independent variables. The practical part, however, is devoted to the fieldwork, where data analysis and interpretation of the main findings are discussed followed by general recommendations.

The first chapter is devoted to the dependent variable which is "Kahoot! application!", where different views and concepts about this application are given, starting by presenting the notion of informational and communication technologies (ICT) then moving to discuss both CALL and MALL in learning. After that, we deal with gamification, a directly related topic to “Kahoot!”.

The second chapter is all about academia and lecture comprehension and ways to assess it. However, the last chapter is devoted to provide a clear description to the research methodology used in this study. In addition, it presents the data collection tools that are used to gather the needed information. It is allotted to the results obtained from the two data gathering tools, where a detailed analysis of the findings followed by the interpretation of the results is provided. At the end, some recommendations are provided for both teachers and students to benefit from Kahoot! application effectively.

Chapter One

An Overview on“Kahoot!”Application

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Introduction

Over the last two decades, technology has permeated almost every aspect of life, transforming the way we communicate, work, and learn. In the domain of education, particularly language learning, technology gives opportunities to students for engagement. After many studies proved the positive role of mobile devices like smart phones or laptops in the learning process especially in EFL classroom, some researchers thought of a digital teaching method as all students hold smart phones connected with internet. One of the popular and in-demand platform is "Kahoot!". It is one of the most useful platforms in the world and become a global educational brand immediately after its invention in 2013, with 70 million monthly active unique users throughout the previous years. In the last years Kahoot! prove its effectiveness on both teaching and learning process . Kahoot! has transformed the nature of traditional lessons into interactive environment . This chapter will discuss definition of ICT, types and importance of it , then CALL and its definition , history , after that we will deal with MALL . The final elements are gamification in education , and Kahoot! application.

1.1. Definition of Informational and Communication Technologies (ICT)

There is no universal definition of ICT because the technological devices related to ICT are constantly evolving. In fact, the term refers to all devices: networking components and applications.

ICT stands for "Information and Communication Technology". It refers to technologies that provide access to information through telecommunications. It is similar to information technology (IT) but primarily focused on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication media. Shokeen .et al. (2022, p, 547) .

According to Temliselvan et al, (2012) ICT is defined as: “Information and communications technology usually abbreviated as ICT, is often used as an extended synonym for information technology (IT), but is usually a more general term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers, middleware as well as necessary software, storage- and audio-visual systems, which enable users to create, access, store, transmit, and

manipulate information.” All these definitions share a similar notion that information has to be generated as well as digital and electronic.

1.2. Types of ICT

Information and communications technology ICT is an extension of information technology IT that emphasizes the role of unified communications and the integration of telecommunications CIT (telephone lines and wireless signals) and computers, as well as the necessary enterprise software, middleware, storage, and audiovisual, that allow users to access, store, transmit, understand, and manipulate information (Wikipedia, 20204) . ICT can be divided into two types: Hardware such as computers, projectors, and mobile phones, and software like Microsoft, Word, power point, etc.

1.2.1. Hardware

Hardware in ICT refers to the tangible components of modern technological devices like computers, projectors, and cell phones. According to Merriam-Webster (2024), hardware is the physical component (such as electronic and electrical devices) or an apparatus (such as a computer)

1.2.1.1. Computer

A computer is an electronic tool capable of handling information and data, with functions for storing, accessing, and managing this data. It facilitates various tasks such as document creation, email communication, gaming, and internet browsing. According to Vermaat (2014) “A computer is an electronic device, operating under the control of instructions stored in its own memory that can accept data (input), process the data according to specified rules, produce information (output), and store the information for future use”.

Moreover, a computer is defined as a system made up of connected devices that work together to process input and output and eventually complete tasks that the user has defined. This emphasizes the core idea of input-process-output, which states that information is taken in processed and then given back as output to meet the user's needs.

1.2.1.2. Projector

A projector, also known as an image projector, is a type of optical device connected by a computer, in which projects images on the surface. According to the definition of Merriam- Webster (2024), a projector is an optical instrument for projecting an image upon a surface. Inthe last few years, the projector was commonly used in education due to its effectiveness in the learning process.

1.2.1.3. Cell -Phones

A mobile phone is a telephone that can make and receive calls via a radio frequency carrier while the user is moving within a telephone service area. The radio frequency link connects to the switching systems of a mobile phone operator, allowing access to the public switched telephone network (PSTN). Sumit Verma (nd, p, 1).

1.2.2. Software

Software application is a type program that serves specific personal, educational, or business purposes. Each application is designed to help end users complete a variety of tasks related to productivity, creativity or communication, such as the Microsoft suites, Internet Browser and communication software. According to Okunnu(2015), software application is all computer software that causes the computer to perform useful tasks beyond the running of the computer itself . It comprises programs designed for an end user

1.2.2.1. Microsoft Suites

Microsoft Office suite, also kwon as Microsoft 365, is one of the most widely used computer software package which includes applications like Word, Excel, or Power Point.

Microsoft office suites owned by ‘Microsoft’ work on both fixed and mobile platforms. It is installed on a computer and includes software such as Word, Excel, Power Point, OneNote, Outlook, Access or Publisher, depending on the suite selected (Cited in Wikipedia). Thus, the productivity of Microsoft suites contributes in making them the most useful application in all the fields.

1.2.2.2. Internet

According to Collin the Online Dictionary (2024), internet is originally composed of two words: inter + network that means an extensive computer network made up of thousands of other, smaller business, academic, and governmental networks. Internet is widely

recognized as a significant asset for humanity, and its rapid global expansion over the past decade and a half underscores its profound impact. It facilitates efficient information dissemination and seamless communication among individuals across geographical distances.

Serving as a vast repository of knowledge from diverse domains, it provides easy access to a wealth of intellectual resources. Particularly for students, internet has transformed educational practices by offering unparalleled convenience and flexibility in accessing knowledge.

Students utilize its various features to engage in a range of academic activities like attending lectures remotely, conducting scholarly research, and accessing up-to-date information, all from the comfort of their own homes.

1.3. The Importance of ICT in Language Teaching

ICT has grown prevalent in many sectors of life, including education, more particularly foreign language learning. Within this sector, ICT plays a critical role, mainly in improving students' acquisition, increasing engagement and motivation, and simplifying instructional activities by saving teachers time and energy.

Condie et al. (2007, p. 22) declare, "Other benefits have been indentified including motivation and engagement, independent learning and autonomy and key or core skills such as collaborative learning and communication, all of which can contribute to improve knowledge, understanding, and skills. This can, in turn, have an impact upon attainment". The researchers argue that incorporating information and communication technology (ICT) into education has various advantages. These include increasing student motivation, engagement, autonomy, and developing critical skills like collaborative learning and communication. These benefits help to increase students' knowledge, comprehension, and abilities, eventually leading to higher academic accomplishment. Therefore, the incorporation of ICT in language teaching can be an effective method to improve students' performance.

1.4 Computer Assisted Language Learning (CALL)

Computer-assisted language leaning CALL has revolutionized the domain of language pedagogy. Before the widespread of technology, the old-fashioned teaching methods could not meet the learners' needs in learning a language. In addition, due to the absence of software programming and many facilities that fosters teaching EFL classes, learning was tediously time- consuming.

Shalini & Vijay (2016) declared that ICT impact positively on ELT in six areas which are availability of the learning materials, students' attitudes, autonomy, assistance for teachers, students' centered and, ICTs in self-assessment. They added,

No doubt, motivation is the cornerstone in the process in language; therefore, learners usually have a positive attitude toward computers. Even though the modern technologies are double-edged sword, their advantages are acknowledgeable over its pitfalls. No doubt, they have significant, positive impacts on ELT.

1.4 .1 A Brief History of Computer-Assisted Language Learning (CALL)

Computer-assisted Language learning has significantly changed in a short time of period. The appellation came into existence in 1960s (Browne et al., 2016) when linguists started analyzing texts and trying to make them in harmony using computers. In the article titled "Computers and language learning: an overview" states has proven an explosion of hobby in the usage of computer systems for language coaching and learning. A decade ago, using computer systems with inside the language study room changed into a challenge best to a least quantity of specialists. But, with the discovery of multimedia computing and the Internet, the position of computer in language training has changed out to be a critical trouble confronting massive numbers of language instructors at some stage in the world. (Healy, 2009 as cited in Numisha et al., 2023).

Lee (2000) stated that the number of teachers using CALL has increased significantly in recent years, and numerous articles have been published about how technology is used in education in the twenty-first century. We have entered a new information age in which the connections between technology and TEFL have already been made.

1.4.2 Definition of Computer-Assisted Language Learning (CALL)

CALL is an approach in language learning in which a computer is used as a tool of learning a language. In this sense Levy (1997, p. 1) defines it as “A search for study of applications of the computer in language teaching and learning”. This implies that computers are used in the field of language teaching and learning. It suggests an investigation into the various ways computers are applied to improve language education, which includes areas like language software, online resources, and language learning applications.

Meanwhile, O'Sullivan (1999) asserts that the concept of computer assisted language learning (CALL) involves utilizing computers to support and enhance educational progress. He further includes that this process involves processing, presentation packages, guided drill, tutor, simulation, problem-solving, games multimedia CD- ROM, and internet applications such as the World Wide Web (WWW) for language learning goals.

Beatty (2010, p .7) states, “a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language". This definition underscores the evolving nature of CALL by emphasizing the need for a definition that accommodates technological tools. It highlights that CALL encompasses any process wherein learners utilize computers, regarding to the ultimate goal of improving their language.

Moreover, Gunduz (2005) argues that CALL is a means of introducing, reinforcing and evaluating specific language items, where the rules are presented the learners firstly then questions that test the learner's comprehension of the presented rules using a computer in which it works as a commenter; i.e., it gives the learners the appropriate feedback.

All in all, the above definitions provided by researchers emphasize the role of computer as a tool of teaching and learning a language.

1.5. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning MALL is a subset of the developing subject of mobile learning (m-Learning). MALL is a form of language learning, which utilizes mobile phone as a tool of teaching or learning a language. According to Kukulska-Hulme& Shield (2008), MALL refers to that utilizes portable language learning approach that uses portable technology, including mobile phones, MP3/MP4 players, PDAs, palmtop computers, portable radios, DVD players, and electronics dictionaries.

MALL is beneficial for language learners for many reasons. First, the average language learner has a mobile phone (Over 90% of people in developed countries have a mobile phone, compared to only 40% who have desktop computers). In addition, most people take their phone wherever they go. This enables them to study anytime, anywhere. Moreover, assuming their language learning apps and activities are enjoyable, they will be motivated to continue studying outside of class.

When using MALL, especially with mobile phones, teachers should create many short lessons instead of many long ones. Learners are used to absorb brief amounts of information quickly on their phones. Additionally, only a small amount of text can be displayed at once on the phone's small screen. Therefore, it is helpful to divide the lesson into 3- to 5-minute sections, or “micro-lessons”. These micro-lessons will also benefit students with short attention spans.

Thanks to artificial intelligence and technology, countless interactive applications have been developed that make self-access language learning easier. One such cutting-edge strategy to promote learning outside of the classroom and ease the delivery of instructional materials is mobile-assisted language learning, or MALL. On the other hand, the features, objectives, and instructional designs of MALL applications vary widely. Some have levels built in, some are just meant for conversation, and some have lessons broken down into units with various grammatical and semantic exercises. It may be necessary for language instructors, students, and application developers to stay up to date on industry trends and how users interpret the features of these programs (Alnufaie, 2022).

1.5.1. Mobile-Learning Application

In the last few years, the use of mobile apps in education has changed the way learners study, learn, and engage with learning materials. Thanks to the ubiquity of smartphones and tablet devices, educational mobile apps have become a powerful tool for improving learning outcomes, bridging educational disparities, and connecting learners from all walks of life. According to a study of Mobile Application Usage in Bengladesh(2015), mobile applications (apps) are “software developed for use on mobile devices and made available through app store”.

In addition, educational mobile apps enable students, teachers and parents to work together to learn and communicate. Through features such as discussion forums, instant

messaging and progress reporting, these apps encourage students' active engagement, feedback sharing and community building in the learning environment.

In conclusion, mobile apps have become an essential part of education, allowing students and teachers to interact with educational content in new and meaningful ways. With the ever changing landscape of technology, the integration of apps promises to revolutionize education, making learning easier, more engaging, and more effective than ever.

1.6. Gamification

Gamification is a new approach that is gaining popularity in the last few years. It is the integration of game elements into educational activities. It makes learning more engaging and interactive by incorporating game mechanics like points, level, leaderboards, and rewards. It is also creates a sense of fun and competition and fosters collaboration among students as they can work together to achieve a specific goal. Studies have shown that gamified learning can improve students' motivation and performance as well as it allows personalize and adaptive learning experiences (Dicheva&Dichev, 2015).

Today, schools face major problems around student motivation and engagement. Gamification, or the incorporation of game elements into non-game settings, provides an opportunity to help schools solve these difficult problems (Lee & Hummer, nd).

1.6.1. Benefits of Gamification in Education

Here are some major benefits of using gamification in teaching and learning.

- **Increases student Engagement:** students are more likely engaged especially when they get rewards or points on their efforts. Also, students will be able to relate to the subject matter better than the traditional method.
- **Creates Enthusiasm:** the now generation is the generation of computer, students are always excited about using computer programs, Gamified system has changed the classroom environments through the rewards. Overall ,gamification is used to foster feelings of enthusiasm towards the subject matter especially in subject that student struggle with .
- **Learning becomes visible through progress indicators and getting feedback:** In the context of gamification, progress indicators such as experience points, levels, or badges make learning visible by providing immediate feedback on students'

accomplishments and progress. This transparency not only encourages learners to strive for continuous improvement, but it also allows educators to better track and assess their progress, improving the overall learning experience.

- **Make social connection:** Students often feel more at ease in a gaming environment because it is familiar and engaging. In such environments, they can face challenges, take risks, and make mistakes without fear of being judged, fostering a sense of psychological safety. Gaming's interactive and dynamic nature encourages learners to explore, experiment, and problem solve in a natural and enjoyable manner, ultimately improving their overall learning experience (Alwi, 2021).

Other benefits of gamification in learning include the following:

- **Cognitive:** Games provide complex systems of rules for the players to explore through active experimentation and discovery. More broadly stated, games guide the players through the mastery process and keep them engaged with potentially difficult tasks (Koster, 2004).
- **Emotional:** Games invoke a range of powerful emotions, from curiosity to frustration to joy (Lazarro, 2004). Gamification offers a way for the students to reframe failure. It gives them opportunity to try until they learn to understand and master the lesson and the process.
- **Social:** Games allow players to try on new identities and roles, asking them to make in-game decisions from their new vantage. There are three main ways that gamification can be applied to a learning environment: Adopting grades, changing the classroom language, and modifying the structure of the class (Faith, 2022).

1.7. “Kahoot!”: A Tool for E-Learning

1.7.1. A Brief History of “Kahoot!”

“Kahoot!” is a Noewegian online game-based learning platform that was created by Morten Versvik, Johan Brand, and Janie Brooker who worked on a joint project with the Narwegian University of Science and Technology (NTNU). There was a collaboration with Professor Alf Inge Wang to develop the website. They were later joined with the entrepreneur AsmundFuruseth. The application was attributed to the research conducted by the co-founder Morten Versvik, Pr. Wang’s student for his Master Degree at NTNU.Kahoot!

was presented at SXSW EDU in March 2013 and launched in private beta test phase in Texas. The real opening of Kahoot! was in September 2013 (Benhadj et al., 2019).

1.7.2. Definition of "Kahoot!"

Solihat & Darish (2022) defines Kahoot! as it "Kahoot! is one of game-based learning platform as a part of digital learning media that can tests students' knowledge of the course content ". Students can play the game on their smart phones or laptops. The user can create their own multiple-choice questions or use other users' quizzes, which they can access from the 'KAHOOT!' platform for classroom use. When the user creates multiple-choice questions, they can specify how long the students have to answer the questions and how many answers they want to have.

"Kahoot!" is a platform that uses gamification techniques to create surveys, discussions, and quizzes. After its creation in 2013, "Kahoot!" quickly rose to prominence as a global brand in education. With its own special features, "Kahoot!" has the interactive, competitive nature of typical gaming and teaching models. The idea behind "Kahoot!" is to provide an engaging, competitive, and game-based learning environment for students. Rather than using the conventional approach of reading textbooks(Kaur , 2019).

"Kahoot!" offers four different mode selections which are teacher, student, workplace, and social. Each mode presents a completely different set of structures in order to cater the respective different needs. For example, in the "teacher" mode, users can control the game duration such as the timing of the questions, and users can create different sets of questions with different sets of answers. There are also options for students to respond to multiple-choice questions or yes/no questions. Additionally, Kahoot! allows students to participate under a pseudonym, affording a level of anonymity for those with low self esteem issues or perhaps shy about the visibility of their responses (Boden & Hart , 2018, as cited in Zulfadli & Azmuddin , 2022) .

1.7.3. How to Create "Kahoot!" Quizzes

Creating a "Kahoot!" quiz is like putting together puzzle pieces to create an engaging learning experience. Each step is critical in developing questions that are both educational and entertaining. From brainstorming questions to incorporating multimedia elements, every

detail adds to the overall excitement. According to Golubeva, (2021), the following is the process of creating a Kahoot quiz:

1) Log in to your "Kahoot!" account, click "Create" in the top navigation bar, and select "New Kahoot".
2) Type the first question for the quiz and include two to four possible answers. As you work, your modifications will be automatically saved.
3) Set the timer and select the number of points to be awarded for a right answer on the right- hand side.

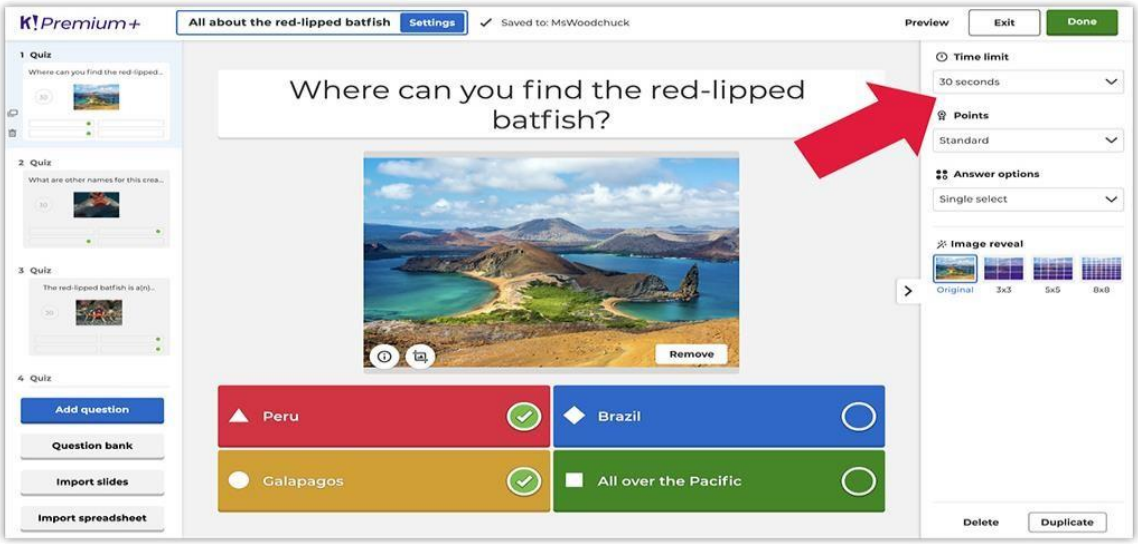

Figure 1.1: The Selection of Points' Number for Awarded in The Case of The Right Answer(Golubeva , 2021)

4) To add more questions, click "Add Question". In addition to multiple-choice questions, you can also add the following:
   - True or false: let students decide if a statement is true or false
   - Type answer: ask students to type a short correct answer .
   - Puzzle: deepen learning by asking to place answers in the correct order .
   - Poll: collect student opinions.
   - Slide: give more context to a topic.
   - Word cloud: collect short free-form responses;
   - Open-ended: ask students to type a long answer – great way to collect in-depth feedback.

On the right- hand side, you can easily change the question type without having to retype it

5) Make sure to include an image or video to make the question more compelling. You can upload an image from your computer or select one from our built-in image gallery.
6) Drag and drop questions to change their order, if needed.

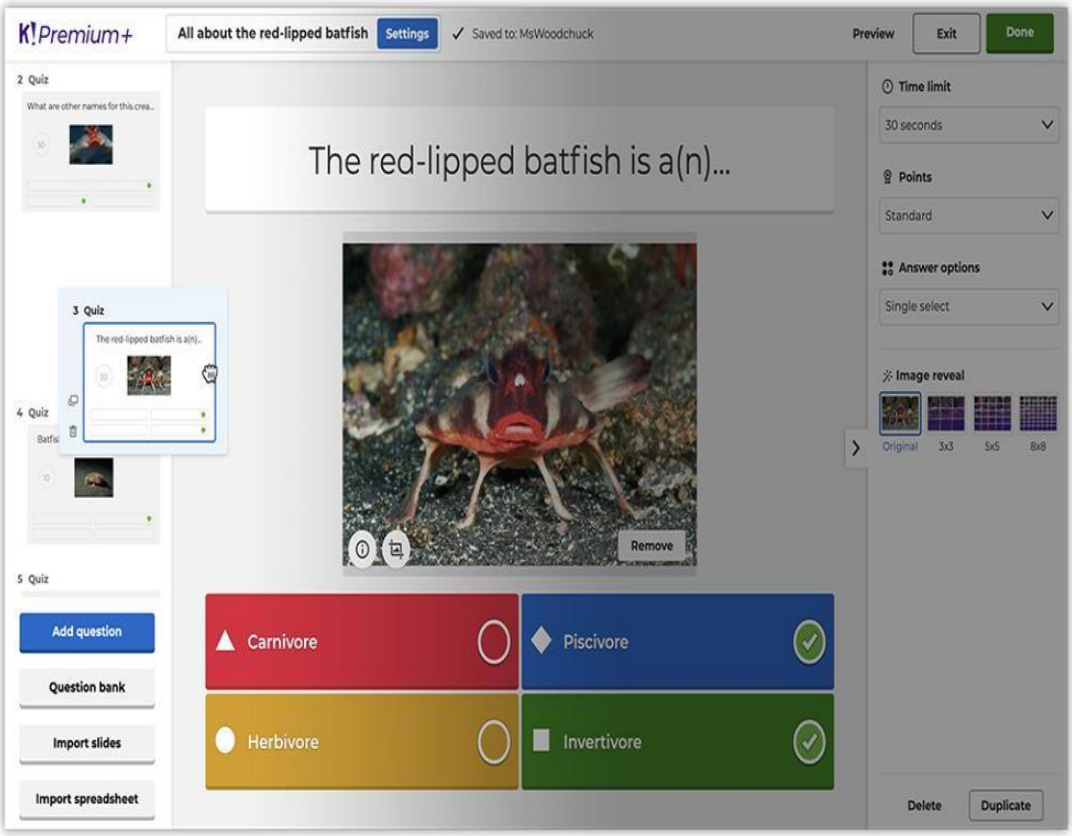

Figure 1.2: How to Change Questions' Orders (Golubeva, 2021)

7) Click “Enter kahoot title” to add a title and adjust other settings. For example, in the Summary screen, you can specify who can view your kahoot - just you or all users.
8) Click "Done" to create your first Kahoot, which is now prepared for play.Congratulations! It can be given as presented live (Golubeva, 2021).

1.7.4. How “Kahoot!” Quizzes Operate

“Kahoot!” is a GSRS (Game-Based Students Response System) that enables teachers to create gamified quizzes and actively engage in classroom assessments. In order to access to this application, teachers need just to access to the internet and students simply need to download the application on their mobiles and access to the quizzes through a pin number

that the teachers created. To access the game quiz, users can create a nickname or use their real names. Teachers can also include a cover image and videos for additional support. During the game, multiple choice/true and false questions are displayed on the screen in the style of a game show, using various colors and graphical symbols. Students then must answer correctly within the time limit set by the teacher. Once all students have given their answers, a scoreboard immediately provides the teacher and students feedback on how students perform and displays the top five players.

Students receive personalized feedback on their devices, including correctness, ranking, number of points earned, and correct answers. The leaderboard updates after each question, and the highest score is displayed at the end of the game. Additional features such as music, sound effects, score points, and leaders add to the game's fun and competitiveness. When the game is over, the system generates multiple reports to the teacher about the students' scores and performance as well as allowing students to access the game again for a replay. In fact, not only “Kahoot!” gives the teacher immediate feedback about the students' achievement of the course learning outcomes, but also provides him/her with a detailed(Nadeem &Alfalig , 2022) .

1.7.5 Kahoot! As an E-Learning Tool

Although there are a huge numbers of applications and platforms that has been integrated and used by teachers in classrooms, “Kahoot!” is the most commonly used online platform. Kahoot! is a game-based students response system (GSRS) that turns the classroom environment into a game show in which the teacher becomes the host, and the learners are the contestants (Wang, 2015) . In Wang and Tahir's point of view, it is the most favorite application for the student compared to other educational applications. Many studies have been conducted just for comparing “Kahoot!” with the other tools. It has been discovered that “Kahoot!” is unique in that it incorporates a variety of gamification elements to make learning engaging and motivating, gives users the chance to engage with the tool and other users, and encourages active student participation and collaboration.(O' Brien et al., 2009);

Various research studies have demonstrated that “Kahoot!” has the potential to enhance students' capability to successfully relate to lectures and lecture notes, put more effort into revising lectures recalling important points and discover new information in a fun way, thus improving students' retention power and provide immediate feedback to both teachers and students about their progress (Arif,, et al, 2019; Nadeem& Al Falig, 2020).

Integrating technology in classroom assessment allows teachers to facilitate and monitor lessons without interrupting students' participation (Moersch, 1998). As a result, language learning experiences in the classroom become more dynamic, open-ended, and diverse. In many educationalsettings, the use of technology to provide feedback and assess students' learning is gradually becoming the norm (Nicol& Milligan, 2006; Saade, 2003). "Kahoot!" based activities provide a way to provide feedback almost instantly while keeping students engaged in the activity. Moreover, "Kahoot!" allows students to create their own surveys and quizzes to demonstrate understanding of the subject matter.

"Kahoot!" can increase students' engagement in activities while they remain physically present in a traditional classroom. Students can use their own devices, such as phones and laptops, to participate in "Kahoot!"-based activities, so computer lab access is not required.

Traditional activities such as quizzes, discussions, and surveys can be carried out on the Kahoot! platform but in a more engaging and interactive manner. According to Bitner & Bitner (2002), teachers can use Kahoot! to manage their lessons and assessments. In fact, the integration of Kahoot! in classroom activities creates a fun and interactive environment in the classroom (Lee & Hammer, 2011).

Overall, "Kahoot!" is considered an excellent gaming response system with a wide range of applications for teachers in the classroom due to its ease of use and flexibility. Kahoot! is an interactive, fun learning tool that provides students with immediate feedback. The game-based feature of "Kahoot!" is appealing to students and is especially useful for language learning activities because it allows them to freely practice their language skills with their peers in real time and receive actual reactions.

Conclusion

"Kahoot!" is considered one of the best platforms that have a beneficial impact for both sides students and teachers. It creates an interactive and engaged educational environment by encourage and motivate students to participate in its quizzes. "Kahoot!" has many benefits: it promotes dynamic learning, encourages collaboration among students, and provides them with immediate feedback, which is very important in learning process.

Through its easiness of use and accessibly, these features make “Kahoot!” a multilateral tool that aligns with various educational contexts and subjects. To sum up “Kahoot!” is more than a based-game learning tool; it is a platform when use it reasonably and creatively can improve the teaching and learning process.

Chapter Two:

Lecture Comprehension

Chapter Two: Lecture Comprehension

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Introduction

This chapter tends to cover the issues related to lecture comprehension. First, it begins with a general overview of academia education, and how it differs from the past and present, in addition to mention some of a teaching tradition method. Second, it deals with different roles of both teacher and student types. Third, it highlights the meaning of lecture and its importance then it explains comprehension process and the student's challenges of comprehension. Finally, it specifies the lecture comprehension assessment and the use of technology as a tool of assessment.

2.1. Lecture Comprehension

Lectures are widely used at universities. Attending lectures and taking notes are critical to students' success at university .Missing a lecture does not guarantee failure ,but attending on a regular basis allows students to participate more effectively in tutorials or seminars, which can be extremely beneficial to their learning. However, lecture comprehension is a challenging matter for EFL learners .In fact, many students have difficulties in receiving information or even understanding the subject matter.

2.1.1. Definition of Lecture

According to Brown(1987) ,the word “lecture” was derived from the Medieval Latin “Lecture” which means to read aloud. Thus, lecture is an oral reading of a text followed by a discussion. Good & Merkel(1959) defines a lecture as a type of instruction in which the teacher presents information or ideas orally to the class, with the students typically taking notes and participating little to not at all through discussion or questioning during class.

Howe (1980) provided the same definition, stating that a lecture is any time a teacher speaks and students pay attention. Lastly, Monroe (1991) believes that the lecture method may include formal disclosure of the information presented to students.

2.1.2. Types of Lecture

According to Lowman (1987as cited in Kaur,2011),there are seven types of lecture:

- ✓ **Formal Oral Essay** : is the most famous method of presenting a lecture . It is a type of lecture in which the lecturer provides his/her audience with verbal

essay that he prepared before.

- ✓ **Expository Lecture**: it is mainly like the first one. The teacher presents the lecture content in oral manner. It is a passive method in which students are just listening with rarely asking questions. The lecturer in this type does not preparing anything.
- ✓ **Provocative Lecture**: In this process, there is a greater intention to provoke thought. Here, the instructor pushes the students' predefined beliefs and knowledge while assisting the mindeveloping a more complex and comprehensive viewpoint.
- ✓ **Lecture Discussion**: in this type, the level of interaction between the teacher and student is higher ; the teacher gives more the opportunity to the student to express his ideas and ask questions. The aim is to encourage students.
- ✓ **Lecture Recitation**: during this process, the teacher may ask specific questions or have students read prepare material a loud. The teacher asks questions ,and students respond with their knowledge or prepared answers.
- ✓ **Lecture Laboratory**: In this method, students respond to short lectures by conducting their own observations, experiments, or other independent work. This lecture is used in science, studio art ,and writing courses.
- ✓ **Lecture Discussion Cycle** : as previously stated , the lecture discussion method encourages students to consider the content being presented while also increasing their participation in the lecture proceedings . As a result , it can be considered a more valuable method than others ; thus , the cycle of this method is presented here to illustrate the teaching process.

2.1.3. Phases of Lecture

There are three phases in lecture. They is the preparatory phase, the development phase, and the consolidation phase (Pallath, 2020).

- **Preparatory phase**: is also known as warm up phase. During this phase, students should be prepared to receive lecture content. A variety of formal and informal techniques can be used to prepare students or to increase their motivation or curiosity. In the classroom, the teacher typically relates the lecture' content to the students' prior knowledge.
- **Development phase** : this is the most important part of the lecture . The entire lecture is delivered during this phase only . This phase includes activities such as

using analogies , providing appropriate examples, proper illustration, comparison and differentiation, the use of appropriate aids , and , more recently , the purpose of audio visual technology in classrooms.

- **Consolidation phase**: This is the final part of the lecture. The lectures highlight the important aspects of the lecture once more by summarizing. By asking questions, proper reviewing can be done to ensure understanding. Provide assignments, feedback, and connect the topic to future learning content.

2.1.4. The Importance of Lectures in Education

The lecture method is a traditional and widely used teaching technique in education. It enables the dissemination of information from an expert to a large number of learners. The lecture method is important because it can efficiently convey a large amount of information to a diverse audience , provide context and insights from an expert's point of view , and allow for direct interaction between the instructor and students. However, it is important to note that the effectiveness of the lecture method varies depending on the subject matter, the instructor's delivery style , and students' engagement. As a result , many educators combine lectures with other teaching strategies to provide a more dynamic and engaging learning experience (Unknown., 2023).

2.2. Comprehension

2.2.1. Definition of Comprehension

Comprehension is the ability to read , listen any piece of information analyze and understand the meaning of the material . It consists of two interconnected abilities : word reading which is the ability to decode symbols, and language comprehension which is the ability to decode the meaning of the word. Good comprehension is essential if reading has a purpose, if a reader engages with and learns fromal text, and most importantly, if a reader enjoys what they are reading (Zimmermann&Huchins, 2003).

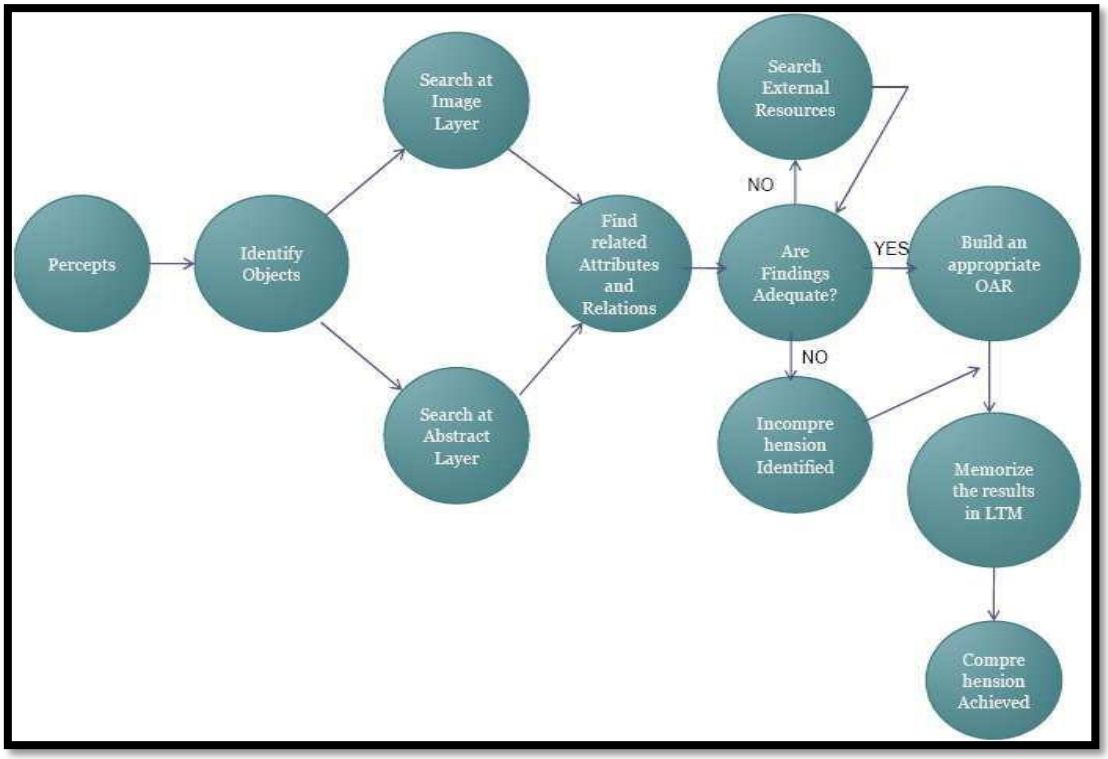

Figure2.1: The model of Comprehension(Wang&Davrondjon,2003)

2.2.2. Students' Problems of Comprehension

One of the teacher's main roles is to provide information and knowledge to the students, while the students' role is to perceive and construct the information that coming is from the teacher. However, the efficacy of this procedure cannot be guaranteed in every case. The comprehension process can be broken down if the student is unable to comprehend; i.e., the student may encounter numerous problems that impede his/her understanding of the lectures. There are two types of comprehension: Reading and listening. Most of students have problems with them.

In reading comprehension, for example, linguistic competence and knowledge challenges emerge when a reader is not competent in the five main components, namely phonological, semantic, syntactic, morphemic, and pragmatic knowledge. Xiubo (2006) discusses background knowledge issues, which arise when readers' prior knowledge differs from the author's intended meaning. Another issue with background knowledge is the difficulty in understanding some culturally loaded words and phrases even if the readers know every word in the text (Gunning, 2002). Finally, there are motivational issues: students

are unmotivated to read. The lack of motivation in reading is also a reason why students struggle and fail to meet reading comprehension goals (Alderson, 2000).

When it comes to listening comprehension, Azmi et al. (2014) enumerate several challenges that students may face, and the goal is to be aware of these issues and make an effort to address them. Here are a few of these issues:

- Quality of recorded material: Some teachers use material with of bad quality; thus, students may face some problems in understanding.
- Cultural differences: Learners should be familiar with the cultural knowledge of the language as it has a significant impact on their understanding. If the listening task includes completely different cultural materials, learners may struggle with comprehending the content. Teachers are responsible for providing background knowledge about listening activities in advance (Azmi et al., 2014).
- Accent: the lecturer's accent and the way of speaking may affect the comprehension process.
- Unfamiliar vocabulary: if the words are clear and easy, students can easily understand the subject matter.

2.3. Lecture Comprehension Assessment

Assessing lecture comprehension is crucial for evaluating students' understanding of academic content especially in higher education where English is the medium of instruction. The assessment of lecture comprehension entails determining students' ability to understand and interpret the information presented in lectures, which is an essential skill for academic success.

2.3.1. Definition of Assessment

According to Merriam Webster (2024), assessment is the action or an instance of making a judgment about something. In education, assessment refers to a wide range of methods or tools used by educators to evaluate, measure, and document students' academic readiness, learning progress, skill acquisition, or educational needs.

Assessment entails the use of empirical data on student learning to refine programs and improve learning outcomes. (Allen 2004). This quote emphasizes that assessment should

include the use of concrete data on student learning in order to continuously improve educational programs and learning outcomes.

2.3.2. Types of Assessment

Assessment is a tool for evaluating a person's knowledge, skills, or abilities. It may be formative, summative, or diagnostic in nature. The purpose, context, and learning objectives all influence the assessment method selected.

2.3.2.1. Formative Assessment

Formative assessments are ongoing evaluations of students' learning that are typically given several times throughout a unit, course, or academic program. The general goal of formative assessment is to provide teachers with real-time feedback on what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be adjusted accordingly. Formative assessments are typically not scored or graded, and they can take many forms, ranging from formal quizzes and assignments to informal questioning techniques and in-class discussions with students (Fatayer, nd).

2.3.2.2. Summative Assessment

Summative assessments evaluate students' learning at the end of a specific instructional period such as a unit, course, semester, program, or school year. Summative assessments are usually scored and graded tests, assignments, or projects that are used to determine whether students learned what they were supposed to learn during the specified instructional period (States et al., 2018).

2.3.2.3. Diagnostic Assessment

Diagnostic assessment is used when determining individuals' strengths and areas for improvement is the goal. It provides guidance for the assessment bike's subsequent steps, highlighting areas for improvement as well as other traits and areas of strength and weakness (Jang &Wanger, 2013).

2.3.3. The Use of Technology as a Tool of Assessment

Digital assessment tools provide teachers with instant feedback and make them do individual or group assessments in a lively and competitive environment (Yılmaz, 2017). Digital assessment tools improve the teaching and learning experience by providing immediate feedback, accommodating various assessment types, and fostering a dynamic and motivating learning environment for students. Hague & Payton (2011) make some suggestions for teachers regarding the use of digital technologies in the learning and teaching process. These recommendations include being informed about the technological tools to be used, identifying supplementary resources that will be required, and preparing situational activities for students in the event that any problems arise.

Furthermore, with the recent widespread use of the Internet, the use of Web 2.0 tools has become increasingly important. According to Yılmaz (2017), Web 2.0 tools can enhance interactive learning experiences. Moreover, Tavluoğlu (2013) sees Web 2.0 as a free platform that allows users to create dynamic content by sharing, interacting, and collaborating.

The use of technology as an assessment tool in education transforms the traditional evaluation process by providing instant feedback, enabling a variety of assessment methods, and creating an engaging learning environment. These tools allow teachers to quickly identify and address students' needs, promote individualized and collaborative learning, and boost student motivation with interactive and competitive elements. Overall, digital assessment tools increase the efficiency and effectiveness of educational assessments.

2.4. Using Kahoot Quizzes (KQs) as Formative Assessment Tool

Kahoot quizzes provide students with immediate feedback, and that is one of the main advantages of this application. In addition of its impact on the classroom learning, Wang (2008) argues that web-based quizzes based on seven essential strategies that activate a challenge mechanism and game mechanism , He mentioned them as follows: 1) repeat the test, 2) timely feedback , 3) query scores which detect the students improvement anytime and anywhere, 4) ask questions' strategy that's allows student and teacher to discuss with each other, 5) all pass and then reward , 6) monitor answering history, 7) ask-hint ' strategy .

In addition to providing students with numerous opportunities to assess their comprehension of academic concepts as often as they choose without the assistance of the teacher, KQs have all the previously mentioned features. Students who require additional opportunities to strengthen their sense of control over their learning will find this especially helpful. Kahoot! quizzes offer three types of formative feedback: a) immediate feedback on content knowledge and skills, b) expected performance (how to perform) via teacher feedback and class discussions, and c) encouragement for good performance via its reward system, which includes immediate scores, a leaderboard, and badges.(Nicol& Macfarlane-Dick, 2006 as cited in Nadeem& Al Falig, 2020).

Conclusion

In this present chapter, we spotted the light into the multifaceted of lecture and its comprehension, ensuring its important role in educational context. We started with the definition of lecture, listed the various types and phases that affect positively on the process of lecture, mentioning also the importance of lecture in education. The chapter also addressed the lecture comprehension, identifying the main challenges and difficulties students face. Moreover, It recognized the lecture comprehension assessment by providing definition and types of assessment which are formative summative and diagnostic assessment, each one has served a specific purposes in evaluating student learning process. At the end of this chapter, we gave information on how Kahoot! is used as a formative assessment tool.

Chapter Three

Data Analysis and Interpretation of the Results

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Introduction

The present study is an attempt to explore the students' attitudes towards the use of Kahoot! as an assessment tool of their lecture comprehension at Biskra University. This practical chapter is about eliciting students' attitudes and opinions about the topic. The data collection tools of this study were students' questionnaire and teacher's interview. Accordingly, the description of the sample will be given, and then the analysis and the interpretation of the results of both students and teacher answers.

3.1. Review of Research Methodology

3.1.1. Research Method

This study followed an exploratory method to explore the attitudes of master two students of English at MKU of Biskra towards the use of "kahoot" to assess their lecture comprehension. Moreover, this method helped to gain preliminary insights on how kahoot quizzes can enhance learning outcomes, students' engagement and retention of the lecture content in an EFL context. Through such a method, the study examines students' perceptions, performance and potential benefits and challenges of integrating "kahoot!" into lecture assessment.

3.1.2. Sample of the Study

The sample consists of 40 master two students of English related to sciences of the language branch. They were selected randomly out of a population of 126 students. The selection of this sample was based on the fact that master two students had an experience with Kahoot! during the first semester of the academic year 2023-2024 in Statistics module. Therefore, they were the target sample in order to explore their opinions about the application as a tool that may help them ensure their comprehension.

In addition, the study required teachers' perceptions and experience with the "kahoot!" application. Here, the selection of the sample was purposive and consisted of one participant as the population consists of this "only one" teacher actually using this application in his teaching process. This, it is believed, led to obtain valid data as this teacher is knowledgeable of all the issues that related to "Kahoot!".

3.1.3. Research Instruments

The current research work followed two data gathering tools: A questionnaire for students and an interview for a teacher. Questionnaires are widely used by many researchers in order to collect honest and confidential data. They are popular research methods because they provide a quick, efficient, and inexpensive way to collect large amounts of data from large sample sizes. These tools are especially effective at assessing subject behavior, preferences, intentions, attitudes, and opinions. Therefore, a questionnaire was designed for students to deduce their attitudes and perceptions about kahoot application and its impact on comprehending their lectures. In addition n interview was elaborated for a teacher at the department of English to gain crucial information about the use of kahoot quizzes to assess EFL master two students' lecture comprehension.

3.2. Students' Questionnaire

3.2.1. Aims of the Questionnaire

Students' questionnaire aimed to collect the necessary data about the attitudes and the opinions of master two students about their attitudes towards Kahoot! application in its use as an assessment tool of their lecture comprehension.

3.2.2. Description of the Questionnaire

The questionnaire is structured and consists of closed-ended questions. The questions are well designed in order to obtain necessary, and specific answers, opinions, and comments from the participants. Students' questionnaire is composed of thirteen (13) questions that are ordered in a systematic way, and they are grouped into two sections, which refer to the variables used in this research. The first section aims to collect information related to students' opinions about lecture comprehension. It consists of three questions. The second section focuses on students' perceptions about Kahoot! application and its use in the teaching context in relation to English Language Learning. It consists of ten (10) questions that aim to explore their views about the use of Kahoot! as an assessment tool to evaluate their lecture comprehension.

3.2.3. Validating and Piloting the Questionnaire

The process of evaluating the reliability of any data collection tool, including questionnaires, is known as "validation". It measures the form and questions to assess the questionnaire whether it is reliable and consistent (Jain , Dubey and Jain, 2016) . Then comes the process of piloting, where the researcher needs to test the questionnaire through distributing it to the sample that has the same features of the target sample.

Therefore, the researcher may receive the feedback from the sample and get insights about the questionnaire whether it is corrected or still need some modification (Dornyei, 2003). In the case of the present research, the questionnaire was first presented to the supervisor to check if the questions align with the research objectives. After that, the questionnaire was piloted through supplying it to four students who answered all the questions without facing any problems.

3.2.4. Administration of the Questionnaire

The questionnaire was administered to the sample of the study (40 master two students at the Department of English language and Literature at Mohammed Kheider University during the academic year 2023-2024). Because master students were no more present for the second semester, they were contacted via Facebook and were submitted an online questionnaire that was designed using the services of survey of Google Form. The questionnaire was posted in the Facebook group as well as the Messenger group of master two on March 2024. The data could be collected in a week time.

3.2.5. Analysis of Students' Questionnaire

Section One: Lecture Comprehension

Question One: How would you rate the overall quality of lectures in your Master degree program?

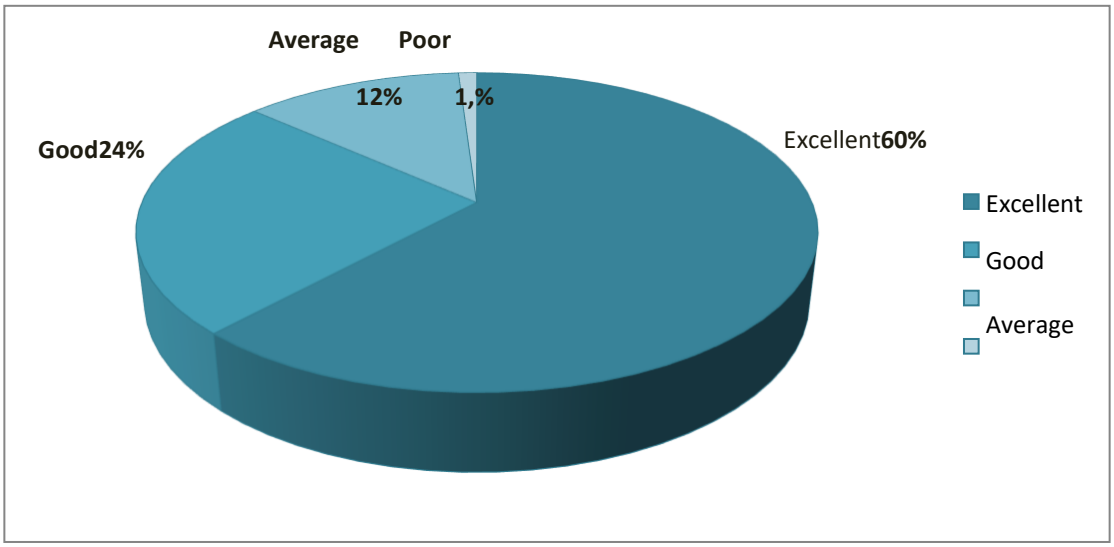

Figure3.1: Students'Evaluation of their Lectures' Quality

From the results demonstrated in the above figure, it can be deduced that more than the half of the participants (60%) consider the quality of lectures as good, whereas only a few of them (24%) consider the lecture's quality as average and (12%) of the participants view that the quality is excellent. However, (1%) reported that it is poor.

Question Two: How much does your professor's teaching style keep you interested and involved in the lectures?

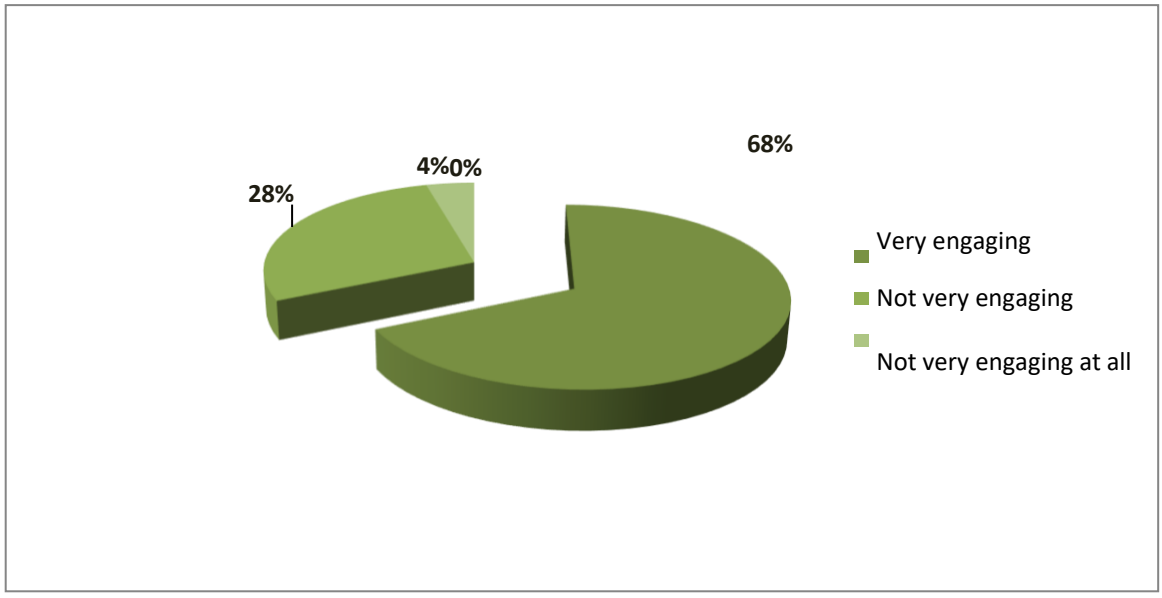

Figure3.2: Students' Engagement based on their Teacher' style

The above figure demonstrates the students' answers about the evaluation of their teachers' style in keeping them involved and motivated during the lectures. The results show that most of students (68%) consider their teachers' style as not very engaging. Nevertheless, (28%) claimed that their teachers' style is very engaging and that they are satisfied with it. The lowest percentage (4%) is related to the students who do not feel very engaged at all with their teachers' style.

Question Three: How most of your master lectures /modules are presented/taught?

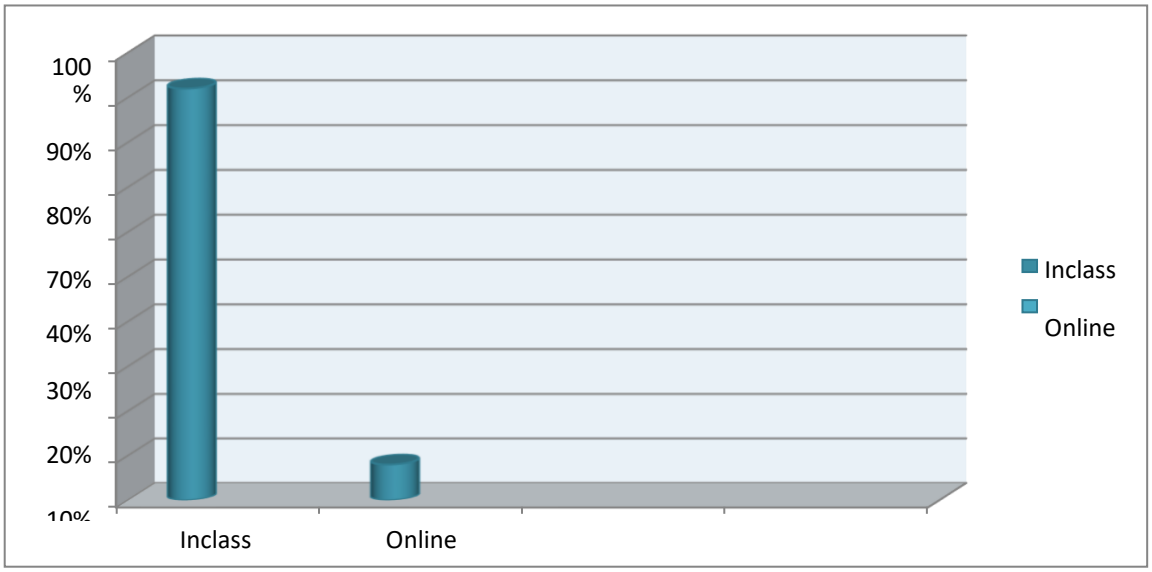

Figure3.3: Teaching Methodologies in Master's Lectures

According to the results presented in the figure, it can said that almost all master two lectures are presented in class (92%), while a few of are taught online (8%). These concern Statistics, French, and ICT modules.

Section Two: Kahoot!

Question Four: Do you like to be taught with online platforms and web educational tools? Why? or why not?

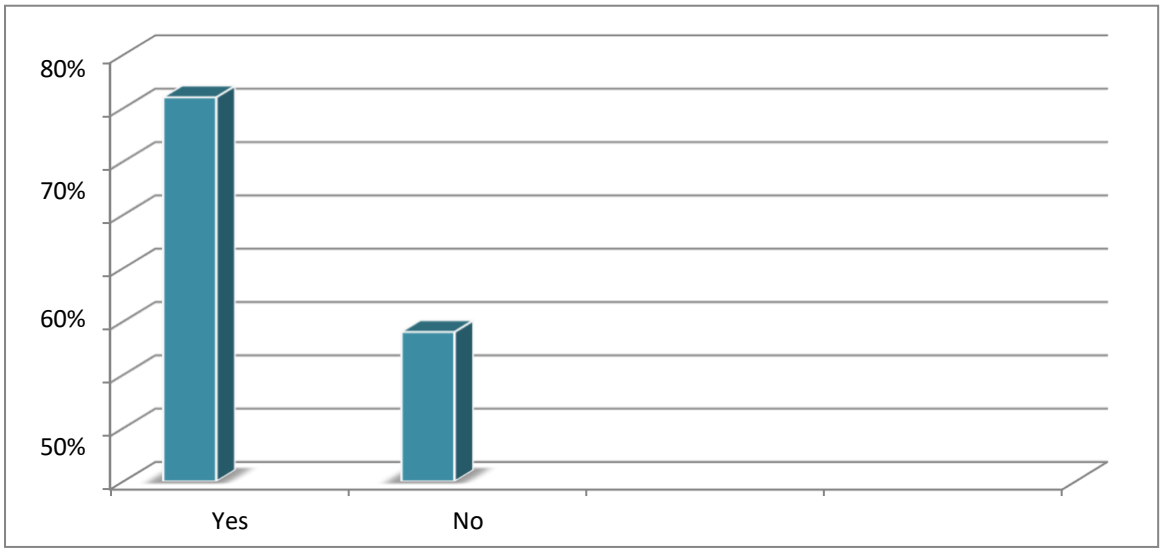

Figure2.4: Preferences of Educational Tool Usage in Learning

The goal behind asking this question was to explore the students' preferences about being taught with technological aids. It can be seen from the above figure that the majority of students (72 %) showed a positive response, expressing a clear desire to learn via online platforms. They argued by stating that this way of learning is for them more engaging, enjoyable, and motivating. Moreover, it allows them to study from the comfort of their homes, and interact or ask questions with more self-confidence. One of the participants believed that technological tools could be helpful for a particular category of learners suffering from ADHD (Attention-Deficit/Hyperactivity Disorder).However, (28%) of participants confessed that they do not like to be taught online.

Question Five: Do you know "Kahoot!" application? If "yes", briefly define it.

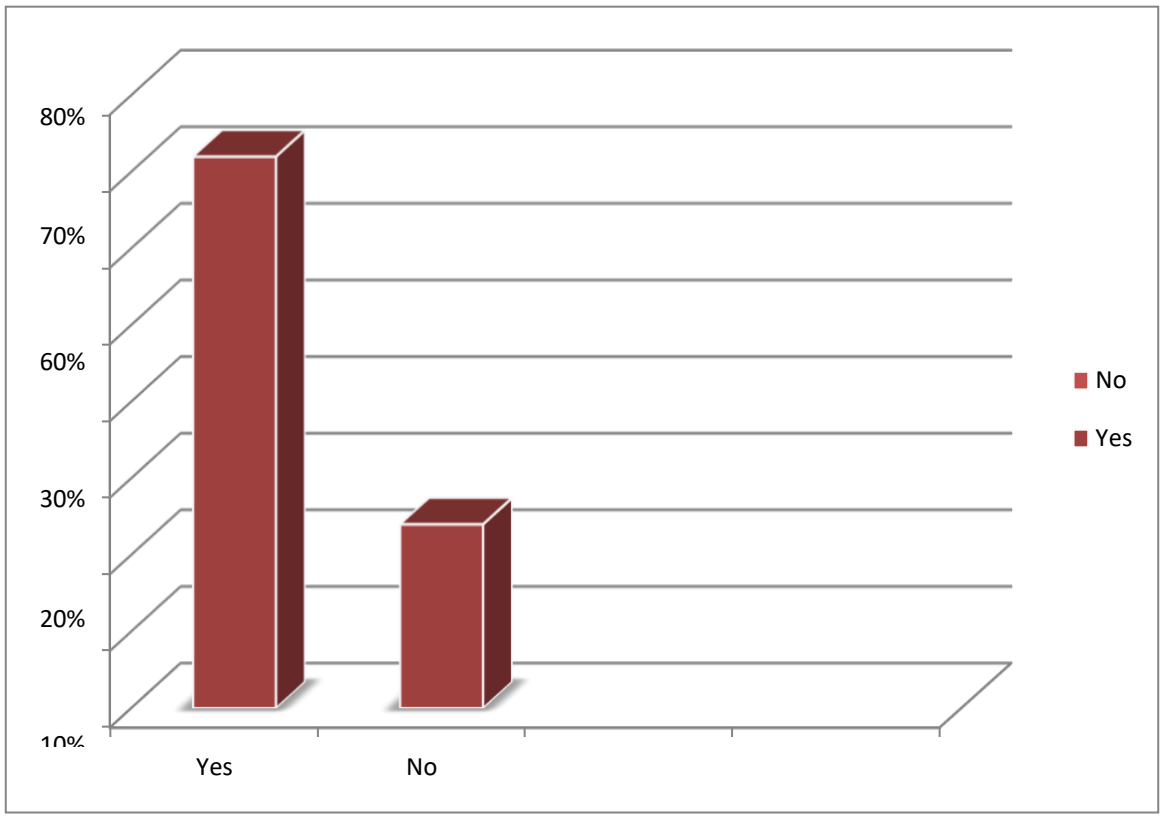

Figure 3.5: Students' Familiarity with Kahoot!

This question sought to investigate the participants' knowledge of "Kahoot!" application.The obtained results show that (76%) of them know "Kahoot!"; they gave several definitions as follows:

- "It is an online platform in which participants complete for the best score by answering questions that a teacher or manager has prepared already".
- "It is a game-based learning platform , focus on competitive quizzes."
- " it is a game-based learning platform that makes it easy to create , share and play learning games or trivia quizzes in minutes".
- "It is a platform we can do teaching games on it".

On the other hand, (24%) of the sample admitted not to know about this application.

Question Six: Have you ever participated in "Kahoot!" for educational purposes?

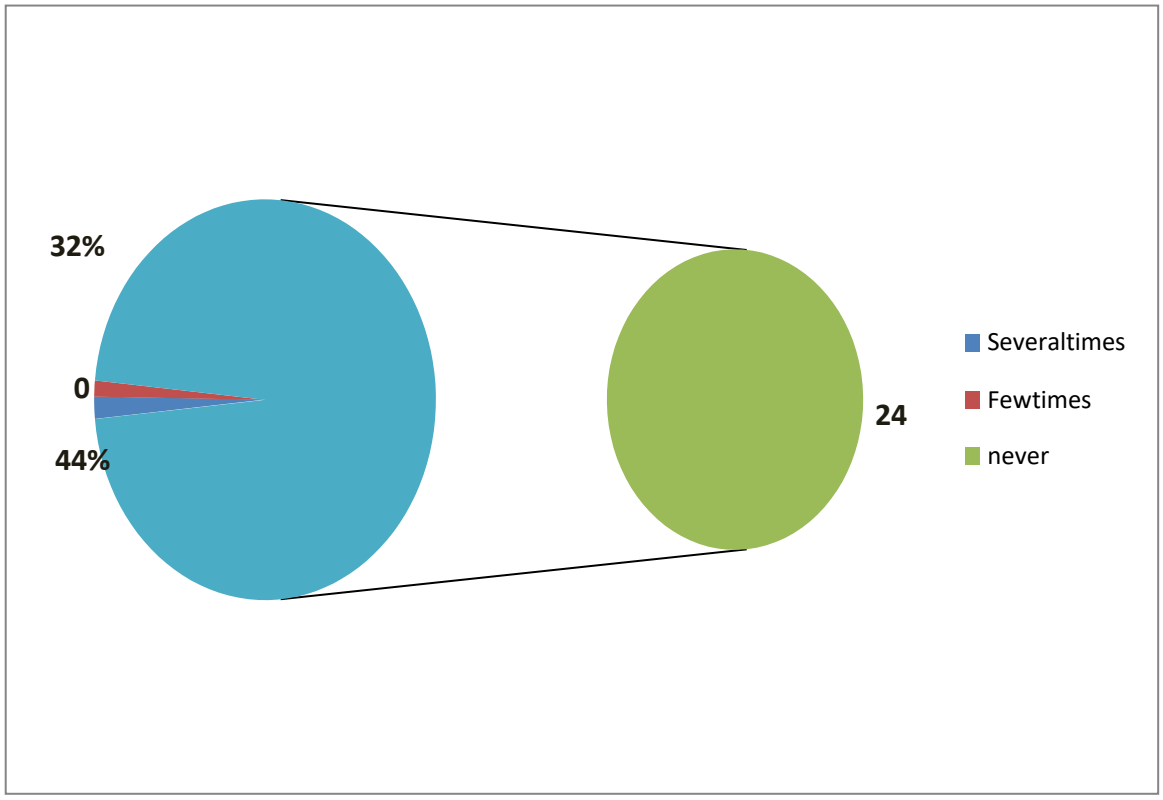

Figure 3.6: Participation in Kahoot! for Educational Purposes

From the respondents' answers about the amount of participation in their learning process using "Kahoot!", (44%) of students reported that they have using the application several times, while (32%) participated in " Kahoot!" only a few times. (24%) of respondents, however, never participated in "Kahoot!".

Question Seven: How familiar are you with the use of Kahoot! for interactive quizzes?

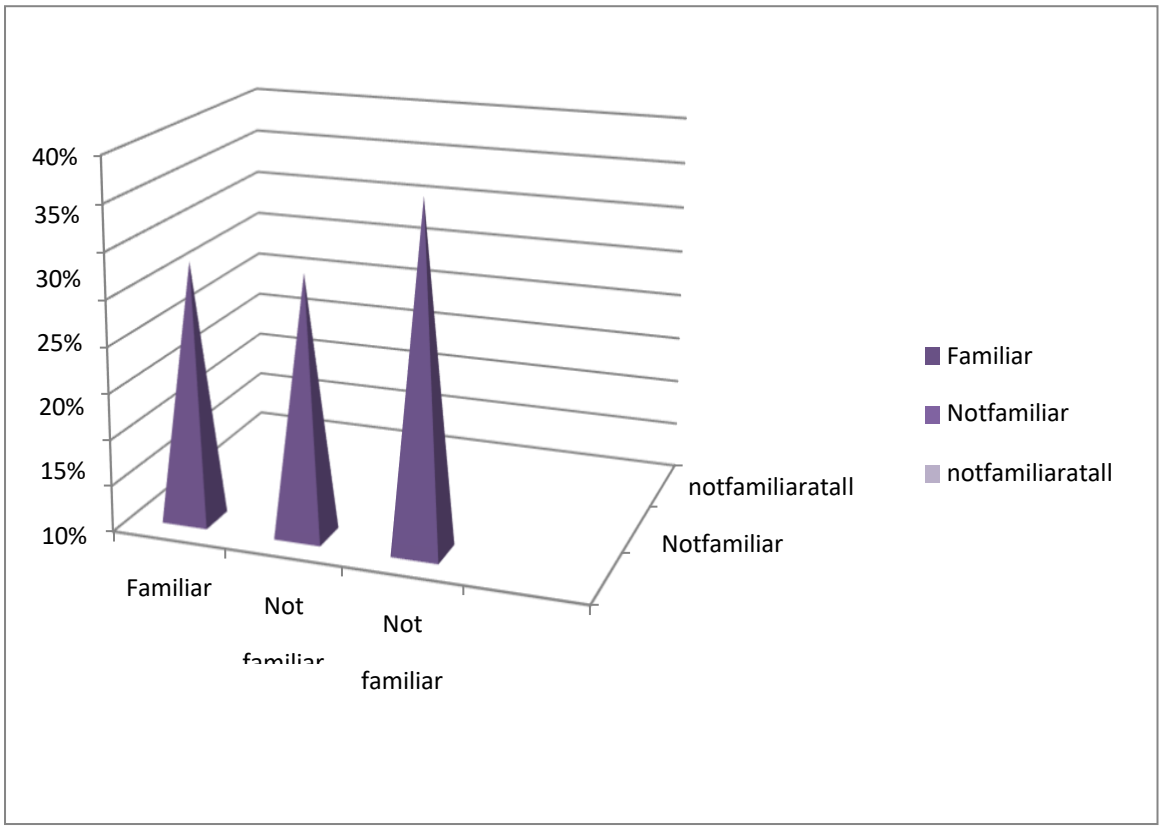

Figure 3.7: Familiarity with Using Kahoot! for Interactive Quizzes

The figure shows students' familiarity with Kahoot! quizzes. Results reveal that only (28%) of participants are familiar with Kahoot! feature of quizzes. With the same percentage, some respondents declared not to be familiar with this option, whereas (37%) of the sample is not familiar at all.

Question Eight: How do/did you find Kahoot! in terms of easiness or difficulty to use?

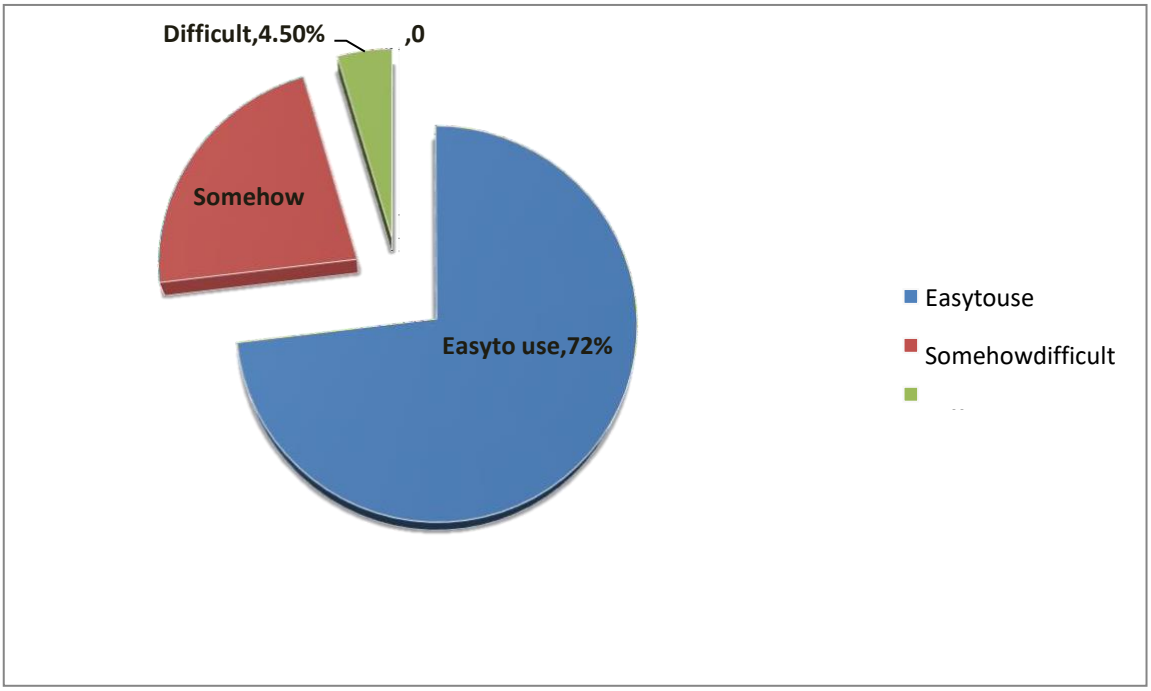

Figure 3.8: Students' Experience with "Kahoot!"

The results displayed in the above figure represent students' answers about the easiness or difficulty of using "Kahoot!". Most students (72.7%) find it easy to use and do not have any problem to join in , while (22.7%) see "Kahoot!" somehow difficult to use, and a minority (4.5%) finds it difficult.

Question Nine: How comfortable are/were you with interacting in Kahoot! during the lecture?

This question was designed to explore participants' feelings when interacting in kahoot lectures and quizzes.

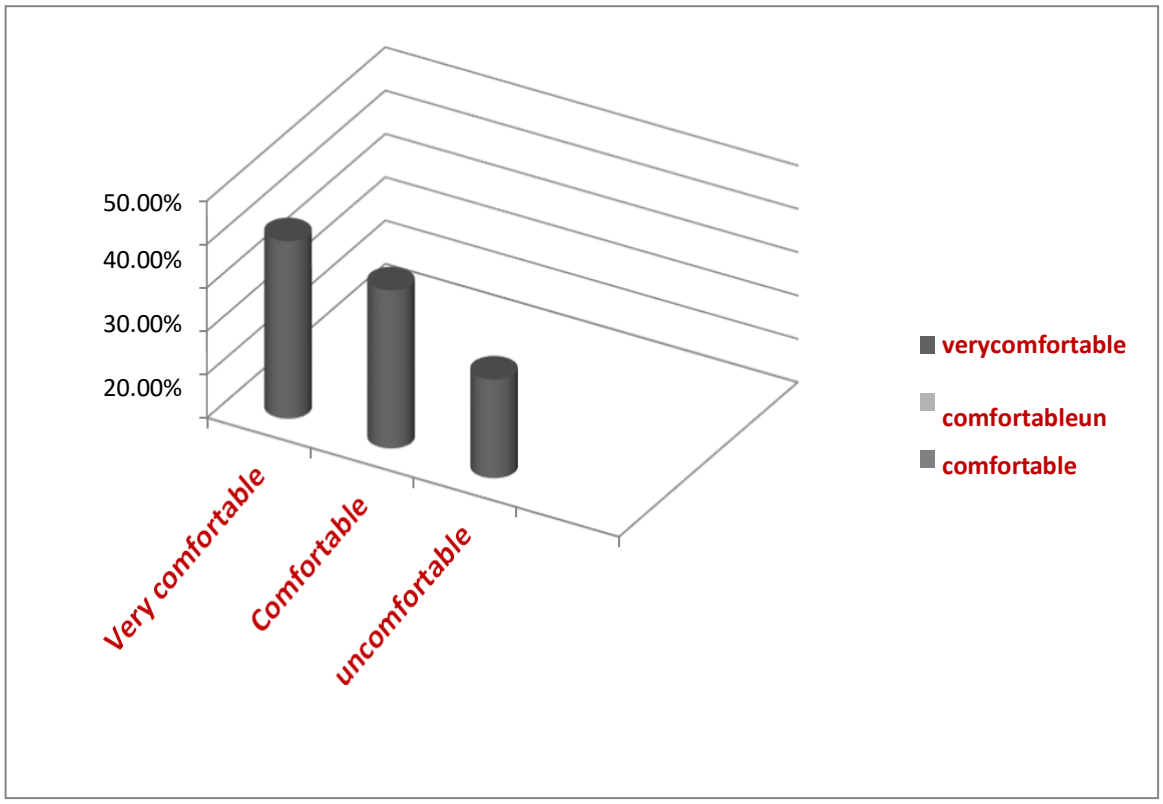

Figure 3.9: Comfort Level with Interacting on Kahoot! Quizzes

The highest percentage (40.9%) concerns those students who feel very comfortable with interacting in "Kahoot!". In addition, (36.4%) of participants demonstrated their motivation towards the app, reporting that they are comfortable when using it. Nevertheless, only (22.7%) of the sample claimed that they are uncomfortable with the use of Kahoot!.

Question Ten: Do/did you find Kahoot! quizzes helpful in comprehending the lecture content? If you choose "helpful", in what way Kahoot! helps you?

This question's aim was to explore the participants' opinions and attitudes towards the effectiveness of "Kahoot!" in helping them comprehend their lectures.

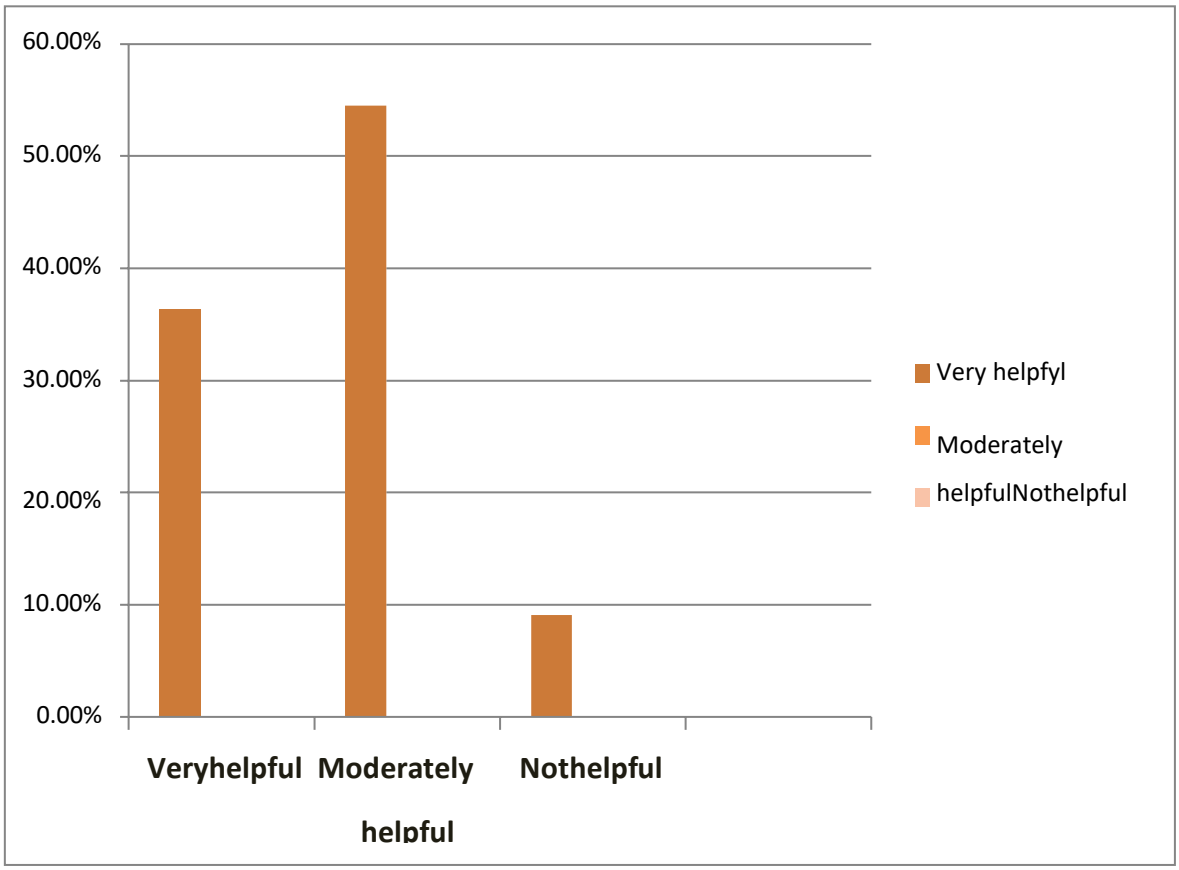

Figure 3.10: The Effectiveness of Kahoot! Quizzes in Enhancing Lecture Comprehension

Regarding the obtained findings, we can see that more than half of the participants (54.5%) find Kahoot! moderately helpful, whereas (36.4%) of them find it very helpful, and only (9.1%) participants considers it not helpful.

For those who went in favor with "Kahoot!" helpfulness, they explained their choice, mentioning the following reasons:

- Online courses in general facilitate learning, and the kind of quizzes in Kahoot! are interactive.
- It helps in understanding more the lecture.
- It makes you pay attention to the lectures and want to score well.
- It helps revising the lecture and consolidating information /lectures content.
- It promotes motivation.

Question Eleven: Do you consider "Kahoot!" assessment activities more tiring than an ordinal written tests?

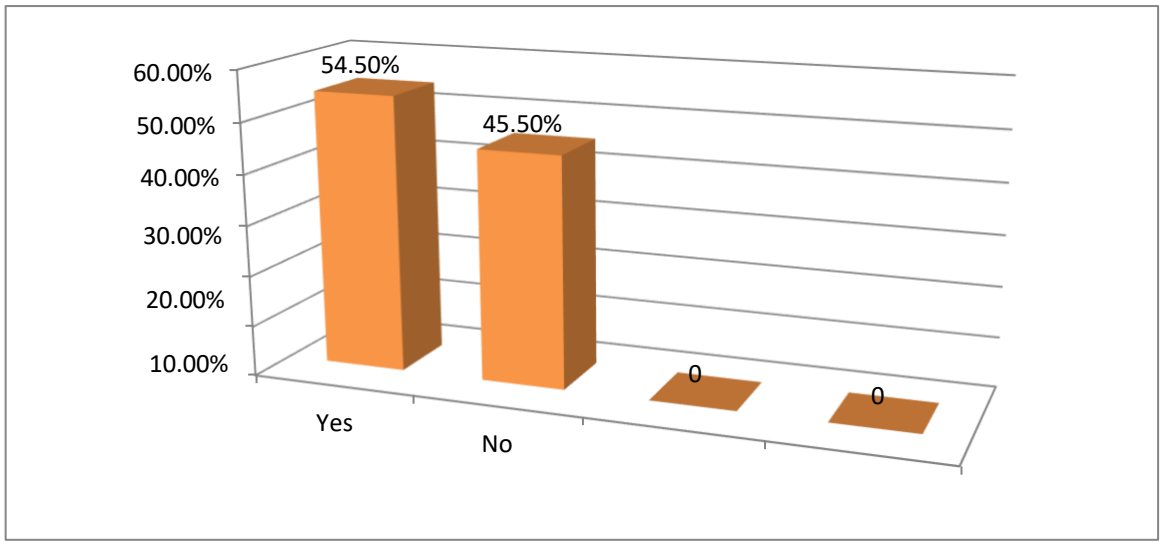

Figure 3.11: Evaluating Fatigue Levels: Kahoot! Vs Traditional Method

This question was asked to explore participants' attitudes towards "Kahoot!" quizzes' difficulty and complexity. The majority of students (54.5%) consider "Kahoot!" activities as tiring, while (45%) have an opposite opinion, saying that this kind of activities is no more tiring than ordinary (traditional) ones.

Question Twelve: How much time you take to prepare for Kahoot !quizzes?

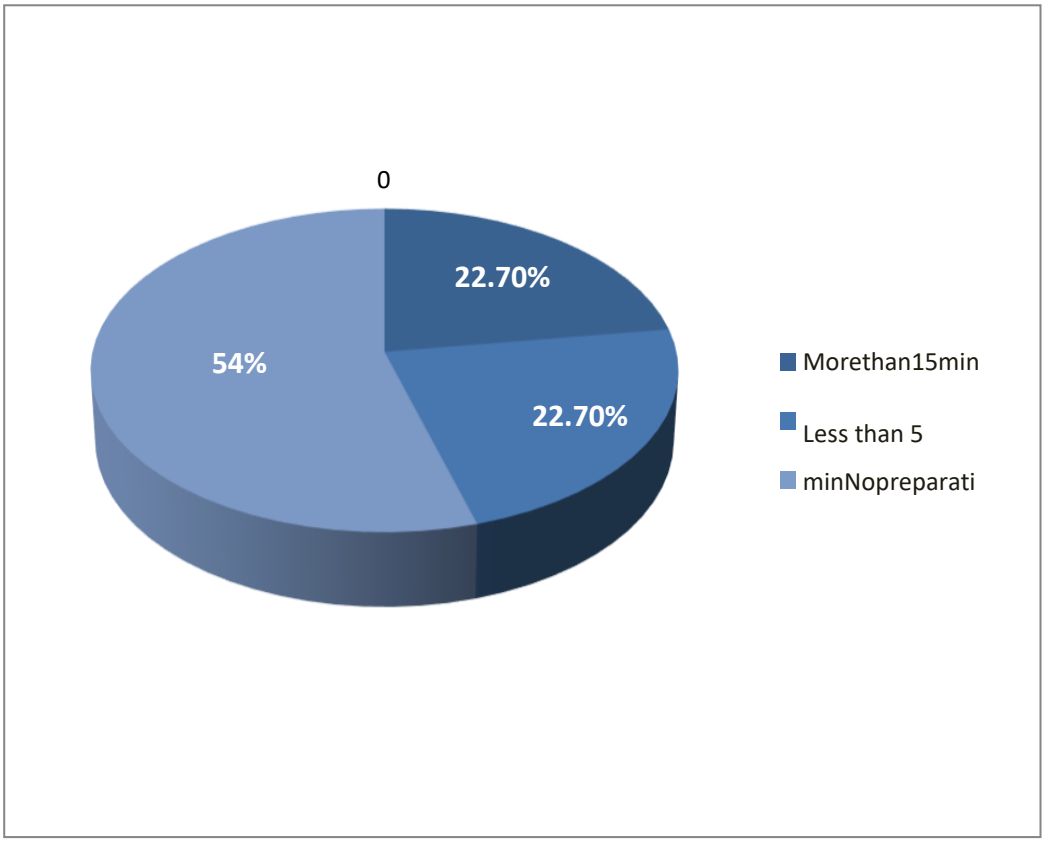

Figure 3.12: Time spent for Preparing for Kahoot! Quizzes

The objective of this question was to know whether students need some preparation for "Kahoot!" quizzes or not. The displayed results in the above figure represents their answers about this question. The figure indicates that (22.7%) of the students prepare for Kahoot! more than 15 minutes, whereas for (22.7%) of the sample, the preparation takes less than 5 minutes. The highest percentage goes to the students who do not prepare for Kahoot! Quizzes at all.

Question Thirteen: Would you prefer Kahoot!quizzes to be a regular part of lectures in the future?

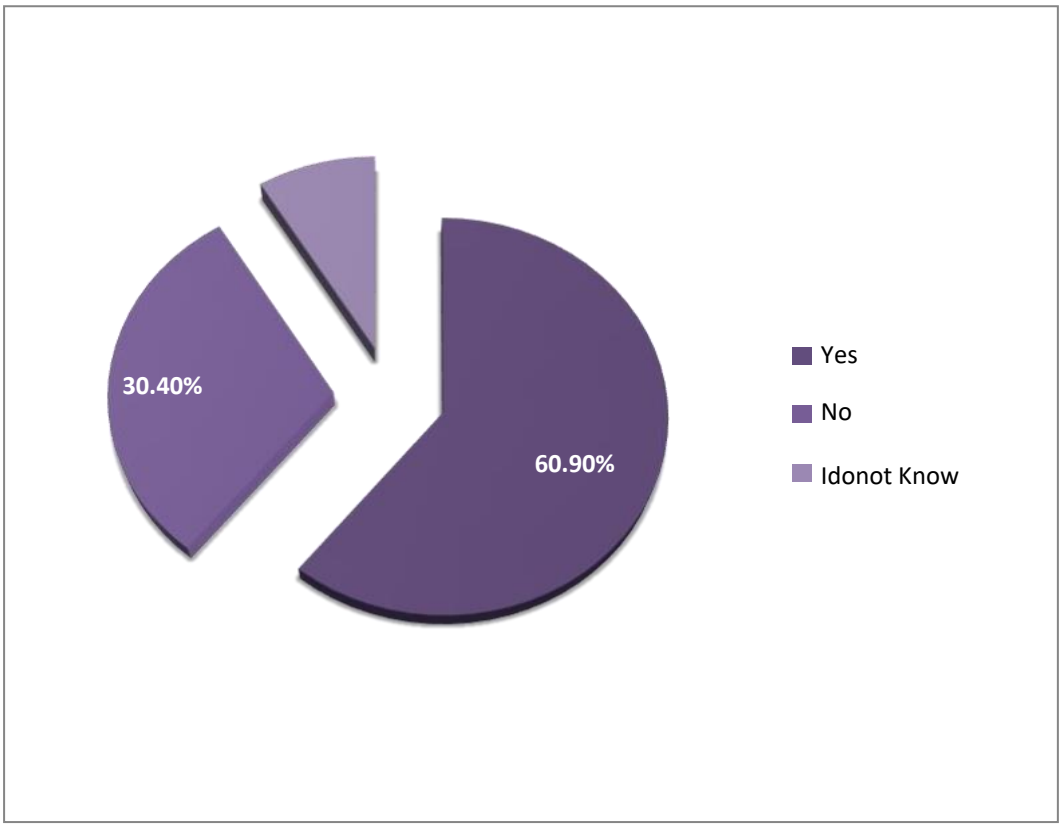

Figure 3.13: Preference for incorporating Kahoot! Quizzes in Future lectures

This question focused on gathering information about the students insights whether they want to integrate "Kahoot!" in teaching and be a part of the lecturing process. The students' answers are displayed in the above figure where the highest percentage (60.9%) is given to those who want "Kahoot!" to be integrated in upcoming teaching for the future generations. However, (30.4%) of participants disagreed with this idea, and (8.7%) could not decide and said that they do not know.

3. 3. Teacher's Interview

3.3.1 Aims of the Interview

The main aim of the interview was to provide the researcher with in-depth understanding of the "Kahoot!" application through the teacher's perceptions and experience of its use as an assessment tool for EFL students' lecture comprehension. Moreover, the teacher's interview primarily served to explain in details how this application works, how it is designed and implemented as an assessment tool, and how effective it can be in assessing learners' lecture comprehension. All these technical details would help elaborate a clear idea about this educational web tool so as to confirm or disconfirm its utility

as well as to draw some recommendations at the end of the study.

3.3.2 Description of the Interview

The interview was unstructured comprising fourteen (14) open-ended questions. They are mainly related to the teacher's perceptions, opinions and experience with the use of "Kahoot!" as an assessment tool to evaluate students' comprehension of lectures.

3.3.3 Administration of the Interview

The interview was conducted face-to-face with the main participant after contacting him and agreeing on a specific day and timing. The whole conversation was recorded using the researcher's smart phone to guarantee authenticity.

3.3.4 Analysis of the Interview

The interview answers were transcribed by the researcher based on the recording she did with the interviewee. As an introduction, the teacher was asked about his educational degree, experience in teaching English at university and the modules he has taught so far .The participant has a Master degree in Applied Linguistics and a PHD degree in Language Education obtained in Cambridge University. He has been teaching English for four years at university. He went through several different modules like statistics, methodology, oral expression, and phonetics. The reason behind this selection is that, this teacher is Knowledgeable of all the issues that related with Kahoot!

Being an active user of this application, his experience of lecturing and assessing using this tool abroad and at Biskra University helped in the achievement of the research study objectives.

Question One: Do you incorporate artificial intelligence (AI) in your teaching ? Why or Why not?

Teacher's answer: "Not a lot of artificial intelligence (AI) , I used to do some training with automatic speech cognition since our phonetic courses rely on transcription , so not a lot of AI application".

The obtained response reveals that the teacher has a limited experience in terms of using artificial intelligence (AI) for teaching purposes. He mentioned having some experience with automatic speech recognition (ASR) technology, which converts spoken language into text. This is relevant to the phonetic courses, where accurate transcription

is crucial. However , the teacher emphasizes that, beyond this specific application, AI is not used extensively in teaching practices. Overall, while teachers are familiar with ASR, other AI technologies are not fully integrated into their educational methods.

Question Two: What AI tools do you use the most in your teaching?

Teacher's answer: "Because I teach phonetic speech cognition or text speech, I use applications like Google Translator".

The teacher's answer emphasizes that the use of AI is limited as he declared that he mainly uses applications that have relation with teaching phonetics like speech cognition and text-to-speech applications . He mentioned tools such as Google translate, in which he uses AI to convert texts into speech.

Question Three: What do you know about Kahoot !application?

Teacher' s answer: “I am an active user of the application since many years. I have been using it in my teaching experience abroad, my experience teaching speaking first year and also with my master students at Biskra University. I use this application all the time”.

The teacher's answer for this question shows the proactive involvement with “Kahoot!” program and his broad utilization of the application along his teaching experience. Therefore, the teacher’s regular usage of “Kahoot!” demonstrates a good experience of the tool, an obvious preference for its engaging and motivating effects, and a clear understanding and confidence in its capabilities. Also, the fact that the tool has been used in different contexts and levels reveals that it is adaptable and effective in a range of teaching situations. Furthermore, the teacher experience with “Kahoot!” demonstrates a commitment to interactive teaching strategies. All in all, this consistent and regular usage of Kahoot! demonstrates that the teacher values the integration of technology in educational settings.

Question Four: In what of your modules and levels do use Kahoot! ?

Teacher's answer: "Mainly as I said with first year in oral expression and with second masters' degree in statistics. I like to use it whenever there is a need to recall information ".

The teacher' s declaration goes into greater detail about the specific contexts in which he uses educational technology. He uses “kahoot!” with first year students in the oral expression course as well as with second year master students in the statistics lectures. The target use of technological tools by the teacher implies his strategic approach to integrating technology into the curriculum based on the subject matter and students' specific needs.

For second year master students, “Kahoot!” has been used in statistics to recall key concepts of the lecture. The teacher's decision to use the tool "whenever there is a need to recall information " implies the pedagogical strategy that uses Kahoot! to develop memory retention and comprehension.

Question Five: When do you use Kahoot!?

Teacher's answer : “I use it as a revision tool but at the end of the lectures”.

The teacher's answer of this question demonstrates a specific use of educational technology both as a revision and assessment tool at the end of the lectures. This may give a great importance on the reinforcement learning and ensuring students’ comprehension of the lecture.

The use of digital tools as a revision aid at the end of the lecture has benefits for both teachers and students. For students, it allows them to review what has been learned in the lecture and reinforcing key concepts. However, for the teachers, it helps them identify the areas where the students may have misconceptions; i.e., assessing their students’ extent of understanding the lecture. Through “Kahoot!” quizzes, students receive immediate feedback on their performance, and allow teachers the areas that require additional clarification. Thus , the use of technology as a revision and assessment tool in the same time after lectures make the session more engaging, interactive and dynamic in contrast with the traditional review sessions.

Question Six: For what purpose do you use this application?

Teacher's answer : “Mainly to help students remember key concepts of the lecture, help them understand some concepts and do some practices and revision of the upcoming lesson tests and exams”.

According to the teacher's statement, the main goal behind using “ Kahoot!” is to help students comprehend, revise and practise what they did in the lectures. In fact, using “Kahoot!” as a tool to aid in the retention of important information is necessary to establish a strong foundation of knowledge. The teacher makes sure that students are more equipped for upcoming lessons and tests by reiterating these important ideas.

Question Seven: What aspects of this application do you use?

Teacher's answer : “I mainly use quizzes, and I sometimes use pictures, but I cannot use videos because its premium and our university does not offer subscription to teachers and it is very expensive”.

The interview participant revealed a limited use of “ Kahoot!” features and mentioned only quizzes and pictures due to his inability to access premium features of the application such as videos, which are too costly to obtain and are not included in the university subscription. Despite these limitations, the teacher could make good use of the pictures and quizzes features of Kahoot! to encourage students’ participation and comprehension.

Question Eight: How often do you integrate Kahoot! quizzes into your lectures?

Teacher's answer: “I would say each semester I try to integrate it two to three times max because we have a lot of lessons and a heavy syllabus for second year masters and first year license. So, this does not give the opportunity to try things like this a lot. I use it whenever I have the chance”.

It can be deduced that although the heavy programs, the teacher chooses strategic moments when the use of this application impacts positively on students’ learning and motivation. This selection implies that theteacher prioritizes quality over quantity, making sure that “Kahoot!” is effectively utilized.

It is worth mentioning that the phrase "heavy syllabus" indicates that the curriculum is crowded with essential content, leaving little room for extracurricular

activities. This limitation pushes the teacher to be systematic in applying “Kahoot!” in the lecture, balancing the need of Kahoot! with its benefits.

Question Nine: Do you believe that Kahoot! quizzes contribute to students' comprehension of the lecture content ? How?

Teacher's answer: “I do not think actively. It motivates them to look to the lecture further. It does not do all the work alone. If you [the learners] do not understand the lecture, you get wrong answers, but the good thing about “Kahoot!” is that if you made a mistake, you go back to the lecture and try to revise or to remember key concepts, so this is useful for students”.

In this question, the teacher believes that “Kahoot!” is a great application because it is a fun, interactive, and motivating tool; however, but it does not work as a tool of comprehending the lecture content. If students do not understand their lecture, they will make incorrect answers. Nevertheless, one important benefit of “Kahoot!”is that it motivates students to go back easily to the lecture material. When students make wrong answers, they are encouraged to review their notes or lecture material to better understand key concepts. This review process , whether during or after the quiz, reinforces learning and ensures that students actively engage with the lecture. Furthermore, while “Kahoot!” is not a standalone solution, it serves as a useful tool for reinforcing information.

Question Ten: How do you typically design “Kahoot!” quizzes to align with the learning objectives of your lectures?

Teacher's answer : “For me, mainly what I do when preparing a lecture, I go back to the lecture slight or the lecture notebooks or notes then I see the key concepts that they cover. I check the concepts that I usually know will be a part of the exam or test and focus on them. After that, I take one or two questions based on those concepts that I think they are very important”.

The teacher’s response shows a systematic method in preparing Kahoot! quizzes. In order to identify important information and lessons’ key concepts as well as to prepare students for exams or tests, he goes over the lecture slides and notes. The teacher chooses one or two questions for each important concept. This strategy ensures that the most significant information is focused, which students understand and remember important information. This method not only helps students prepare for their upcoming tests or

exams but it also helps teachers know the gap areas so as to fix them.

Question Eleven: How did/could you assess the effectiveness of Kahoot! quizzes in evaluating students' comprehension of the lecture content?

Teacher's answer: “Mainly, I assess students relaying on the extent to which they engage with the activities because I have statistics on how many students log into the website or how many students join the “Kahoot!” activity. Then I try to keep the results, so I rely on the statistics that are given by Kahoot!” .

The teacher's answer demonstrates the way he evaluates students’ participation using the function of engagement rates in Kahoot! application. He controls the number of students who join in the application and knows exactly how many participants engaged in Kahoot! activities. Thus, the teacher can keep an eye on the involvement and engagement of the students in the quizzes by recording the results. By using a data-driven approach, the teacher can gain insight into the extent to which learners are involving with the material.

Question Twelve: What challenges have encountered when incorporating Kahoot! quizzes into your lectures ?.

Teacher's answer: “I have two main problems. The first problem is the access to the internet: many students usually struggle with the access to the net, so they cannot join the interaction. The second problem is that I do not have an access to the premium version of the program. This is one of the biggest challenges because in order to have more than 40 participants, you need the premium version. Usually, when I teach master students, I have 126 participants (which is a lot), so I cannot integrate all of them, and this is a problem. Another issue is that many students still do not understand the application; it takes a lot of time to explain to them what they should do to join the application, so they need technical knowledge”.

Even though the initial objective of this study was to shed the light on “kahoot!” effectiveness and usefulness in education, this question was designed to investigate whether “kahoot!” has drawbacks or not. The interviewee provided us with two main limitations that he personally encountered when using the application. First of all, he mentioned the

problem of internet. He explained that many students face difficulties to access to the net. This problem prevents them to join online activities. The second main issue that the teacher reported is related to his limited access to the premium version of the program. This obstacle puts the teacher in big deal especially when he works with a large number of students (more than 40 students). This limitation restricts the teacher's ability to use the program's features and may hinder his efforts to use "Kahoot!" effectively.

The teacher referred to another problem that hinders students' joining inKahoot! quizzes: The technical knowledge of the application. He revealed that some students struggle to understand how to use the app or how to join on it. Therefore, students' lack of this kind of knowledge impedes the implementation of "Kahoot!" and restricts its effectiveness and success.

Question Thirteen: After using this application, have you really perceived its effectiveness in assessing your students' comprehension?

Teacher's answer: "Yes, I think it's effective to bit extent. It helps students revise some key concepts, and it is a fun way to revise the lesson".

The teacher believes that the integration of Kahoot! in education is effective to some extent. He declares that "Kahoot!" helps students revise key concepts in a fun way. This suggests that even if it may not be a definitive solution for comprehension, it has a positive impact on students' motivation. Moreover, its interactive nature contributes to its effectiveness in improving the learning experience.

Question Fourteen: In your opinion , did your students like/dislike the use of "Kahoot!"? what do you think are their attitudes towards its use for educational purposes?

Teacher's answer: "Generally, students perceived it very positively; they like the app and find it something new, engaging and interactive. There is a positive perception overall".

According to the teacher's answer, students have a positive perception of "Kahoot!". They find it engaging and interacting, which contributes to a positive attitude towards the app. This implies that students value the application's effectiveness and that they are aware of its power to make learning more fun, and interactive, thus developing their overall learning experience.

3.4. Interpretation of the Results

Based on the analysis of the teacher' interview and student's questionnaire, we have gained interesting data about students' attitudes towards the use of " Kahoot!" as a tool for assessing lecture comprehension in EFL classes at Biskra University. Throughout these results, we obtained valuable answers to our research questions.

This study mainly points out that the use of "Kahoot!" has a positive impact on the learning process. The results revealed that "Kahoot!" can work as an effective educational tool for assessing students' lecture comprehension. Its significance should be highlighted in the case of learning English as a Foreign Language , especially for second master students at Biskra University. It has been reported that the syllabus of this category is heavy in the first semester and that there is a need for evaluating and assessing students' comprehension in order to prepare them for exams is obligatory. For that, teachers should employ skillful educational tools such as "Kahoot!" to help them detect the extent of comprehending the subject matter because the traditional methods of assessment cannot be effective especially with the huge number of students and the heavy syllabus. In fact, it has been shown that "Kahoot!" can play a great strategy for helping both teachers and students to know the extent of comprehension in an attractive and motivating way. This requires from the teacher to have the premium version of the application.

Conclusion

This chapter was concerned with the description and analysis of the students' questionnaire and the teacher's interview. Primarily, we provided a review of the research methodology underlying this study. Besides, we achieved the analysis and interpretation of the collected data followed by a synthesis of the major findings to confirm or refuse the hypotheses proposed at the beginning of this research work.

From the analysis of the teacher interview and students questionnaire, on the whole, both students and teacher showed a great satisfaction about the Kahoot! application that leads them to be encouraged, motivated in assessing their comprehension in a fun way.

Through the results interpretation, we deduced that the teacher uses Kahoot! quizzes in teaching in order to help students review key concepts of the lecture and see whether they understand or not by focusing on the important key concepts that may include in exams. Thus, by interacting in Kahoot! quizzes, students can detect their lacks and try to revise them. For teachers, this application allows them to asses students' information and provide

them with further explanation when needed.

General Conclusion

General Conclusion

In conclusion, this research has provided with positive views into EFL learners' attitudes towards the use of Kahoot! as an assessment tool for their lecture comprehension . The results proved positive, appreciating its interactive nature.

Moreover, “Kahoot!” proved to promote immediate feedback, which was appreciated by learners as it aided them to evaluate their comprehension and identify the miscomprehension information. This immediate feedback activates the learning environment by making students more active and interactive in Kahoot! sessions. Furthermore, students expressed their comfort feeling when participating in Kahoot! quizzes; they declared that Kahoot! allows them to understand better the lecture content.

However, the study covered some difficulties associated with the use of Kahoot!. The bad access to internet and the device compatibility are the main challenges that hindered the execution of quizzes.

Overall, the research suggests that while Kahoot! is a good tool for assessing lecture comprehension among EFL learners, it should be incorporated thoughtfully into the curriculum. Teachers are supposed to take into consideration students' needs and preferences. Future research could investigate the effects of using Gamified assessment application on EFL learning outcomes, explore solutions for the challenges identified in this study.

Pedagogical Implications

The use of Kahoot! as an assessment tool impacts positively on students' lecture comprehension by increasing engagement, providing instant feedback, and activate learning environment. The fruitful results obtained in this study help draw the following implications about the benefits of “kahoot!” and its use as a game-based tool in teaching EFL and assessment process.

- Increased Engagement: “Kahoot!” is a game-based tool that promotes students to engage and participate in its quizzes.
- Interactive Learning: Kahoot's game-based platform makes learning interactive, fun, and enjoyable, improving students' attention for lectures.

- Motivation: the competitive nature of “Kahoot!” quizzes can increase learners' motivation by focusing more in the lecture.
- Immediate Feedback: “Kahoot!” can provide learners with instant feedback, permitting students to detect their wrong answers.
- Real Time Assessment: “Kahoot!” provides immediate feedback for both students and teachers. Learners can quickly understand what they comprehend during the lecture, while teachers can evaluate the overall understanding of the class.
- Opportunity for Review: Kahoot! quizzes give the opportunity to students to go back to their lecture and check the correct answers to respond correctly on the questions.
- Enhanced Collaboration: while “Kahoot!” allows competition, it also encourages collaborative learning by active teamwork in solving complex questions. It also improves comprehension through peer discussion.
- Tailored Content: teachers can create Kahoot! quizzes based on the lecture content to effectively assess learners’ comprehension.
- Variety of Question Types: Kahoot! contains a variety of questions types such as multiple- choices, true or false .

Integrating Kahoot! in education and implementing it as an assessment tool for lecture comprehension can lead to raise the level of students' engagement, immediate feedback, and fostering learning process. These factors will contribute into a deeper comprehending of lecture content.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

This questionnaire is used as a data collection instrument for a master research about "**EFL Learners' Attitudes about the use of "Kahoot!" to assess their lecture comprehension"**

You are kindly asked to answer the questions. Your participation is of great importance for the completion of this work. Thank you for your collaboration.

Section One: General Information

1. Age: **a.** 23 to 25 ☐ **b.** More than 25 ☐

2. Gender: **a**. Male ☐ **b**. Female ☐

Section Two: Lecture Comprehension

1. How would you rate the overall quality of lectures in your Master's degree program?

a. Excellent ☐ **b**. Good ☐ **c**. average ☐ **d**. Poor ☐

2. How much does your professor's teaching style keep you interested and involved in the lectures?

a. Very engaging ☐ **b**. Not very engaging ☐ **c**. Not engaging at all ☐

- Please explain the reason of your choice

……
……

3. How most of your master lectures/modules are presented/taught?

a. In class ☐ **b**. online ☐

- Incase of some lectures/modules are/were taught online, please name them:

……
……

Section Three: The use of "Kahoot!"

1. Do you like to be taught through online platforms and web educational tools?

a. Yes ☐ **b**. No ☐

- Please explain why or why not

……
……

2. Do you know "Kahoot!": the platform/application?

a. Yes ☐ **b**. No ☐

- If "yes", briefly define/describe it:

……

……

3. Have you ever participated in "Kahoot!" for educational purposes?

a. Yes, several times ☐ **b**. Yes, a few times ☐ **c**. No, never ☐

4. How familiar are you with the use of "Kahoot!" for interactive quizzes?

a. Very familiar ☐ **b**. Not very familiar ☐ **c**. not familiar at all ☐

5. How do/did you find "kahoot!" in terms of easiness or difficulty to use?

a. easy to use ☐ **b**. difficult to use ☐ **c**. somehow difficult to use ☐

6. How comfortable are/were you with interacting in "Kahoot !" during the lecture?

a. Very comfortable ☐ **b**. comfortable ☐ **c**. uncomfortable ☐

7. Do/did you find Kahoot! quizzes helpful in comprehending the lecture content?

a. very helpful ☐ **b**. Moderately helpful ☐ **c**. Not helpful ☐

- If you find/found "Kahoot!" quizzes "helpful", in what way, did they help you?

……

……

8. Do you consider "Kahoot!" assessment activities more tiring than an ordinary written test?

a. Yes ☐ **b**. No ☐

9. How much time you take to prepare for "Kahoot!" quizzes?

a. More than 15 min ☐ **b**. Less than 5 min ☐ **c**. No preparation ☐

10. Would you prefer "Kahoot!" quizzes to be to be a regular part of lectures in the future?

a. Yes ☐ **b**. No ☐ **c**. I do not know ☐

- Please, justify your choice

……

……

Thank you for your cooperation

Appendix B: Teacher's Interview

We are conducting a research study on the use of "Kahoot!" quizzes in assessing EFL master two learners' lecture comprehension. Your valuable insights and experiences as an educator are crucial to this study.

1. What is your educational degree?
2. How many years have you being teaching English at university?
3. Do you incorporate AI in your teaching? Why or why not?
4. What AI tools do you use the most in your teaching?
5. What do you know about "Kahoot!" application?
6. In what of your modules and levels do you use "Kahoot!"?
7. When do you use "Kahoot!":
    - Before the lecture
    - During the lecture
    - After the lecture
8. For what purpose doyou use this application? Is it for:
    - Students' engagement
    - classroom interaction
    - Comprehension assessment
    - Vocabulary teaching
    - Key concepts reinforcement
    - Other reason(s) _____
9. What aspect(s) of this application do you use?
    - Videos
    - Mind maps
    - Quizzes
    - Other _____

10. How often do you integrate Kahoot! quizzes into your lectures ?
11. How do you use Kahoot! to assess students' lecture comprehension ?
12. Do you use kahoot! as a Formative or summative assessment tool? explain your choice.
13. Do you believe that Kahoot! quizzes contribute to students' comprehension of the lectures content ? How?
14. How do you typically design Kahoot! quizzes to align with the learning objectives of your lectures ?
    - Directly correlate questions with the lecture content.
    - Include review questions from previous lectures.
    - Other _____
15. How did/could you assess the effectiveness of Kahoot! quizzes in evaluating students' comprehension of lectures content ? was it through:
    - Quiz results
    - Observing student engagement during quizzes
    - Other _____
16. What challenges have you encountered when incorporating Kahoot! quizzes into your lectures ?
    - Technical issues
    - Time constraints
    - Student participation/motivation
    - Other _____
17. After using this app, have you really/ concretely perceived its effectiveness in assessing your students' comprehension?
18. In your opinion, did your students liked/disliked the use of "kahoot!"? What do you think is their attitudes towards its use for educational purposes?
19. If you have any further additions or comments about this topic, please feel free.

Thank you

الملخص

شهد التحول إلى التعليم عبر الإنترنت في السنوات الأخيرة ضرورة اعتماد أدوات مبتكرة للتدريس والتقييم. ظهرت الأدوات الرقمية مثل "Kahoot!"، وهي منصة تعلم قائمة على الألعاب، لتقييم مدى فهم الطلاب للمادة الدراسية. الهدف الرئيسي لهذه الدراسة هو استكشاف مواقف متعلمي اللغة الإنجليزية كلغة أجنبية تجاه تطبيق "Kahoot!" كأداة تقييم. علاوة على ذلك، تهدف الدراسة إلى التحقيق في استخدامه وفعاليته كأداة تعليمية تفاعلية وجذابة لتحسين فهم المحاضرات. ولذلك، من المفترض أن "Kahoot!" يمكن أن يكون أداة فعالة لتقييم مدى فهم المتعلمين للمحاضرات. منهجياً، تبنت الدراسة منهجاً استكشافياً إلى جانب منهج نوعي باستخدام تصميم دراسة حالة. ولتحقيق صلاحية الفرضية، تم تصميم استبيان منظم لعينة من 40 طالب ماجستير في السنة الثانية (تم اختيارهم عشوائياً) في قسم اللغة الإنجليزية بجامعة بسكرة. بالإضافة إلى ذلك، تم إجراء مقابلة مع معلم خبير في اللغة الإنجليزية كلغة أجنبية الذي قدم بيانات أصلية وتجربة ملموسة حول استخدام "Kahoot!" في تقييم مدى فهم المتعلمين للمحاضرات. كشفت النتائج عن مواقف إيجابية للطلاب تجاه التطبيق، حيث وجدوه مشوقاً وممتعاً ومفيداً في فهم المواد الدراسية. علاوة على ذلك، أكدت نتائج المقابلة بعض القيود على الأداة ولكنها أكدت على فائدتها في تقديم التغذية الراجعة الفورية وخلق جو تعليمي ديناميكي، مما يجعلها أداة قيمة للتقييم.