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Gamifying Collaboration: Enhancing EFL Reading Skills through Kahoot! Application

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ABSTRACT
This study explores the effectiveness of Kahoot-based collaborative learning as an instructional strategy to enhance reading skills among English as a Foreign Language (EFL) learners. The research was conducted at Senior High School in Medan with 22 tenth-grade students as participants. Utilizing a Classroom Action Research (CAR) approach, the study was implemented in two cycles, each comprising planning, action, observation, and reflection phases. The data were collected through a combination of quantitative (pre-test and post-test scores) and qualitative (student activity observations and documentation) methods. The pre-test results revealed that none of the students met the minimum passing grade (KKM) of 75, with an average score of 47. In Cycle I, only 31.81% of students surpassed the threshold, with the average score increasing to 70. However, in Cycle II, a notable improvement was observed as 72.72% of students scored above the KKM, raising the average to 80. Furthermore, qualitative findings indicated significant growth in student engagement, participation, and enthusiasm, with student activity levels rising from 55% in Cycle I to 87% in Cycle II. These results demonstrate that integrating the Kahoot application into collaborative learning environments can significantly improve both cognitive outcomes (reading comprehension) and affective factors (motivation and interaction) in EFL classrooms. Kahoot's interactive and gamified nature creates a learner-centered atmosphere that promotes active participation and facilitates deeper comprehension of reading materials. The study concludes that Kahoot is a valuable digital tool to transform traditional reading instruction into a dynamic, engaging, and collaborative experience, thereby contributing to improved literacy outcomes in EFL contexts.
Keyword: Kahoot, Collaborative Learning, Reading Skills, EFL Learners, Gamification

1. Introduction

The integration of digital technologies into language learning has significantly reshaped the landscape of English as a Foreign Language (EFL) education. Traditional pedagogical approaches that rely heavily on textbook-centered instruction are increasingly challenged by the demands of 21st-century learners who thrive in interactive, dynamic, and technology-enhanced environments. One area that continues to present challenges for EFL learners is reading comprehension; a skill that is foundational to academic success, yet often underdeveloped due to lack of engagement, insufficient vocabulary, and limited exposure to varied textual formats. To address these challenges, educators are turning to innovative strategies that combine collaborative learning frameworks with digital gamification tools such as Kahoot!, which can promote active learning, sustained motivation, and improved literacy outcomes.

Collaborative learning, as a student-centered approach, emphasizes knowledge construction through group interaction, peer feedback, and shared responsibilities. In EFL settings, collaborative learning not only encourages active communication among learners but also cultivates a deeper understanding of language through cooperative meaning-making. Research has consistently shown that collaboration in language learning

facilitates vocabulary acquisition, critical thinking, and the development of both cognitive and interpersonal skills (Laal & Ghodsi, 2012). However, the effectiveness of collaboration is significantly influenced by the tools and mediums through which it is implemented.

One such tool is Kahoot!, a widely adopted game-based student response system that has gained popularity for its ability to transform conventional classroom dynamics into competitive, fun, and engaging experiences. As a formative assessment tool, Kahoot! enables teachers to deliver quizzes, discussions, and surveys in a playful digital format. Its immediate feedback mechanism, multimedia integration, and real-time leaderboard features create a game-like environment that captures learners' attention and fosters a sense of excitement. In the context of EFL learning, where reading activities are often perceived as monotonous or cognitively demanding, Kahoot! introduces a refreshing alternative that promotes active participation and reinforces reading comprehension through play.

Empirical studies have supported the efficacy of Kahoot! in enhancing various language skills. For instance, Wang & Tahir (2020) found that Kahoot! contributes positively to student motivation, engagement, and learning performance. Similarly, Plump & LaRosa (2017) argue that game-based technologies like Kahoot! serve as a gateway for novice e-learning environments, especially in traditional classrooms transitioning toward digital learning. Nevertheless, while there is growing evidence supporting Kahoot!'s impact on engagement and motivation, relatively few studies have focused specifically on its application within collaborative learning frameworks aimed at improving reading comprehension in EFL settings. This research seeks to fill that gap.

The present study is grounded in the premise that combining Kahoot-based gamification with collaborative learning methods can address two critical needs in EFL education: enhancing reading comprehension and increasing classroom participation. The synergy between collaborative group interaction and the motivational appeal of gamification is hypothesized to produce significant improvements not only in students' academic performance but also in their affective responses to reading tasks. Moreover, the approach aligns with constructivist theories of learning, which advocate that knowledge is best acquired through active involvement and contextual engagement.

This study was conducted with tenth-grade students at Senior High School in Medan, Indonesia. Based on initial classroom observations and teacher feedback, it was identified that students demonstrated low interest and achievement in reading English texts, often citing lack of motivation, unfamiliar vocabulary, and disengaging learning methods as primary barriers. Many students were reluctant to work in groups and preferred passive reception of information, which further limited their opportunity to practice and improve reading skills. In response, a classroom action research design was adopted to introduce and assess the effectiveness of Kahoot-based collaborative learning over two instructional cycles.

The study aims to explore the impact of integrating Kahoot-based collaborative learning on students' reading comprehension skills within an EFL context. Specifically, it seeks to determine the extent to which this innovative approach can enhance students' ability to understand and interpret reading materials. Additionally, the research examines how implementing Kahoot-based collaborative learning influences students' participation, motivation, and engagement during reading activities, shedding light on its effectiveness in creating a more interactive and stimulating learning environment.

The study contributes to the growing body of literature on gamified language learning and offers practical implications for EFL educators seeking to enhance reading instruction through technological integration. It is expected that the findings will demonstrate how the strategic use of gamified tools like Kahoot! when embedded within a collaborative learning model can serve as a powerful pedagogical intervention to revitalize reading instruction and support more effective and inclusive language learning environments.

2. Literature Review

2.1 Collaborative Learning in EFL Classrooms

Collaborative learning is an instructional approach rooted in the constructivist paradigm, where knowledge is co-constructed through social interaction and shared responsibility among learners. Rather than relying on passive transmission of information from teacher to student, collaborative learning places students at the center of the educational process. It emphasizes peer discussion, negotiation of meaning, and joint problem-solving. Barkley et al. (2005) define collaborative learning as a structured form of group work that encourages learners to work together toward shared academic goals, fostering deeper understanding and retention.

In the context of English as a Foreign Language (EFL) education, collaborative learning has been found to be particularly effective. It not only supports linguistic development through increased interaction but also cultivates higher-order thinking skills such as analysis, synthesis, and evaluation. According to Johnson et al. (2015), key benefits of collaborative learning include improved academic achievement, development of social and communication skills, and enhanced learner motivation. Moreover, it aligns well with communicative language teaching (CLT), as it promotes authentic use of language in meaningful contexts.

Collaborative learning is characterized by mutual engagement, individual accountability, and group interdependence. In EFL classrooms, it often manifests through activities such as group reading, pair work, collaborative writing, and peer review. However, the success of collaborative learning depends on well-structured tasks, teacher facilitation, and the integration of appropriate technological tools to mediate interaction.

2.2 Gamification and Kahoot! in Language Learning

Gamification refers to the use of game elements such as points, leaderboards, and competition in non-game contexts to enhance user engagement and motivation. In educational settings, gamification has gained popularity as a method to increase learner participation, particularly in online and blended learning environments. Deterding et al. (2011) argue that gamification taps into intrinsic motivation by fostering a sense of achievement, progress, and competition.

One of the most widely adopted gamified tools in education is Kahoot! a game-based student response system that allows teachers to create quizzes, surveys, and discussions in real time. Launched in 2013, Kahoot! has become a staple in classrooms globally, with millions of users engaging in interactive learning through its platform. It is especially effective for formative assessment, vocabulary practice, reading comprehension, and content review (Wang, 2015).

Kahoot! enhances the classroom experience by introducing elements of speed, instant feedback, and playful competition. Its design is learner-friendly and accessible, allowing students to participate using mobile phones or computers. Research by Wang and Tahir (2020) showed that the use of Kahoot! significantly improved student engagement, classroom atmosphere, and knowledge retention. Moreover, Plump & LaRosa (2017) found that Kahoot! helped promote active learning and participation even among students with lower motivation or limited language proficiency.

Despite its advantages, Kahoot! is not without limitations. Challenges such as unstable internet connectivity, device availability, and over-competitiveness among students must be addressed for optimal implementation. Nevertheless, when used thoughtfully, Kahoot! can be a powerful tool to foster interactive, learner-centered environments especially when combined with collaborative learning models.

2.3 Reading Comprehension Challenges in EFL Learning

Reading is a fundamental language skill that enables learners to access information, build vocabulary, and develop critical thinking. In EFL contexts, reading comprehension poses unique challenges, as students often struggle with limited vocabulary, unfamiliar grammatical structures, and culturally loaded texts (Alyousef, 2005). These difficulties are exacerbated when reading instruction relies solely on traditional, teacher-centered methods that fail to engage students or activate their background knowledge.

Grabe & Stoller (2013) describe reading as a complex cognitive process involving the decoding of symbols, construction of meaning, and integration of new information with prior knowledge. To become proficient readers, EFL learners must not only master language-specific decoding skills but also develop strategies for skimming, scanning, making inferences, and summarizing.

Reading instruction in Indonesian classrooms especially in vocational schools is often limited by time constraints, outdated materials, and a lack of interactive pedagogical strategies. Studies have shown that many students find reading activities monotonous, resulting in low motivation and poor performance (Solikhah & Galuhwardani, 2023). There is thus an urgent need for innovative approaches that make reading more engaging, interactive, and accessible to learners at various proficiency levels.

2.4 Integrating Kahoot-Based Collaborative Learning in Reading Instruction

The integration of Kahoot! into collaborative learning for reading instruction combines the benefits of social interaction and gamification. When used in groups, Kahoot! encourages peer collaboration in answering questions, discussing content, and strategizing responses. This approach not only enhances comprehension but also promotes social learning, accountability, and group cohesion.

Zou et al. (2021) found that the use of Kahoot! in reading comprehension tasks improved learners' motivation, attention span, and vocabulary retention. Their study suggests that Kahoot! can transform reading

from a passive to an active learning experience by allowing students to engage with texts in a playful, interactive manner. Similarly, Zheng et al. (2021) reported that students perceived Kahoot! as an effective tool for collaborative engagement and performance assessment in language classrooms.

In the Indonesian context, the incorporation of Kahoot! is still relatively novel but promising. Ozturk Tas et al. (2025) through their study provides empirical evidence that Kahoot-based collaborative learning significantly improved reading performance among tenth-grade EFL learners. Over two instructional cycles, students' average reading scores increased from 47 (pre-test) to 70 (cycle I) and finally 80 (cycle II). In addition to score improvement, classroom observations indicated heightened enthusiasm, interaction, and learner autonomy.

This pedagogical innovation supports the shift from teacher-dominated to student-centered instruction. Through Kahoot!, students can experience autonomy in learning while still benefiting from peer support and guided facilitation. Teachers, in turn, can use data from Kahoot! to inform instruction, identify learning gaps, and provide timely feedback.

2. Method

3.1 Research Design

This study employed a Classroom Action Research (CAR) design, aimed at improving students' reading comprehension through the implementation of Kahoot-based collaborative learning. CAR is an iterative research approach used by practitioners to improve instructional practices and student outcomes within the context of their own classrooms (Kemmis & McTaggart, 1988). The study was conducted over two cycles, each consisting of four stages: planning, action, observation, and reflection. The cyclical nature of CAR allowed the researcher to identify teaching challenges, implement interventions, assess outcomes, and refine strategies based on classroom realities.

The choice of CAR was appropriate given the research objectives, which focused on practical transformation of pedagogical practice and real-time observation of student engagement and performance. The intervention centered on using Kahoot! as a collaborative digital tool to enhance reading instruction and foster active participation in an EFL context.

3.2 Research Setting and Participants

The study was conducted at Senior High School in Medan, a vocational secondary school located in North Sumatra, Indonesia, during the 2022/2023 academic year. The research site was selected based on preliminary observations that revealed low student motivation, minimal participation in reading tasks, and limited integration of digital tools in language instruction.

The participants consisted of 22 tenth-grade students (3 males and 19 females) enrolled in the culinary arts program. The class was selected through purposive sampling, as the students were representative of typical EFL learners in vocational schools, with varied reading proficiency levels and limited exposure to gamified learning environments.

Ethical clearance was obtained from the school administration, and informed consent was secured from all participants. Students were assured that their participation was voluntary and that their academic standing would not be affected by the outcomes of the research.

3.3 Procedures of the Intervention

The intervention was carried out over two instructional cycles, each comprising several 45-minute sessions, following a well-structured sequence. In Cycle I, the planning phase involved developing lesson plans that integrated Kahoot-based quizzes, preparing narrative reading texts suitable for A2-B1 CEFR levels, designing multiple-choice questions to be delivered through Kahoot!, and creating observation checklists alongside scoring rubrics. During the action phase, the teacher introduced the topic and explained collaborative learning roles to the students. Working in small groups, the students read the narrative texts and collaboratively answered comprehension questions using Kahoot!. Throughout the sessions, the teacher facilitated group discussions, clarified challenging vocabulary, and closely monitored student participation. Observation was conducted using activity checklists to track student engagement and collaboration, while scores from the Kahoot quizzes were recorded to evaluate reading comprehension. The teacher also maintained detailed field notes capturing group dynamics and student responses.

Reflection after Cycle I indicated moderate progress, with 31.81% of students passing the minimum competency criteria (KKM). It also highlighted the need for better familiarization with Kahoot mechanics and clearer guidance on reading strategies. As a result, adjustments were made to lesson pacing and scaffolding in

preparation for Cycle II. During Cycle II, the planning and action phases incorporated these revisions. Kahoot questions were redesigned to include more inferential and detail-oriented items, and students were coached on metacognitive reading strategies before group work began. Observations recorded student scores and group engagement, noting a marked increase in enthusiasm and interaction. Reflection at the end of Cycle II revealed significant improvements in both comprehension scores and participation levels. The proportion of students meeting the KKM (≥75) rose to 72.72%, with an average score of 80, demonstrating the effectiveness of the intervention.

3.4 Data Analysis Techniques

The study employed a combination of quantitative and qualitative data analysis techniques to comprehensively evaluate the intervention. For the quantitative analysis, student scores from each instructional cycle were systematically tabulated and examined using percentage formulas and mean score calculations. The mean score was determined by dividing the total sum of student scores by the number of students, while the mastery percentage was calculated by dividing the number of students who met the minimum competency criteria (KKM) by the total number of students, then multiplying by 100%. These quantitative measures allowed for the assessment of performance growth between cycles and provided a clear evaluation of the intervention's overall effectiveness.

$$\text{Mean Score (X)} = \frac{\sum X}{N}$$

$$\text{Mastery Percentage (P)} = \frac{R}{T} \times 100\%$$

Where:

- X is the total student score
- N is the number of students
- R is the number of students meeting the KKM
- T is the total number of students

Figure 1. Percentage Formulas and Mean Scores

In terms of qualitative analysis, observational data were carefully coded into four key domains: interest, attention, participation, and group presentation. These behavioral patterns were then analyzed thematically to gain insights into students' engagement levels and the dynamics of collaborative learning. Additionally, reflection meetings with the teacher offered triangulated perspectives, enriching the analysis with practical feedback on the instructional strategy's implementation and efficacy.

4. Results and Discussion

4.1 Results

This section presents the results of the intervention across the two classroom action research cycles.

4.1.1 Student Reading Comprehension Scores

A narrative reading comprehension test was conducted before the first cycle to determine students' competence in reading skills. In the pre-test, the total score of students was 1033, and the number of students was 22; from the analysis of students' achievement in low vocabulary, the average student was 47. Students who scored up to 75 on the pre-test were 0 students. From the table analysis, the students' vocabulary ability is very low. The number of students who passed the pre-test session was 0 (0%)

Table 1. Summary of Student Reading Scores

Test Phase	Average Score	Students ≥ KKM	Mastery (%)	Students < KKM	Not Mastered (%)
Pre-Test	47	0	0%	22	100%
Cycle I	70	7	31.81%	15	68.18%
Cycle II	80	16	72.72%	6	27.27%

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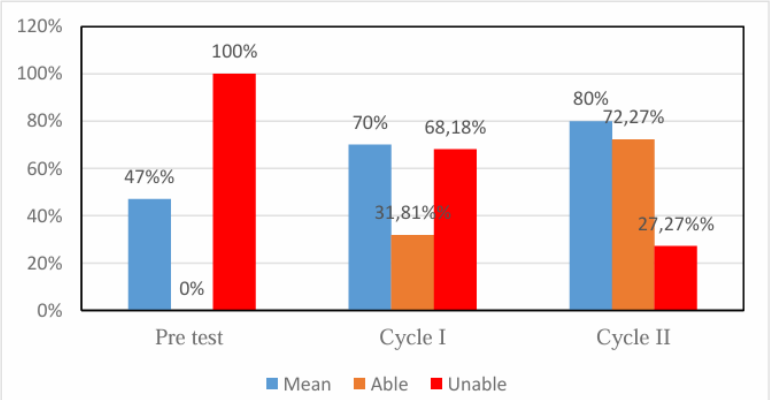

Figure 2. Students' Score Progression Chart across Cycles

Table 1 and the chart above visually demonstrate the significant improvement in students' reading comprehension throughout the implementation of Kahoot-based collaborative learning. In the pre-test, none of the 22 students achieved the minimum passing criterion (KKM = 75), and the average score was notably low at 47, indicating a general lack of mastery and motivation. Following the first cycle of intervention, which introduced game-based and collaborative elements, the class average increased to 70, and 31.81% of the students succeeded in surpassing the KKM. While the majority (68.18%) still remained below mastery, the upward shift in scores suggested that the strategy had a promising early impact.

The second cycle further solidified the approach's effectiveness. The average score rose to 80, and 72.72% of the students achieved mastery, representing more than double the number of students who passed in Cycle I. Only six students remained below the threshold, indicating a considerable reduction in those at risk of academic failure. The accompanying chart illustrates this upward trend clearly, reinforcing the conclusion that student performance increased consistently with each iteration of the strategy.

These results indicate the effectiveness of Kahoot-based collaborative activities in improving reading comprehension through repetitive engagement, immediate feedback, and peer discussion. The structured nature of collaboration where students discussed reading tasks and selected answers collectively before submitting responses via Kahoot appears to have supported deeper understanding, particularly for students with lower initial proficiency. The gamified format also introduced an element of motivation and competition, which kept learners focused and more willing to participate.

Taken together, the tabular and visual data confirm that this method not only improved students' test scores but also enhanced the overall classroom learning environment. As students became more familiar with the platform and the group-learning process, their confidence and enthusiasm for reading tasks increased. This affirms that integrating digital gamification with collaborative pedagogy can serve as a powerful instructional tool in EFL classrooms, especially for learners who are traditionally disengaged or underperforming in reading activities.

4.1.2 Student Participation and Engagement

Student activity was observed using a structured observation checklist in each cycle. The checklist focused on four dimensions: interest, attention, participation, and presentation skills.

Table 2. Student Activity Score Across Cycles

Observation Criteria	Cycle I (%)	Cycle II (%)
Interest	57.00	85.00
Attention	54.00	83.00
Participation	56.00	94.00
Presentation	53.00	86.00
Mean	**55.00**	**87.00**

Table 2 presents the results of observational data related to student activity during the learning process in Cycle I and Cycle II. The activity was assessed based on four main criteria: interest, attention, participation, and presentation. Each category reflects different aspects of student engagement in the classroom and was scored as a percentage based on a structured observation checklist.

In Cycle I, the overall level of student activity was relatively moderate, with an average (mean) score of 55.00%. Individual criteria ranged from 53.00% for presentation skills to 57.00% for interest, indicating that while students began to show some enthusiasm, their focus and interaction levels were still developing. However, a remarkable shift occurred in Cycle II, where the mean activity score rose significantly to 87.00%. The most notable improvements were in participation (94.00%), showing increased involvement in group discussions and answering activities, and interest (85.00%), reflecting students' growing engagement with the content and learning process.

These improvements suggest that the implementation of Kahoot-based collaborative learning not only improved academic performance but also created a more dynamic and interactive classroom environment. The substantial increases in attention, participation, and presentation scores highlight how gamification and group interaction helped maintain focus, encouraged verbal expression, and supported peer collaboration. This aligns with the broader findings of the study, confirming that student-centered, technology-enhanced instruction can meaningfully enhance both cognitive and affective engagement in EFL reading classrooms.

4.2 Discussion

This study set out to examine the effectiveness of Kahoot-based collaborative learning in improving EFL learners' reading comprehension. Through two cycles of classroom action research involving 22 vocational high school students, significant improvements were observed not only in reading scores but also in student engagement and participation. This section discusses the implications of these findings in light of prior research, relevant learning theories, and the realities of EFL classrooms.

4.2.1 Enhancement of Reading Comprehension

The increase in students' average reading scores, from 47 (pre-test) to 80 (post-test Cycle II), demonstrates that the integration of Kahoot! with collaborative learning significantly improved reading comprehension outcomes. This supports existing literature that highlights the potential of digital game-based tools in promoting literacy skills (Wang & Tahir, 2020; Zou et al., 2021). Kahoot! provided immediate feedback and a dynamic interface that made reading assessment more interactive and less intimidating, thus facilitating better comprehension and retention.

Unlike traditional multiple-choice tests, Kahoot's timed challenges and group-based answer discussions compelled students to process information quickly and collaboratively. This promoted not just comprehension of surface-level meaning but also critical thinking and inference-making, particularly when facing inferential or detail-oriented questions.

From a pedagogical standpoint, this supports Grabe & Stoller's (2013) model of reading as an interactive process involving the integration of prior knowledge, strategic decision-making, and text decoding, all of which were activated during the group Kahoot sessions.

4.2.2 The Role of Collaboration in EFL Learning

A key factor behind the success of this intervention was the collaborative learning environment. Rather than engaging with reading texts individually, students worked in small teams, negotiated answers, and justified responses before submitting them on Kahoot. This process enhanced social interaction, encouraged peer explanation, and fostered a sense of shared responsibility for learning.

These findings align with the work of Laal & Ghodsi (2012), who emphasize that collaborative learning encourages deeper processing of information through peer exchange. It also validates Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD), where learners can accomplish more with the help of more capable peers or guided facilitation than independently.

For EFL learners especially in low-proficiency, low-motivation settings like vocational schools, collaboration helps mitigate individual limitations. Students were able to clarify vocabulary meanings to one another, reinforce grammar patterns, and develop strategies for approaching reading tasks as a team.

4.2.3 Engagement Through Gamification

One of the most transformative elements of this study was the use of gamification via Kahoot!, which enhanced classroom atmosphere and motivation. The competitive aspect of the quizzes, coupled with colorful visuals and immediate scoreboards, transformed reading tasks into enjoyable challenges. This addressed one of the primary barriers to reading in EFL classrooms: lack of interest.

This aligns with Deterding et al. (2011), who describe gamification as the use of game elements to increase user motivation in non-game contexts. Previous research has also shown that gamified environments

increase intrinsic motivation by providing learners with a sense of achievement, challenge, and autonomy (Zainuddin et al., 2020).

In this study, students reported feeling excited and enthusiastic during reading activities, with participation levels rising from 55% (Cycle I) to 87% (Cycle II). These affective gains are important, as Krashen's Affective Filter Hypothesis suggests that learners acquire language more effectively when they are relaxed, motivated, and confident. Kahoot helped lower the affective filter and reduce anxiety associated with reading in English.

4.2.4 Teacher Role and Instructional Design

Another important aspect highlighted by the findings is the evolving role of the teacher. Initially, the teacher served as a facilitator of technology and reading strategies. By Cycle II, the teacher's role became more dynamic, scaffolding group discussions, monitoring collaboration, and guiding metacognitive awareness.

This shift is supported by constructivist learning theory, which posits that teachers should guide learners in constructing their own understanding rather than delivering knowledge passively (Bruner, 1961). The success of the intervention also depended on careful instructional planning: selecting appropriate texts, designing effective questions, and sequencing tasks to scaffold learning.

Moreover, the Classroom Action Research (CAR) framework allowed for iterative refinement, making instruction responsive to student needs. Reflection after Cycle I led to better pacing, task clarity, and student preparation in Cycle II.

5. Conclusion

This study investigated the use of Kahoot-based collaborative learning as an instructional strategy to enhance reading comprehension among EFL learners in a vocational school setting. Implemented through a Classroom Action Research (CAR) framework, the intervention was carried out over two cycles involving 22 tenth-grade students. The findings demonstrated a marked improvement in students' reading performance, with the average score rising from 47 (pre-test) to 80 (Cycle II) and the percentage of students achieving mastery increasing from 0% to 72.72%. Furthermore, students exhibited significantly higher levels of engagement, enthusiasm, and peer interaction as the cycles progressed.

The success of the intervention can be attributed to three key elements: (1) the interactive nature of Kahoot!, which transformed reading practice into a stimulating game-like experience; (2) the collaborative learning structure, which promoted peer assistance and shared cognitive effort; and (3) the teacher's adaptive facilitation, which enabled flexible instruction and targeted scaffolding based on student needs.

These results affirm that combining gamification with social constructivist pedagogy offers an effective approach to address challenges in EFL reading instruction, especially in environments where learners tend to lack motivation or struggle with traditional reading tasks. The integration of technology did not merely modernize the learning process, it reshaped classroom dynamics, empowered students to become active participants, and enhanced the overall learning atmosphere.

In addition, the iterative process of action and reflection allowed the teacher to fine-tune the strategy to better suit students' needs, highlighting the importance of responsive, data-informed pedagogy. The intervention demonstrated that even low-performing, low-motivation learners in a vocational setting can achieve meaningful progress when provided with the right combination of tools, structure, and support.

More broadly, this study reinforces the value of student-centered, technology-integrated instruction in promoting both the cognitive (e.g., comprehension and test performance) and affective (e.g., motivation, participation) dimensions of language learning. As educational environments continue to evolve, incorporating accessible, engaging, and collaborative digital platforms such as Kahoot! can serve as a sustainable and impactful strategy to improve literacy outcomes in EFL classrooms.

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