

Kahoot, Quizizz, and Quizalize in the English Class and their Impact on Motivation

Kahoot, Quizizz y Quizalize en la Clase de Inglés y su Impacto en la Motivación

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Abstract

The Covid-19 pandemic changed the way education was being taught. Due to school closures to prevent the spread of the disease, the education system resorted to distance learning to grant students' learning process. This research article reports a mixed-method study on technological resources and their impact on motivation during online lessons. The study seeks to explore the students' perceptions regarding the implementation of some game-based learning platforms (Kahoot, Quizizz, and Quizalize) during their EFL virtual classes and to determine the impact of these platforms on students' motivation toward language learning. A convergent parallel design was implemented to gather quantitative and qualitative data from the twenty-seven participants of the study simultaneously. A four-point Likert scale questionnaire and a focus group were the instruments employed to collect this statistical and descriptive information. The results show that the students perceived Kahoot, Quizizz, and Quizalize as useful, entertaining, fun, and engaging tools. As a conclusion, the enjoyment factor of these tools increases learner motivation and level of attainment.

Keywords: EFL, game-based learning platforms, language learning, motivation, perceptions

Resumen

La pandemia del COVID-19 cambió la forma en que se impartía la educación. Debido al cierre de escuelas para evitar la propagación del virus, el sistema educativo recurrió a la enseñanza a distancia

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como una forma de garantizar la educación de los estudiantes. Este artículo de investigación da cuenta de un estudio de método mixto sobre recursos tecnológicos y su impacto en la motivación durante las clases en línea. El estudio busca explorar las percepciones de los estudiantes con respecto a la implementación de algunas plataformas de aprendizaje basadas en juegos (Kahoot, Quizizz y Quizalize) durante sus clases virtuales de inglés como lengua extranjera y determinar el impacto de estas herramientas en la motivación de los estudiantes hacia el aprendizaje de un idioma. Se implementó un diseño paralelo convergente para recopilar datos cuantitativos y cualitativos de los veintisiete participantes del estudio simultáneamente. Un cuestionario de escala Likert de cuatro puntos y un grupo focal fueron los instrumentos empleados para recolectar esta información estadística y descriptiva. Los resultados mostraron que los estudiantes percibieron Kahoot, Quizizz y Quizalize como herramientas útiles, entretenidas, divertidas y atractivas. Como conclusión, el factor de disfrute de estas herramientas aumenta la motivación y el nivel de logro de los estudiantes.

Palabras clave: inglés como lengua extranjera, plataformas de aprendizaje, aprendizaje de idiomas, motivación, percepciones

Introduction

Transitioning from a face-to-face environment to a virtual setting due to Covid-19 exhibited a series of educational disparities and challenges among learning contexts (Erduran, 2020; United Nations, 2020). Karademir et al. (2020) and Neuwirth et al. (2020) pinpointed that students and their families faced challenges such as a decrease in income, loss of employment, anxiety, lack of technological access or reliable wireless connectivity, and unfavorable learning conditions. As for teachers and stakeholders, the Covid-19 pandemic forced them to implement distance education programs under enormous pressure without enough training in this field (Bubb & Jones, 2020; Neuwirth et al., 2020). These conditions hampered equitable access to educational opportunities, widening learners' knowledge and economic gap.

During online classes, EFL students dealt with communication issues given the limited opportunities to interact with teachers and classmates (Fuentes-Hernández & Silva-Flórez, 2020), engagement difficulties (Ngo, 2021), and technical problems that prevented them from accessing the class material or the synchronous lessons (Mahyoob, 2020). On the other hand, EFL educators dealt with limited supervision of students during exams and synchronous lessons (Efriana, 2021) and a lack of training on language teaching approaches supported by the integration of ICTs (Castañeda-Trujillo & Jaime-Osorio, 2021; Oraif & Elyas, 2021).

This sudden shift from in-person to distance learning significantly impacted teachers' and students' use of technology (Tadesse & Muluye, 2020; Tarkar, 2020). Interestingly, since the start of Covid-19, digital literacy development and adaptation to the features of virtual platforms and web-based learning resources were made. Game-based learning platforms

available on the internet, such as Kahoot, Baamboozle, Quizlet, Quizizz, and Quizalize became part of the virtual lessons (Ahmed et al., 2022; Zuhriyah & Widi Pratolo, 2020).

Studies assessing the implementation of game-based platforms in the educational context have explored the impact of these platforms on students' motivation and engagement, classroom dynamics, vocabulary acquisition, and reading performance (Degirmenci, 2021; Ju & Adam, 2018; Kohnke & Moorhouse, 2021; Llerena Medina & Rodríguez Hurtado, 2017; Wang & Tahir, 2020). In Colombia, studies like the ones conducted by Ortega and Vásquez (2021) and Rojas Huertas (2021) have explored the integration of ICTs and game-based learning platforms in the EFL classroom, concluding that these tools increase students' participation and engagement, and enable educators to analyze students' learning achievements and provide feedback. Nevertheless, the literature exploring game-based learning platforms is still scarce. Thus, students' perceptions of using these platforms and their effect on EFL learners' motivation are somewhat unknown.

Bearing the previous arguments in mind, it seemed necessary to evaluate the impact of implementing game-based platforms within a group of sixth-grade students who were part of a private school in Neiva-Colombia and whose English language classes during the pandemic were supported using Kahoot, Quizizz, and Quizalize. Establishing students' perceptions regarding the implementation of these resources could lead to new understandings of language learners' motivators during online lessons and inform educators and stakeholders about how to integrate these resources to keep students engaged and motivated during their learning process. Consequently, this research aimed to determine students' perceptions about the implementation of these tools and to establish to what extent each platform influenced learners' motivation toward the English language learning process.

Conceptual Framework

Foreign Language Learning

Language learning has been a subject of interest over the years resulting in the development of several theories that stress factors such as age, intelligence, aptitude, attitude, motivation, personality, and context as determinants of language learning (Lightbown & Spada, 2001; VanPatten & Benati, 2010). Similarly, individual differences in monitor use, types of modified input, and affective variables have also been pinpointed as factors that play a significant role in the learning process (Krashen, 1982).

Interestingly, when it comes to language learning in a foreign country, the particularities are different, given that the target language is not widely practiced and does not play an essential role in national or social life (Broughton et al., 2002). In Colombia, foreign language

learning has become a priority for the government, leading to national language policies and the establishment of several projects (González, 2010). Nevertheless, as addressed by Le Gal (2018), in the Colombian context, institutions and agents have been relying on “imported technical knowledge, methodologies, and skills in order to achieve local processes” (p. 157). Therefore, an open and constructive dialogue is fundamental to recognize the demands of the modern world while valuing local communities and knowledges.

As it is known, integrating ICTs in education is one of the demands of the modern world since technological advancement can influence learning processes. ICTs support language competence development since they provide many opportunities for language teachers and learners to benefit from (Tafazoli & Golshan, 2014). According to Walker & White (2013), the roles of technology can be divided into three categories: tutor, in which the knowledge resides in the machine; tutee, in which the learner constructs knowledge by teaching the machine; and tool, in which technology is the means to achieve a task. Likewise, Brown (2003) suggests that language learning education could benefit from integrating ICTs and distance learning since they grant access from any place and time. Interestingly, due to the Covid-19 pandemic and the implementation of distance learning, many EFL teachers developed a favorable perspective regarding technological resources in language learning (Armanda & Indriani, 2022).

Gamification

Gamification is the integration of game elements and game thinking in non-game environments (Deterding et al., 2011). As stated by Dicheva et al. (2015), using games as educational tools is a promising approach because they teach and reinforce knowledge and essential skills such as problem-solving, collaboration, and communication. Additionally, gamification increases learners’ motivation and engagement in the learning process by using multiple elements like points, trophies, badges, and leaderboards (Huang & Soman, 2013), which can trigger feelings of self-rewarding, competition, or collaboration among students.

The effective integration of games in the classroom must be well-thought-out to enhance and involve students in the learning process. Huang and Soman (2013) proposed a five-step process to apply gamification in education effectively: (1) Understanding the target audience and the context, (2) Defining learning objectives, (3) Structuring the experience, (4) Identifying resources, and (5) Applying gamification elements. The appropriate implementation of gamification allows educators to find the balance between achieving the learning objectives and catering to students’ evolving needs by making the learning process more captivating and motivating. Evidently, throughout the Covid-19 pandemic, the integration of game-based platforms during synchronous and asynchronous lessons increased since they provided

learners with more flexible, accessible, and engaging activities in their distance education learning processes (Çınar et al., 2022).

Motivation

Motivation is one of the critical elements in the language learning process. Nevertheless, there is no consensus on a clear definition of this concept since scholars have constantly tried to determine and limit what this term refers to. The lack of consensus as stated by Dörnyei (1998) is not surprising since “motivation theories, in general, seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and straightforward answer” (p. 1-2). Moreover, motivation toward language learning presents an even more complex situation due to the multifaceted nature and roles of languages.

Despite the lack of consensus regarding the concept of motivation, research has shown that motivation is positively related to foreign language learning, and it correlates to other variables that determine language achievement (Masgoret & Gardner, 2003). Dörnyei (1990) highlights that learners’ motivation to learn a foreign language varies and is related to the mastery level to be achieved. Thus, the author pinpoints that learners can be instrumentally or integratively motivated. Interestingly, integrating technology in the EFL classroom has proven to be a meaningful motivator in language learning since it increases autonomy, identity, and information technology (IT) skills development, interculturality, engagement, and classroom dynamics (Lamb, 2017; Panagiotidis et al., 2018).

Perception

Perception can be defined in diverse ways based on the area of study. From the psychological perspective, perception refers to the process of interpreting and organizing stimuli into something meaningful to the person on the basis of previous experiences (Pickens, 2005). Interestingly, Pickens (2005) highlights that perception is influenced by beliefs, attitudes, and personality, given that these elements filter stimuli that satisfy the individual’s immediate needs. Thus, perception is not limited to what one sees but is also related to the adaptations the perceptual system goes through to fit our higher-level cognitive needs (Goldstone et al., 2010).

In the linguistic field, students’ perceptions of their learning process have been considered central to effective language learning (Brown, 2009) and have played a meaningful role in pedagogical and curricular design (Tse, 2000). According to Wesely (2012), studies on students’ perceptions can be grouped into: trait or learner studies, state or environmental studies, and dynamic or complexity studies. The first category refers to studies that determine how each learner’s beliefs, perceptions, and attitudes relate to their individual characteristics

or identity traits. The second one deepens into how the learning situation affects learners' perceptions and beliefs. The last one delves into the interaction between the learner and the environment.

Furthermore, with the development and integration of ICTs in the EFL classroom, scholars have also focused on determining how learners perceive using technological tools during their language learning process. Studies have unveiled that EFL learners have an overall positive attitude towards integrating technology in their classes since they find these resources beneficial in developing their language skills (García Botero et al., 2018; Hsu, 2013; Gamlo, 2019; Taskiran et al., 2018). ICTs in EFL are perceived as convenient and practical (Sung & Yeh, 2012), autonomy enhancers (Santikarn & Wichadee, 2018), and language learning motivators (Webb & Doman, 2020).

Methodology

This section presents the research questions that guided the study, the research design in which the study was framed, and the setting and participants. Furthermore, the data collection instruments and the method for data analysis will be also described.

Research Questions

This study aimed to explore students' perceptions regarding the integration of Kahoot, Quizizz, and Quizalize in the English language virtual classes and to determine to what extent resources influenced students' motivation towards the learning process. The following research questions (RQs) guided the study:

RQ1: What are students' perceptions regarding the implementation of Kahoot, Quizizz, and Quizalize in the English language class?

RQ2: To what extent do Kahoot, Quizizz, and Quizalize influence students' motivation toward foreign language learning?

Research Design

This research study was framed within the mixed-method approach because, as pinpointed by Creswell (2012), it enables the researchers to gain a better understanding of the research problem since the quantitative data yields specific numbers that can be statistically analyzed in order to assess the frequency and magnitude of trends, and the qualitative information deepens into the perspectives on the study topic and provides a complex picture of the situation.

Considering that this research focused on determining students' perceptions regarding the implementation of Kahoot, Quizizz, and Quizalize during their virtual English language lessons and on establishing whether these resources influenced their motivation towards English language learning; the research designed undertaken to do so was a convergent parallel design.

This type of research study allowed the researcher to gather quantitative and qualitative data simultaneously, merge the data, and use the results to understand a research problem. Creswell (2012) highlighted that the strength of this design is that one data collection form supplies strengths to offset the weaknesses of the other form; therefore, a complete understanding of the research problem results from collecting both quantitative and qualitative data.

Setting and Participants

The study was conducted at a private school in Neiva – Colombia, with a group of sixth-grade students who have been taking synchronous English language lessons through Google Meet due to the COVID-19 pandemic. The sample consisted of 8 female and 19 male students whose ages ranged from 11 to 13 years.

Data Collection Instruments

The data collection instruments selected in this research were a questionnaire and one focus group. The former was a four-point Likert scale questionnaire (strongly disagree, disagree, agree, strongly agree), which was useful to determine the learners' general opinion of Kahoot, Quizizz, and Quizalize, and to establish their perspectives on the impact of these resources in their motivation towards the language learning process. The first part of the questionnaire consisted of demographic questions related to the participants' names, ages, grades, etc. The second part of the questionnaire consisted of 14 items that inquired about their perceptions of each platform's usefulness, accessibility, entertainment level, and ability to foster language learning. To assess the instrument's reliability, the researcher measured the Alpha Cronbach using the statistical software package SPSS. Values over 0.70 for the Alpha Cronbach are regarded as adequate in terms of the reliability of the test (Cervantes, 2005), and the Alpha Cronbach of this instrument was measured at 0,914, which means that the instrument implemented in this research study was reliable.

As for the latter, the participants were randomly selected, which provided for interaction and collection of extensive data to deepen into the participants' perspectives regarding the implementation of the abovementioned resources. Ten students participated in the focus group (five female and five male students) that was held through Google Meet due to the Covid-19 restrictions. The discussion was based on five questions concerning each

platform’s strengths and weaknesses; the way they were implemented in class; their impact on motivation, engagement, and language learning; and their recommendations for future lessons assisted by the use of these game-based learning platforms.

It is important to highlight that both instruments were implemented in the students’ native language to gather more valid and well-grounded information that could have been lost if they were asked to respond in the target language. Therefore, the information regarding the students’ responses that will be presented in the following sections is the result of my translation.

Data Analysis

To analyze the collected data from the questionnaires, the researcher used the Statistical Package for the Social Sciences (SPSS). First, the frequency of each set of questions was determined to establish the students’ level of agreement for each item (see Table 1 below). Additionally, to determine the efficiency of each tool, the researcher scored each item on the scale as follows: *Strongly disagree* (1), *Disagree* (2), *Agree* (3), and *Strongly agree* (4). After scoring each item, the score range was determined following this criterion: the number of questions multiplied by the score given to each item on the scale; being 56 the maximum score and 14 the minimum; thus, the score range was 42. Once the score range was obtained, it was divided by four to establish the effectiveness of each tool like this: *very ineffective* (14 – 24.5), *ineffective* (24,6 – 35), *effective* (35,1 – 45,5), and *very effective* (45,5 – 56).

Regarding the qualitative information gathered through the focus group, a thematic analysis was conducted to identify the underlying ideas, topics, and patterns (Braun & Clarke, 2012) that shaped or informed the students’ perceptions. Their answers during the focus group were recorded and later transcribed to be analyzed using Atlas.ti., a software employed to analyze qualitative data. As a result, the students’ responses were organized into clusters based on their favorability and unfavorability towards these three game-based platforms.

Table 1. The students’ perspectives on the use of Kahoot, Quizizz and Quizalize

Item	Tool	Strongly disagree	Disagree	Agree	Strongly agree
Item 1: _____ is a useful tool in the development of the English classes.	Kahoot	1	3	14	9
	Quizizz	0	2	6	19
	Quizalize	5	4	6	12

Item	Tool	Strongly disagree	Disagree	Agree	Strongly agree
Item 2: _____ is a tool that is easy to access and use in the English classes.	Kahoot	1	6	4	16
	Quizizz	1	1	7	18
	Quizalize	3	6	7	11
Item 3: _____ is an entertaining tool in English classes.	Kahoot	1	4	7	15
	Quizizz	1	0	4	22
	Quizalize	3	3	14	7
Item 4: _____ allows me to learn and practice the topics studied in class.	Kahoot	0	1	12	14
	Quizizz	1	1	8	17
	Quizalize	3	4	12	8
Item 5: _____ increases my participation and engagement towards the English classes.	Kahoot	1	6	8	12
	Quizizz	1	1	8	17
	Quizalize	5	4	10	8
Item 6: _____ increases my interest in the English classes.	Kahoot	1	3	9	14
	Quizizz	0	3	2	22
	Quizalize	2	7	7	11
Item 7: _____ fosters fun in the English classes.	Kahoot	2	4	9	12
	Quizizz	0	0	3	24
	Quizalize	5	4	8	10
Item 8: _____ motivates me to learn English.	Kahoot	2	3	5	17
	Quizizz	0	1	3	23
	Quizalize	3	7	6	11
Item 9: _____ enhances my English language learning process.	Kahoot	1	5	6	15
	Quizizz	0	2	5	20
	Quizalize	2	3	8	14

Item	Tool	Strongly disagree	Disagree	Agree	Strongly agree
Item 10: When I play ____ I am more concerned with answering correctly than with time.	Kahoot	4	5	7	11
	Quizizz	2	4	5	16
	Quizalize	4	2	9	12
Item 11: The feedback provided by _____ after each exercise contributes to improving my performance in the English classes.	Kahoot	2	6	8	11
	Quizizz	0	3	6	18
	Quizalize	1	7	9	10
Item 12: The results obtained when playing _____ allows me to self-assess my knowledge regarding the topics studied in class.	Kahoot	2	3	7	15
	Quizizz	0	1	9	17
	Quizalize	2	3	13	9
Item 13: The final result obtained when playing _____ makes me feel anxious about my English language learning process.	Kahoot	4	1	9	13
	Quizizz	3	1	4	19
	Quizalize	3	5	5	14
Item 14: My attitude towards the use of _____ in the English classes is positive.	Kahoot	2	3	7	15
	Quizizz	0	0	5	22
	Quizalize	2	3	12	10

Findings

The data collected through the questionnaire allowed the researcher to determine that the students perceived Kahoot, Quizizz, and Quizalize as valuable tools during the development of the English language lessons with favoritism towards Quizizz. The students regarded Quizizz as the most practical (see Table 1 above, item 2), motivating and engaging (items 3, 5, 6, and 8), and the best language learning booster (items 4, 9, and 12). Conversely, Quizalize was the participants' least favorite. The results indicated that some learners found the platform challenging to use (item 2) and not very motivating and engaging as the other two (items 5, 6, and 7).

Figure 1 below shows the students' level of agreement with the statements posited in items 3, 5, 6, 7, and 8. The results show that the students prefer Quizizz because it fosters

fun and offers an entertainment factor which increases their participation, interest, and engagement in the English language lessons.

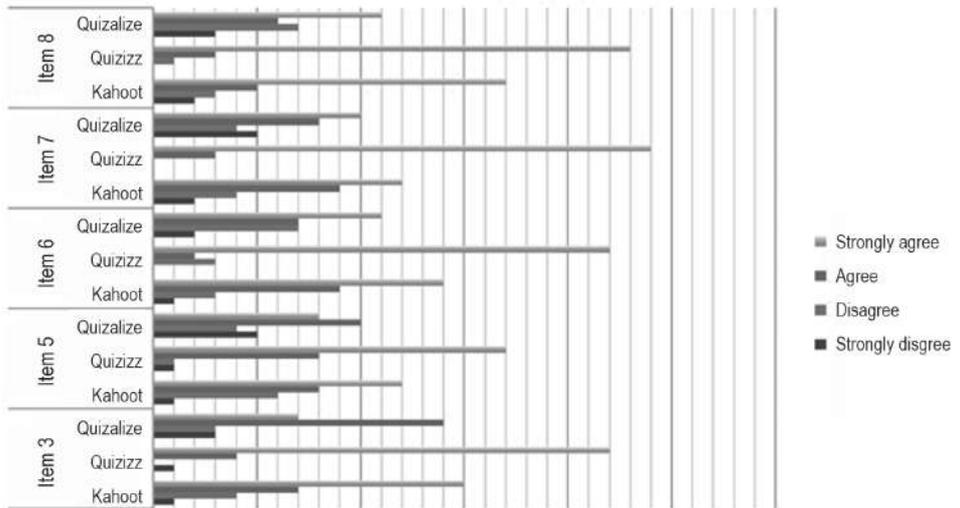


Figure 1. Frequency regarding the motivational aspect for Kahoot, Quizizz and Quizalize

The highest level of agreement regarding these five items was related to the fun factor, followed by the motivational factor, to which 24 and 23 students marked “strongly agree” to items 7 and 8 concerning Quizizz. In addition, Quizizz was the only platform with zero strongly disagree answers in three statements (items 6, 7, and 8) which suggests that the level of acceptance towards this platform is significantly high.

On the other hand, the most prominent finding from the focus group suggested that Quizizz was the favored platform because it offered the students the opportunity to practice the foreign language in a fun way, especially because of its features that granted the player a power to earn more points or affect other players, as it is evident in this excerpt:

S10: Teacher, I love Quizizz. I like that there are powers that freeze the time, that give you another chance to answer the wrong questions. Quizizz is fine with me. Yes, it’s cool, I find it very fun, I don’t see anything wrong with the powers or anything.

The students agreed that using powers which granted them a certain advantage over their classmates was the most engaging part. They claimed that the entertainment factor of this tool resided in using these powers; hence, not being able to use them would make the

platform less exciting. However, a few students pointed out that using these powers is unfair because some double up the points per correct answer, which implies that the number one student on the leaderboard does not necessarily need to have answered all the questions correctly. The students referenced both standpoints as follows:

S6: The powers do motivate us a lot because we get a power to catch up with a classmate or we don't get a power to do it, so without powers it doesn't motivate us much.

S7: Quizizz is a cool game for me in which we can learn, but one of the weaknesses would be the powers because sometimes I have all the questions right, but the powers keep me from being among the top positions.

Additionally, their answers during the focus group also revealed that their anxiety levels increased due to the timer, especially when they were informed that the activity was going to be graded. All the participants highlighted that indistinctively of the game-based platform being used, the timer made them feel nervous about not being able to mark the correct answer.

S7: I do not like when the countdown is on. I feel pressure because sometimes I think I will not be able to choose the right answer. The timer makes me feel I must rush to choose one answer to get a better score.

Nonetheless, even though in the questionnaire, some participants indicated feeling anxious about the activity results (see Table 1 above, item 13), during the focus group, none of the participants corroborated this finding. The only issue regarding the activity results and their impact on the participants' anxiety levels was finding their position on the leaderboard. As for the accuracy over time issue, the discussion held in the focus group unveiled that some students neglected efficiency over response speed. One of the participants admitted that he sometimes cared more about the points the powers gave him than about answering the questions accurately.

Evidently, the statistical information gathered by means of the questionnaire was corroborated through the discussion held in the focus group. For instance, the students showed a favorable perception of Quizizz in the questionnaire and the focus group since it was more engaging, fun, and appealing because of its competitive aspect and easy navigability. The following excerpts of the focus group validate those quantitative results gathered through the questionnaire in which the students regarded Quizizz as the most accessible platform, followed by Kahoot, then by Quizalize:

S6: I think Quizizz is more motivating because you don't need to be worried about internal problems or anything on the platform. Because one does not have to be worried about changing (the tab) or that the internet crashed. Because it is very easy for the internet to fail in Kahoot. On the other hand, in Quizizz or, at least me, I have never presented any issues, so it feels more comfortable.

The students agreed that the Live mode of Kahoot was the most challenging to use because they had to check the tab where the English language class was being developed in order to read each prompt or question and then check the tab where the options for them to select were being displayed. It is necessary to address that by the time this research was conducted, Kahoot did not have a feature that enabled the students to see the questions and answers on their screens; nevertheless, recent updates granted this option. The following excerpt details the students' perceptions regarding this feature that was not available at that time:

S4: I don't know if this only happens to me. When we play Kahoot, I access through my cellphone and to see the question, I have to join the meeting and then leave to submit my answer. That takes up some time.

This issue was even more problematic for those students who only used their cellphones for the synchronous English language lessons because the time allotted for each exercise sometimes was not enough. Therefore, they did not manage to submit their answer on time. Evidently, Kahoot and Quizalize were regarded as motivating, but not to the same extent as Quizizz, as evident in the number of students who answered either "Strongly agree" or "Agree" to the different items related to these two platforms in the questionnaire and the information obtained from the focus group. Some of the reasons that the students provided to justify these perceptions were:

S6: From 1% to 100%, it would be a 50% motivation (Kahoot), because there are times when I worry more about the connection and going from tab to tab, so that doesn't motivate me as much.

S1: The truth is that it (Quizalize) is like a Quizizz and a Kahoot. Why? Because although you cannot use powers, the questions are in the same tab, and we do not have to wait for the others. And as for the weaknesses, honestly, the redemption question. That thing would also be missing in Quizalize.

In general, the students perceived these platforms as motivating during the English language lessons but each one to a different extent. This situation was because these game-based platforms had been designed with different features, some more appealing than others. Factors such as time, powers, redemption questions, leaderboards, and scoring systems made these resources more appealing to the learners. As for the impact of these tools on the students' learning process, a significant number of students coincided that these technological resources enhanced their learning process as the answers obtained in items 4, 9, and 11 showed, and the answers provided during the focus group when the topic of not implementing them during the English language lessons was brought up:

S6: I think Quizizz kind of helps us a little more than Kahoot because like he said... uh, I think it was S3, it's cool because it's an interactive part and one can learn faster. Well, I think you can learn

faster when you enjoy it. If you like to play soccer, you learn to play soccer fast because you want to. So Quizizz kind of helps us to learn more because we like playing it.

S1: Well, teacher I agree with S6, because when you don't assign a Kahoot or something, one sometimes neglects or forgets something. And if you assign a Kahoot, we will reinforce it and if we forget something, we will remember it. And with the new topics that you sometimes assign too because that is how we also learn because they provide us with the answers immediately and you don't have to wait. So, teacher, it would feel really weird if you didn't assign a Kahoot or a Quizizz.

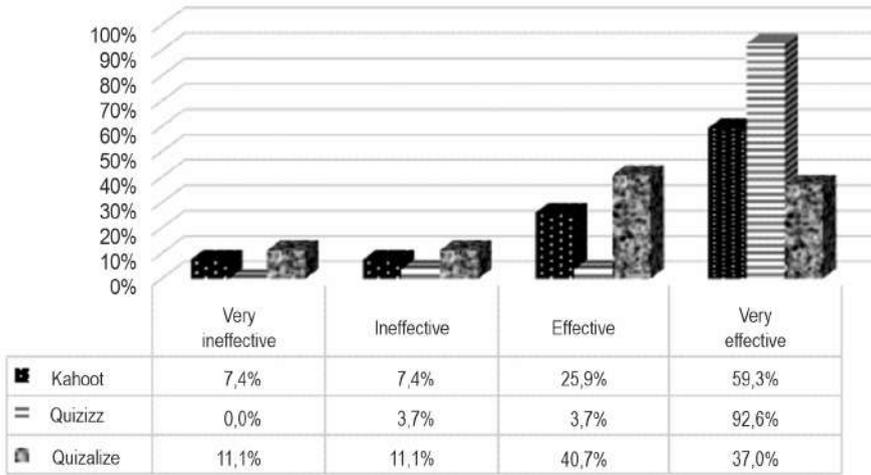


Figure 2. Effectiveness of Kahoot, Quizizz and Quizalize.

Both instruments showed that the students found these resources helpful in their language learning process because they were engaging and enjoyable. Additionally, as S1 mentioned, the immediate feedback provided by the tools allowed them to self-assess their learning process and reinforced those topics studied in class. Finally, Figure 2 below shows the effectiveness of each tool based on the answers gathered with the two instruments.

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As seen in Figure 2, 92,6% of the students found Quizizz a very effective tool, and only 3,7% perceived it as ineffective in their learning process. As for Kahoot, 59,3% and 25,9% of the students found this tool as very effective and effective, and a total of 7,4% of the students assessed it as very ineffective and ineffective. Lastly, Quizalize was regarded as the least effective tool, with 11,1% of the students considering it as very ineffective and ineffective and an estimate of 37% and 40,7% for the very effective and effective category.

Discussion and Conclusions

As revealed in the previous lines, implementing game-based platforms in English language lessons makes the classes and the learning process more appealing because it meets students' needs and generates interest and engagement. As concluded by Chaiyo and Nokham (2017) in their study assessing the impact of Kahoot, Quizizz, and Google forms, these resources "support the learning and increase the student concentration, engagement, enjoyment and motivation" (p. 182). Furthermore, game-based resources foster competition, which leads to engagement and a self-reward feeling when participants reach the first positions on the leaderboards. Basuki and Hidayati (2019) suggest that if the goal is active classroom engagement, Kahoot! 's team mode enables students to collaborate and compete among groups in an energetic classroom atmosphere. Nonetheless, collaboration is hampered during online lessons since students cannot exchange ideas while playing.

The results of this research study concurred with the findings of previous national and international studies that assessed and highlighted the importance of using game-based learning platforms to foster EFL education (Guaqueta & Castro-Gárces, 2018; Laura et al., 2021; Rodríguez Pardo, 2022; Sabandar et al., 2018). As the results suggest, platforms such as Kahoot, Quizizz, and Quizalize foster fun, which compels students and leads to "vocabulary and grammar management that provides new knowledge to put into practice" (Cumbe & Leonardo, 2021, p. 56). Thus, the enjoyment factor increases learner motivation and level of attainment while having fun playing (Göksün & Gürsoy, 2019).

Concerning the first research question, I can conclude that the students perceive these three game-based platforms as useful, entertaining, fun, and engaging resources, being Quizizz the favorite because of its different features like powers, leaderboard, memes, and music. As for the second question, the students feel highly motivated by the integration of these tools during their online classes since they enable them to practice what has been studied in class in a fun, entertaining, and engaging way. However, internet connection and navigability issues affect the students' motivation regarding the implementation of these resources. For instance, using platforms that compel them to switch from one tab to another makes the platform less entertaining and appealing to them, an issue that was also pinpointed in Suharsono's (2020) research. Finally, educators should also be careful when implementing these game-based platforms to grade students because the scoring system depends on the points which can be doubled up with the powers and not on the number of correct answers strictly.

Currently, it seems necessary to conduct further research that seeks to establish commonalities and differences between students' perceptions regarding the use of these resources during in-person learning and distance learning. In addition, studies that seek to

determine how these platforms continue to be used in the EFL class after the Covid-19 restrictions have been lifted seem necessary.

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