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MOSTAGANEM FACULTY OF FOREIGNLANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE**



MASTER

Didactics and foreign languages

**THE EFFECT OF KAHOOT PLATFORM USE ON COMPUTER
SCIENCES STUDENTS' MOTIVATION.**

Case of First year Master Computer Sciences Students at Chlef University

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Academic Year: 2019-2020

Dedications

*I dedicate this modest work to the "Queen of hearts", dear mother, for her endless love,
sacrifice and support.*

*To the greatest father on earth, I will be always grateful for his support and confidence in
me. All the words will stand frozen when it comes to their estimation. "Mom and Dad, Thank you
for everything."*

To my dearest sisters: Houria and Zahra.

I dedicate it to the most kind and lovely friend: Lamia Boukhatem.

Thank you

Acknowledgment

My sincere gratitude goes to my supervisor Mrs. BENOUDA Sihem for her precise and keen criticism and advice for better accomplishment of this work and for her guidance and valuable comments.

I would like to thank the board of examiners for having accepted to read and examine my dissertation Mrs. Bellal and Mrs. Adnani. I would also like to be grateful to the teachers of ESP at the department of Computer Sciences in Chlef University for being welcoming and helpful.

Abstract

The recent educational technologies such as mobile platforms have facilitated the ongoing process of teaching and learning. The aim of the present work is to check the effectiveness of using Kahoot platform on computer sciences students' motivation. This study attempted to investigate whether the use of Kahoot affects positively on ESP students' engagement and their learning outcomes. Hence, to achieve the mentioned objectives, the study was a quantitative and qualitative research; students' questionnaire was administrated to master one computer sciences student and an interview was conducted to ESP teachers at the department of Exact Sciences in Chlef University. The main findings of this research unveil the teachers' satisfaction of the effect of Kahoot on students' motivation and their learning outcomes. Finally, the study suggested some recommendation to ESP teachers in order to ameliorate the learning outcomes and facilitate the teaching process.

Keywords: mobile platforms, motivation, learning outcomes, Kahoot, ESP.

List of Abbreviations

ESP: English for Specific Purposes.

ICT: Information Technology and Communication.

IT: Information Technology.

MALL: Mobile-Assisted Language Learning.

GSRS: Game-Based Student Response System.

SRS: Student Response System.

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General Introduction

General Introduction

General Introduction

Mobile technologies and Mobile learning platforms have become substantial tools of learning including language learning. The innovation in mobile platforms has raised interests among educators because it reinforces the learning process and it induces the learners' motivation as well as their engagement. The engagement and fun factors of game-based learning platforms have been proved to boost learners' motivation and sustain retention.

Recent researches have highlighted that there exists a strong relationship between games playing and increased motivation of learners. One example of game-based learning tools is Kahoot!, it is a free platform which provides teachers with tools to create their own quizzes and surveys or to select ready-made quizzes accessible for public use.

The reason behind opting for such a topic is that students of computer sciences always complain about the traditional way of teaching English language. According to my short experience in teaching English lessons for computer sciences student in the campus, I realised that the traditional materials of teaching English make them not interested and demotivated to learn the language. Since their speciality deals directly with information and communication technologies (ICTs)

The aim of this research is to investigate the effects of the Kahoot platform use on computer science students' motivation. It aims to know to what extent it influences their performance and participation during lectures. Accordingly, the main issues of the present study revolve around the following research questions:

1. Does the use of Kahoot platform during lectures reinforce the ESP students' learning outcomes?
2. What are the students' perceptions toward the impact of Kahoot use on their motivation?

The above-mentioned questions lead to propose the following hypotheses:

1. It is beneficial and a very effective tool to learn English. It promotes understanding of the lectures.
2. It improves students' motivation and participation during lectures.

To find out to what extent the hypotheses are true, we opt for both of the quantitative and qualitative methods; the questionnaire would be directed to fifteen students at the department of Computer Sciences at Chlef University. The interview has been targeted to two ESP

teachers in the same department, the research tools seek to investigate both students and teachers' perceptions of the effects of Kahoot use. Thus, the results will be analysed quantitatively and qualitatively.

To carry out this research, the present work is structured into three chapters. The first chapter provides a theoretical overview of educational technology. It aims at giving the effects of integrating Information and Communication Technologies (ICTs) in language learning especially in ESP courses and it discusses the situation of e-learning in Algeria. In addition, it sheds the lights on innovative tools of teaching and learning such as mobile platforms. It describes how does Kahoot work and what are its effects on learners' motivation.

The second chapter deals with the research design and methodology. It presents the research instruments and gives a detailed description of the informants' profile, research procedures and the data analysis methods. Furthermore, the chapter is concerned with the analysis of the collected data. At the end, it describes the most important results.

The third chapter is devoted to the analysis of the data gathered from the research tools. It discuss the findings of students' questionnaire and teachers' interview. It mentioned some recommendation for ESP teachers, and the limitation of the study.

Chapter One

The Integration of mobile platforms in ESP Courses

Chapter One

1 Introduction

The use of technology promotes and reinforces learning. The fostering and reinforcement of learning using computers, smartphones have improved learners' engagement and active participation in classrooms. This chapter provides an overview of Information and Communication Technology (ICT). It provides several definitions of ICT. It also highlights the significance of integrating ICT tools in ESP courses. It sheds light on mobile platforms integration in teaching and learning. It discusses how Kahoot platform helps to induce learners' motivation during lectures.

1.1 An Overview of Educational Technology

With the recent development of modern technology, it is unlikely to imagine any sphere of our life without immediate impact of technology devices. Likewise, education could not stay out of these technological advancements. Nowadays the role of technology in education is actually enhances teaching and learning process. Clark and Gibb (2006, p.786) state that:

“New technologies have changed the educational landscape by creating a variety of digital learning environments and platforms, classrooms that may be physical, digital, or a combination of the two, and instruction that can be synchronous or asynchronous”

One example of an innovative pedagogy is online learning. It is the most common means of education that facilitates the ongoing process of teaching and learning by offering a number of possibilities, such as distance learning. It is important to consider the advantages of using new technologies, originally made to meet and satisfy human needs, in developing methods of teaching. The principle of online learning as an alternative to or as a complement for classroom, teaching/learning can be convenient for English for specific purposes (ESP) learners, who generally devote their time to other studies or occupations. The specific needs of this particular type of learners and their motivation for learning English requires an adoption of modern teaching methods that will guarantee their effective achievement and language improvement.

With the rapid advance of technologies in information and communication, and the emergence of English as the prominent language in the global society, ESP practitioners are assuming a sense of urgency to think of new methods and techniques for teaching English. Numerous issues especially in countries where English is only taught as the second or foreign

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language such as in Algeria and where the dominant foreign language is French have surrounded ESP teaching.

1.2 Information and Communication Technologies Definition.

In keeping with its complex nature and multiple application, Information and Communication Technologies (ICTs) may be viewed in different ways. Christenson(2010, p.123) represents it as

“ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums”.

This means that ICTs includes all the technological devices that allow us to search and access to information such as Internet and cell phones. The World Bank defines ICTs as *“the set of activities which facilitate by electronic means the processing, transmission and display of information”* (Rodriguez and Wilson, 2000). This implies that ICTs are generally the electronic devices facilitate the works and save the time. Marcelle (2000, p.23) state that:

“ICTs are a complex and heterogeneous set of goods, applications and services used for producing, distributing, processing, transforming information, including TV and radio broadcasting, hardware and software, computer services and electronic media”

This means that ICTs that process and transmit information do not consist only mobile application and wireless network, it also conclude TV and Radio broadcasting and computer software and hardware. All the definitions share a similar notion that information has to be generated and shared; they also assert that, such information must be digital or electronic. The definitions generally do not restrict ICT to only computers, but also telecommunications equipment (mobile phones, printers, scanners etc.).

The use of ICT throughout the world is noticing considerable influence on the future of education. To produce successful members of the global marketplace, they need to be highly qualified in the field of information and communication technology. ICTs serve thus to develop the educational logistic namely the course materials, the creation and the

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dissemination of presentations and lectures, the distribution and sharing of contents and publications through the technological platforms dedicated to the educational resources. The virtual libraries and the digital repositories allow to access to thousands of human resources.

1.2.1 The Integration of ICT in Algeria

In the field of education in Algeria, the Ministry of Post, Information, and Communication Technologies (MPICT) stated that more than 9000 schools of various levels are equipped with Internet connection in order to digitise schools (K. R. Issaad, 2013). The application of Information and Communication Technology (ICT) policies became significant right from the year 2002 through the Ministry's education project that aimed at equipping all schools with computers. These actions are part of the E-Algeria program to modernize the national education sector through the implementation of structural foundations reinforced by a network allowing access to the digital training.

The importance of ICTs use in higher education has been the concern of many Pedagogical meetings, articles, workshops and conferences during the last few years among Algerian University community. Most of that works claim the usefulness of ICTs in various ways:

- Using ICTs as pedagogical tools offers more authenticity; through ICTs, teachers can provide rich sources of authentic materials with attractive and friendly interface; vivid pictures and pleasant sounds, which arouse students' interest in learning English.
- It could be a solution to the problem of the lack of students' motivation, working through online learning sources offer a change from the working through the same old exercise book, and allow them to work at their own pace.
- Enhanced learning through social interaction facilitates a platform for discussion and brainstorming, collaborative writing, shared reading, peer teaching and problem solving. (BECTA, 2006)

1.2.2 The Benefits of Using ICT in ESP

To meet the challenges, schools and universities need to be transformed in ways that will enable students to be creative and innovative, to think critically and analytically, and to be able to solve real-world problems. Fostering global awareness, the emphasis is on the need to prepare students for their future careers in order to become competitive and productive members.

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The Internet is an excellent source for providing authentic materials in accordance with students' needs. Kimball (1998, p. 411) stated, “*Internet-generated materials can be flexibly arrayed to engage students with topics and cognitive tasks relevant to students' professional futures*”. This implies that Internet-generated materials help to induce learners' engagement and provide them with effective resources relevant to their needs. If used appropriately, this technology could add relevance and meaning to ESP learning because it has the potential to increase students' motivation for learning.

One way in which ICT has changed how languages are learned is that it allows learners to immerse themselves in the target language and communicate easily, which, in the past, was only possible by more or less extended stays in the country where the target language was spoken (Warschauer, 2006). ICTs allow ESP learners to collaborate and engage in authentic communication in their professional discourse community, to access up-to-date information relevant to their profession, and to publish their ideas, which can all give them a sense of empowerment as learners.

ESP teachers essential role is material designer, sometimes the available course books do not fit the students' needs and interests beside they are expensive and few. With the availability of a wealth of information and materials on all kinds of topics and in various forms on the internet, finding relevant and up-to-date material has become much easier. Reports on a research study on an English for Medical Purposes course, in which traditional textbook and internet articles were used. The results showed that the course with the internet articles was more successful. A possible reason could be that they included up-to-date information and topics, which made them more relevant, interesting and thus more motivating for the learners (Askari-Arani, 2004).

1.3 Mobile Platforms Integration for Teaching and Learning

Mobile devices and applications have become an integral part of our lives; they are used for different purposes, including educational objectives. The application of mobile learning technologies within university settings worldwide is still in its infancy. Teachers need to re-blend the current learning environment at universities to ensure an efficient and effective mobile learning environment. The integration of mobile platforms for teaching and learning should be based on the innovative challenges and methods, which can motivate students and encourage them to collaborate and communicate for an effective outcome.

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Mobile applications and platforms are being developed at a rapid speed. They can be easily downloaded and used on mobile phone devices. Today, mobile platforms that could be implemented in teaching and learning environments are widely available for most of the communication and social platforms, such as LinkedIn, Instagram and twitter, and all of these could be downloaded and used on mobile phones.

1.3.1 Advantages of Language Learning Platforms

Mobile devices and platforms, which have become an integral part of our lives use for different purposes, including educational objectives. The use of Mobile-Assisted Language Learning (MALL) applications to learn foreign languages has several advantages.

- The mobility of these devices provides students with the chance to study/ review any day, any time without the need to remember to bring books or class materials.
- Most platforms are tremendously user-friendly and well organized into topics this means students do not waste any time looking for what they want to practice.
- Language learning platforms are the ideal tool to engage learners who are very tech-minded and naturally enjoy using gadgets.
- Flexibility in the sense of allowing students to study at any free time without carrying any materials.
- Learning language using mobile platforms does not cost much but with lot of benefits. This quality help the students and makes them enjoy learning.

Mobile platforms offer both students and teachers endless opportunities in teaching and learning process. These new platforms have made school settings more accessible for inclusive educational purpose.

1.3.2 Game-Based Student Response System Platforms

One of the exciting technology for education is the game-based student response systems (SRS) or called 'clickers'. The first generation of student response systems (SRS) were based on special hardware that allowed students to give their answers using clickers, keypads, handsets or zappers (Caldwell. J, 2007). Game-based student response system allow students to answer questions in the classroom by using mobile devices or computers under an educator's control and their responses are reported immediately.

Game-based student response system (GSRS) platforms, such as Socrative, Quizizz and Kahoot have become more common in higher education classrooms. All of these platforms enable instructors to host a live interactive multiple-choice quiz to measure

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students' performance and to promote students' motivation. Cardwell (2007:10) reports “*such systems have been found to have a positive effect on student' performance, and that they create a more positive and active atmosphere in classrooms*”. It means that GSRS platforms promote students' engagement during lectures, and they create a positive atmosphere.

1.3.2.1 Examples of Game-Based Student Response System Platforms

New teaching materials are developed in order to increase students' learning capacity and to enhance students' intrinsic motivation. These interactive platforms have also been found to enhance positive classroom dynamics (Wang and Lieberoth, 2016). Considering all these advantages, we attend to investigate some of the world-famous GSRS platforms.

- **Socrative:** Provides more controlling on the questions either for teacher or for students. For example; students can freely navigate the questions, and they have the ability of skipping or coming back feature. Teachers can enter multiple-choice questions with their answers shown on the students' devices. Socrative is the only application that has ready-made exit ticket support.

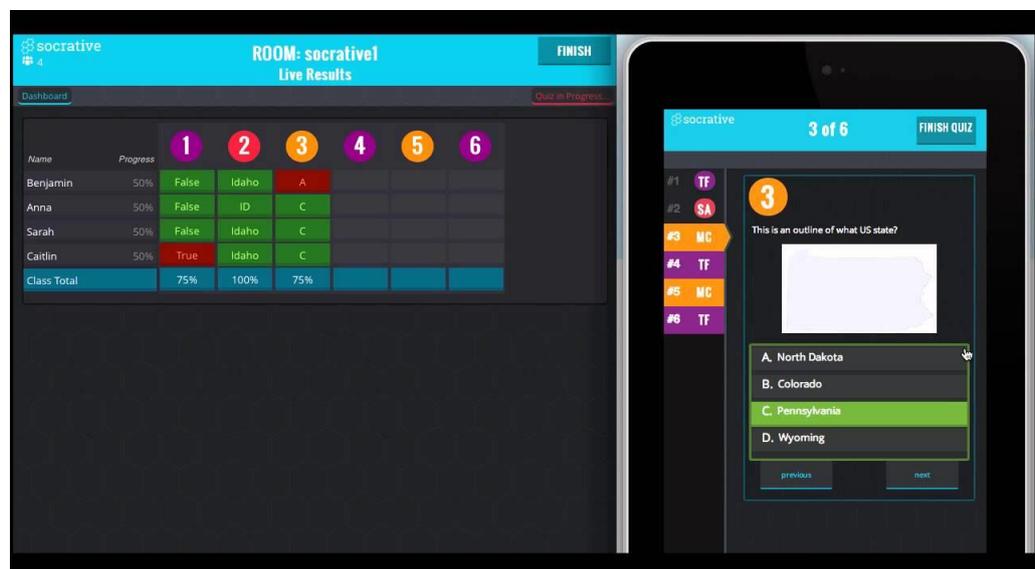


Figure 1.1: Screenshot of teacher and student mobile device for Socrative (Marcewski, A. 2013).

- **Quiz Alize:** Is a classroom activity or an accessible system as a homework. Students are given feedback instantly on each question; the total score is displayed at the end of the session. There is no reporting option and video embedding for Quizalize.

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Figure 1.2: Screenshot of Quiz Alize (Zzish, L)

- **Kahoot!:** Is the most popular GSRs platform. It runs on any device that has a web browser. It also has an android demo application. Most significant point for Kahoot is that the answers are shown only on the projector not on students' devices. Students must watch the projector for questions and they can choose answers from using figures or colours on their devices.

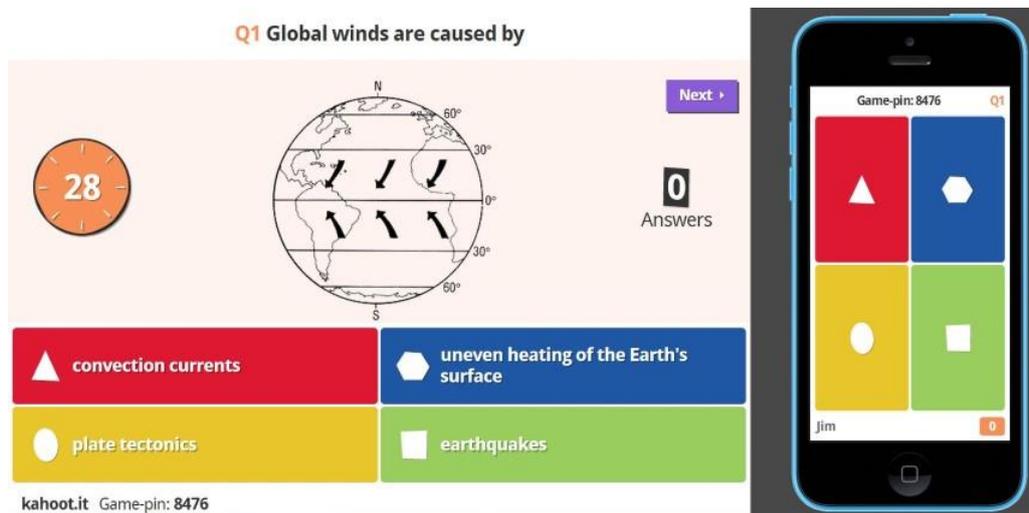


Figure 1.3: Screenshot of teacher and student' mobile device for Kahoot (Brooker, J. 2015)

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1.3.2.2 What is Kahoot!

Kahoot is an educational software that has the potential to prepare online questionnaires, discussions or exams, as well as to enable students to cooperate in terms of research topics (Bicen and Kocakoyun, 2018). Kahoot is one example of a playful game-based student response system (GSRS); it is a free online platform, which has extensively received wide acceptance with 70 million active users across the world (Harrell, 2019). Jamie Brooker and Johan Brand designed the game in 2015.

Recently, Kahoot has become increasingly popular in colleges and universities as a way to engage students and increase their participation. Kahoot is mainly used in education to construct quizzes, assess students learning and review concepts. Quizzes are integrated with the game design elements, such as graphics, music, sounds, points and competitive leaderboards with the primary aim of increasing students' motivation and to create a playful and competitive atmosphere (Wang, 2015).

The use of Kahoot overcame expectations when it came to individual reflection and peer instruction. The fact that the quiz can be played through a cell phone increases students' engagement, since the use of new technological resources motivates students and shortens some distances between teachers and students. The natural competition among students makes the classroom a friendly and fun environment. The competitiveness leads to more involvement and enhances the students' motivation.

1.3.2.3 How does Kahoot! Work

Learning games such as Kahoot are channels to evaluate whether the learning objectives have been achieved. Therefore, game-based learning activities such as quizzes serve the purpose of reviewing content based on information taught. Prensky emphasised that learning games can serve multiple functions such as the teaching of various theories, skills and behaviours, as well as languages, creativity and communication. (M. Prensky, 2005)

The use of Kahoot overcomes expectations when it comes to individual reflection and peer instruction. The fact that the quiz can be played through a cell phone increases students' engagement, since the use of new technological resources motivates students and shortens some distances between faculty members and students.

Kahoot is an easy program to join, and can be used to create quizzes. Teachers must sign up on "getkahoot.com" to create a simple game, but Students are not required to sign up. The Kahoot application is easily formed after signing up. Each student determines his/her own nickname when logging in. Students whose nicknames appear on the board show

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increased motivation, ensuring more active participation. The competition among students makes the classroom a friendly and fun environment. This competitiveness enticement leads to more involvement, and Kahoot clearly motivated students to reflect on the concepts learned.

The ability for students to log in without downloading the application is another advantage. Kahoot is a program in which various media can be integrated, such as videos and images. A classroom discussion environment can be easily constructed for students by presenting them with visual media accompanied by music, sound, and photographs. However, like other programs, Kahoot has some drawbacks, for instance; anonymous participation is likely to increase blind guessing among students, which may not accurately reflect students' level of understanding.

1.3.2.4 Kahoot as a Motivational Platform

There are several studies on the effects of game-based student response system (GSRS) platforms on learning outcomes and students' motivation (Wang et al, 2016). Motivation has been widely researched by a significant number of scholars; Dornyei (2001:07) describes motivation "*as a combination of elements including efforts desire and positive attitude towards a goal*". It implies that motivation is an essential feature to achieve a certain goal. Kahoot represents a new generation of student response system that has a main focus on student' motivation.

Many researchers have conducted surveys to investigate the effects of Kahoot on students' motivation. Wang have reported a survey for software architecture students. The results showed the students' satisfaction toward the use of Kahoot. They declared that lectures were more interested with Kahoot (Wang et al, 2016). In addition; recently a study has been conducted in Morocco in order to investigate the impact of Kahoot on young learners' engagement. Benhadj et al examined secondary school students' perception on the effect of Kahoot, the findings were positive and it helped them increase their motivation (Benhadj. Y, Nfissi. A, El Massoudi. M, 2019).

These studies proved that Kahoot might contribute to increase students' motivation. The special characteristics of Kahoot make it different from GSRS platforms. Malone argues that when players are challenged and they succeed through the struggle, their self-esteem increases (Malone. T, 1981). The unique design elements of Kahoot such as music, graphics, and points aimed to create a playful and competitive atmosphere, Wang and Leiberoth (2016:4) state

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“one feature that might contribute to the shift of psychological ‘lecture mode’ to a more game oriented frame is Kahoot s’ use of audio and music”.

1.4 Conclusion

As a conclusion, the current chapter discussed the impacts of integrating ICT tools in education in general and foreign language in particular. It reviewed the different definitions of the term information and communication technology (ICT). It mentions the benefits of integrating these technologies in education. In addition, it discussed particularly the effects of using ICTs in ESP courses and how does it open new avenues and facilitates the use of authentic language within classes.

The chapter presented the mobiles’ platforms, which have affected the educational area. Educational platforms have facilitated the teaching/learning process. It reinforces learning and improves students’ engagement. It introduces game-based student response system (GSRS) platforms as new technological devices. Later it provides some example of GSRS platforms in details.

Kahoot is the main component of this study; the chapter discuss the definition and the principle elements of this platform, it provides us with a detailed explanation of the way it works. It discusses the point of view of the most famous scholars concerning the topic. The chapter gives us some scholars’ works to show the impact of Kahoot on students’ motivation.

Chapter Two

Methodology and Data Collection

Chapter Two

2 Introduction

The current chapter presents the practical facet of the current study. It describes the research method and the description of the data collection. It designs the way of analysing the data gathered from both ESP teachers and master one computer sciences students at Chlef university. Thus, this research uses two main instruments; to analyse students' questionnaire and ESP teachers' interview. The students from computer science department are selected randomly in order to conduct this research. As we have interviewed two teachers from the same department so that to obtain authentic information. Eventually, the chapter concludes with the discussion and the description of the research instruments.

2.1 Research Methodology

Research methodology is the specific procedures or techniques used to identify, select, process and analyse information about a topic. This step is the practical side of the dissertation, which allows investigating the effects of Kahoot platform on students' motivation in classroom and on teachers' attitudes. To test the hypotheses and the information required for the subject; both quantitative and qualitative approaches are adopted because they are regarded as suitable method, which give clear comprehension, and both of them are appropriate within a single investigation. In fact, the questionnaire about the students was mainly used for quantitative data while the interview concerning the teachers has been used to collect qualitative data.

2.2 Data Collection

Data collection is an essential part to conduct a research. It is generally, conceived as complicated and hard task.

“Data collection is an action research, like all research activities, follows rules and procedures. Therefore it takes the form of a continuous cycle of inquiring, exploring, identifying, and solving a problem that has occurred in the classroom” (Tomal, 2003).

Carrying out an effective study of the current research, the students' questionnaire and the ESP teachers' interview were used as the research instruments in order to collect reliable data.

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2.3 The study setting

The present study takes place at the Faculty of Exact Sciences in the department of Computer Sciences at Chlef University. Exact Sciences Faculty is one of the newest faculties at Chlef University; it has more than three specialities such as computer sciences, physics sciences, chemistry...etc.

2.4 The Participant Profile (population)

2.4.1 ESP Teachers

The aim of dealing with ESP teachers is to know their attitudes concerning the effect of using Kahoot on students' engagement during the lectures presentation and to find out how Kahoot could give positive effects on learning and teaching process. The sample consists of two ESP teachers at the computer sciences department. The teachers provide us with all the needed information for the study. Both of them hold Master degree. One of them has recently recruited, the other teacher have taught English for six years in this department.

2.4.2 Computer Sciences Students

The current study has been conducted at the department of Computer Sciences in Exact Sciences Faculty at Chlef University. The respondents for this research were 15 computer sciences students. They are master one students for year of 2019-2020. The reason behind choosing to work with master one students is that the English used at this level is purely English for computing sciences. The teachers of master one focus much more on computer sciences terminology and language use. The students were very cooperative and they have stated their opinions about the topic.

2.5 The research instruments

The description of definitions and concepts of the present dissertation was based on the collected data by using a questionnaire for students and an interview for ESP teachers as a research instruments. Dornyei (2010: 35) believed that "*The backbone of any survey study is the instrument used for collecting data*". It has been used close and open-ended questions to collect quantitative data. Questionnaire has been distributed to students, they were asked to show their point of view on eleven questions. The interview has been conducted with ESP teachers; they were asked to answer six open-ended questions to collect qualitative data related to their perceptions about the use of Kahoot, and the challenges they may face while using it.

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2.5.1 Students' Questionnaire

A questionnaire is considered as the most effective means of collecting data, it provides the researcher with information, opinions, beliefs and attitudes, *“The questionnaire has become one of the used means of collecting information. If well-constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner”* (Anderson and Arsenaul, 2005, p.170)

The questionnaires were administrated to master one computer sciences students at Exact Sciences Faculty in Chlef University. The questionnaire consists of thirteen questions, which seek to gather information about students' interest and their evaluation of the effect of Kahoot use. The questions have been explained to students to prevent the misunderstanding.

2.5.1.1 The Purpose of the Questionnaire

This survey was conducted to find out the students' perceptions concerning the use of Kahoot quizzes during English courses. Students' responses are very important to accomplish this study and getting the confirmation of the investigation.

The students' questionnaire aimed to investigate the effects of using Kahoot quizzes on their engagement and participation inside the classroom, and to know whether Kahoot brings any improvements on students' knowledge.

2.5.1.2 The Description of the Students' Questionnaire

The questionnaire comprises eleven questions. It is made up of three sections; each section focuses on specific aspects. The first two questions were about the personal information of the participant (age, gender). The second section contained some questions about students' interest of learning English language and the way they prefer to study it. The last one is about students' perceptions toward the effects of presenting lectures using Kahoot on their motivation and learning outcomes. This questionnaire was a written document with different types of questions like open-ended, close-ended, yes or no questions and multiple-choice questions (MCQ). The participants (students) were asked to tick the suitable answer and they were asked to explain their points of view.

Section one: personal information

It mainly represents students' personal profile. It seeks their gender in order to know the larger gender involved in the study and to identify the difference between males and females in perceiving the effects of Kahoot. In addition, the second question is about the age of the

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participants in order to investigate whether there are repetitive students and the reason behind their failure.

Section Two: (Students' needs) Q1-Q5

This section of the questionnaire focuses on students' needs and interests about learning English and the way they prefer to study it. The first question was closed, which requires ticking one of the options (see appendix I p 37). The aim of this question is to know whether the student is interested in learning English. So that we can investigate the cause behind the student' demotivation, whether it is because of the way of teaching or the student' disinterest of learning English. The second question tested whether the student used English language in English course, computer sciences course, or both of them. The third question was about the way he/she studied English, the materials used to present lectures, and he is asked to select the suitable answer. After that, the fourth one attempted to know the way he/she preferred to study English and what kind of material he liked to use. The fifth question was closed question with yes/no answer, the student is asked whether he/she is familiar with digital devices use in classroom or not.

Section Three: (Students' evaluation of Kahoot) Q6-Q11

The third section aimed at determining the students' perceptions toward the use of Kahoot to present lectures and its impacts on his/her motivation. The sixth question sought to identify if the students are more attentive when lectures are presented by kahoot; it is yes/no question. After that, in the seventh question, the participants are asked whether Kahoot quizzes helps them to involve and keep their attention during lectures. The question number eight intended to know if Kahoot helped the student to reinforce the learning outcomes in term of understanding and memorising the new concepts and information.

In the ninth question, the student is asked about his opinion about the use of Kahoot and he has to select one of the options. The question number ten is open-ended question, which demand the student to state his/her point of view, it sought to identify which motivating features of Kahoot help at increasing students' engagement and improving learning outcomes. Finally the last questions investigate the learner' opinion about the effect of Kahoot on his/her learning process.

2.5.1.3 The Administration of the Students' Questionnaire

The questionnaire was administrated to computer sciences student at the Exact Sciences Faculty in Chlef. It was distributed on 29 of August via a Facebook group, due to the current

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situation of covid19 pandemics; we cannot meet at university. The Facebook group gives us the chance to clarify their inquiries about the questions.

2.5.2 ESP Teachers' Interview

Basing on this case study, the interview was used as a supporting material to collect data from individuals through conversation either to understand a situation or a topic that the researchers were interested in. Patton stresses, *“An interview consists of open-ended questions and probes yield in-depth responses about people’s experiences, perceptions, opinions, feelings and knowledge”*

Since the interview was concerned with only two ESP teachers, the researcher used a semi-structured interview because it is feasible for smaller groups. The semi-structured interview provided the opportunity to regulate the order of the questions. It enabled the interviewers to rearrange the sequence or wording of their questions according to the answers and for the interviewees to develop their ideas without restrictions. It allowed informants the freedom to express their views in their own terms and it provided reliable and authentic qualitative data.

The teachers concerned with the present study are from Hassiba Ben Bouali University of chlef, the Exact Sciences Faculty. They teach Master one computer sciences classes. They were selected by purposive sampling in order to know their opinion and their perception toward the use of Kahoot to present English lectures.

2.5.2.1 The Aim of ESP Teachers Interview

The interview of ESP teachers attempts to investigate the effects of using Kahoot to present lectures on students’ motivation. In addition, the questions seek to discover if kahoot quizzes reinforce learning in term of understanding and memorising the new terms. The teacher answer is very significant and helpful in order to obtain the exact response to the investigation.

2.5.2.2 Description of ESP Teacher Interview

In this study, structured interview is practised in which it is not permitted to the interviewee to add or change the questions. It is addressed to two ESP teachers at the Exact Sciences Faculty. The two ESP teachers are females. It has taken 10-15 minutes and mainly aimed at reporting their attitudes concerning the use of digital devices in general. In addition, it investigates if Kahoot quizzes was effective for student participation inside the classroom. The interview consists of six questions.

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Question One: Do you use digital devices in your lectures?

The question seeks to investigate whether the teacher are familiar with the use of digital devices in their lectures, or they are still depending on traditional methods to present their lectures.

Question Two: Do you think that the use of digital devices such as mobile platforms is changing the way students think, learn and communicate?

Since human beings are different, their ways of learning and understanding differ too. This question aimed at knowing whether the use of technological devices at classroom changes the students' way of thinking and learning. The interviewees are requested to give their opinions according to their experience in teaching.

Question Three: Some researchers are convinced that, using technological devices reinforce learning and promote students engagement. What is your comment on that?

Most teachers acknowledge that it is a challenge to keep the student's motivation, engagement, and concentration over time in a lecture. The question here intend to discover whether digital devices help at promoting students' engagement and solve the problem of distraction.

Question Four: According to you, what are the advantages and disadvantages of using ICTs in English courses?

Teachers can use almost infinite resources such as Internet, mobile platforms and computer software. Yet, like any tool, it has positive side and negative one. Through the teachers' experience and background, they are supposed to state their point of view about this topic.

Question Five: Do you face any difficulties when you use Kahoot to teach English?

Most of the Algerian universities are not connected to Internet; in addition, the classrooms are not equipped with data projectors, the teachers are not trained on ICT use, those shortcomings make the teachers hopeless. The interviewees are asked to talk about the obstacles they faced when they teach using ICTs.

Question Six: Do you think that the use of Kahoot brings any improvement on your students' engagement?

Chapter Two

The teachers have the opportunity to use Kahoot platform for presenting their lectures for a month. The question aimed to investigate whether Kahoot improve and promote students' engagement.

2.5.2.3 The Administration of ESP teaches' interview

The interview was conducted to ESP teacher at Exact Sciences Faculty in Chlef University. It was conducted on 31 of august via video call to both teachers. They were so cooperative and helpful; the answers they provided were very authentic for the current research.

2.6 Conclusion

The chapter was devoted to a description of the empirical phase; two research instruments were addressed to master one, computer sciences students and their English teachers of Hassiba Ben Bouali University of Chlef. This chapter focused on to description of the sample chosen, the context of the study and the methodology adopted. The investigator explained the research tools, which were the students' questionnaire and teachers' interview, and provide a detailed description and the aims of each instrument.

Chapter Three

Data Analysis and Recommendations

3 Introduction

This chapter is devoted to analyse and interpret the data collected from students' questionnaire and ESP teachers' interview. In this sense, De Vos (2009, p.339) refers to data analysis as “*the process of bringing order, structure and meaning to the mass of collected data*”. It seeks to investigate both teachers and students' perceptions towards the impact of Kahoot. For this purpose, the analysis of their thoughts would help us to get insights about the matter.

3.1 The Analysis of Students' Questionnaire

This section is devoted to the analysis of the data collected from students' questionnaire. The questionnaires was administrated to fifteen master one computer science students. They were very helpful. The aim behind this questionnaire is to collect data about students' opinions about the effect of Kahoot on their motivation. The questionnaire consists of thirteen questions, each one will be analysed separately.

Section One: General Information

Q1: Students' Age

The students' age is between the age of twenty-two and twenty-five. Seven students are twenty- two years old, also seven students are twenty-three and one student is twenty-five years old.

Q2: students' gender

The results in figure 03 show the percentage of students' gender. Fifty-three percent were males; forty-seven percent were females.

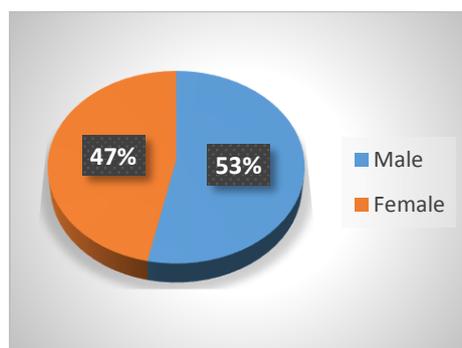


Figure 3.1: Students' gender

Section two:

Q1: How do you describe your interest in English course?

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The results in figure 3.2 show that the students' desire to learn English; ten students declared that they were interested in English, the rest five students said that they were very interested, no one choose the third option which means that all students want to learn English.

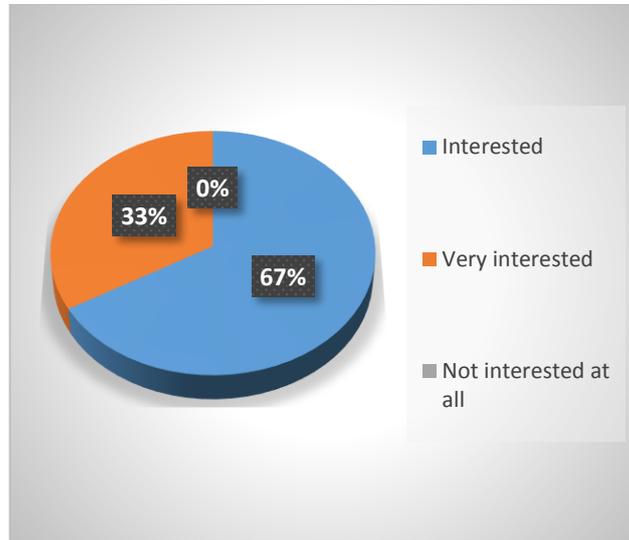


Figure 3.2: the student's interest in learning English

Q2: where do you use English?

The figure below shows that English is used only in English module since all students respond that it used only in English course, the other module use French as the language of instructions while English exists in some computer software such as JAVA and C++.

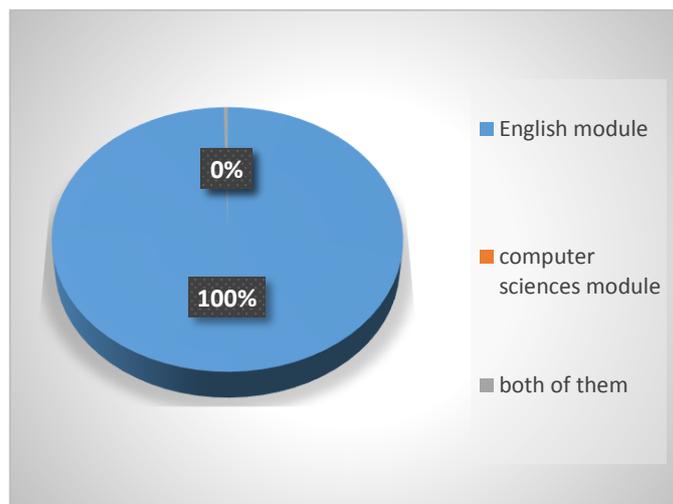


Figure 3.3: English language use

Q3: How do you study English?

The figure 3.4 shows that two students answered that they study in traditional way; the other thirteen student said that they use audio-visual material such as data projectors. This implies that students are still studying using old materials, which make them feel bored and demotivated.

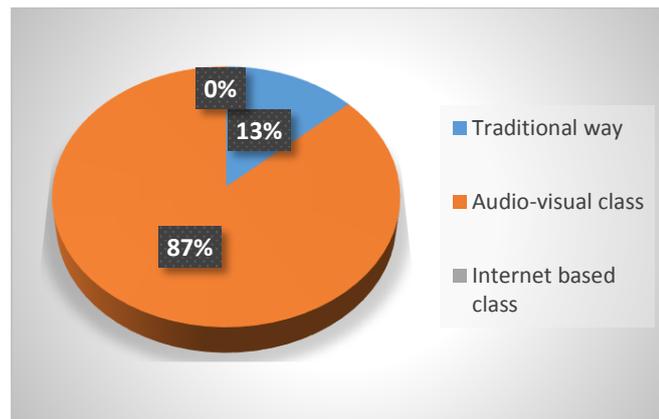


Figure 3.4: The way of studying English.

Q4: How do you prefer the English class?

The results represent that eight students said that they prefer English module as blended course, which means they want to study English using new platforms, and devices, seven student prefer it as web-based course for instance online courses and distance learning. No one preferred to study in traditional classroom, as it is clear in figure3.5.

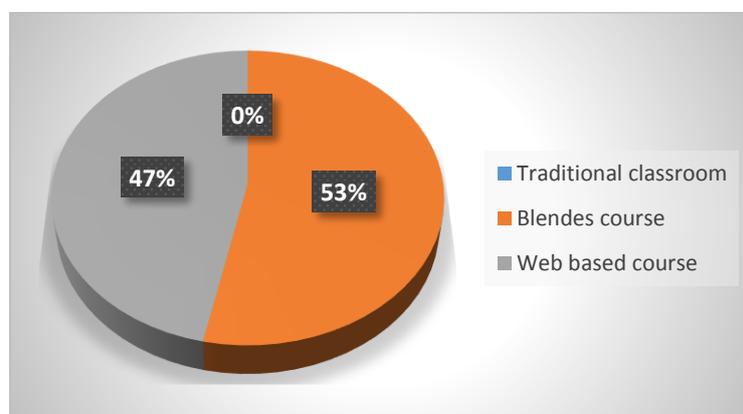


Figure 3.5: Students' preferable ways of studying

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Q5: Are you familiar with digital devices use in classroom?

Since the students' speciality deal at first place with ICTs, the majority of students answered that, they are familiar with digital devices in computer sciences modules. We can say that ESP teacher should use new materials to make their students motivated.

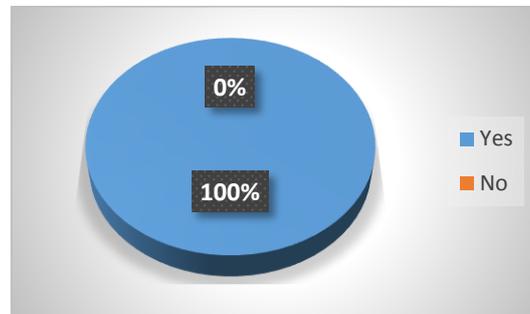


Figure 3.6: Students' use of digital devices

Part Three

Q6: Does Kahoot motivate you to learn English?

The figure below indicates that computer sciences Students show a high level of satisfaction about kahoot effects, all of them answered yes and said that this GSRS platform helps them increased their motivation so that they engaged and involved more in lectures.

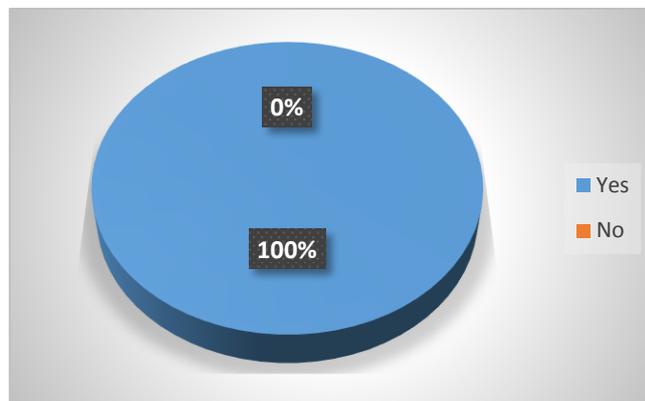


Figure 3.7: Students' perception toward Kahoot effect on their motivation

Q7: Do you pay more attention when lessons are presented with Kahoot?

The results show that all the students declared that they pay more attention when their teachers presented lessons with Kahoot. The students were satisfied about how Kahoot reduced the boredom and created a positive environment.

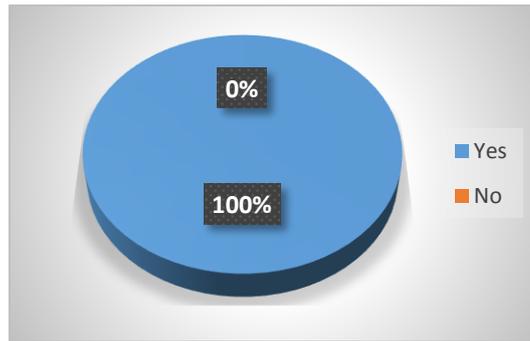


Figure 3.8: Kahoot impacts on students' attention.

Q8: Does Kahoot help you reinforce what you learned in lectures?

The results show that eight student declared that it helps them a little while seven student said that it helps them a lot, this implies that Kahoot help students to reinforce learning outcomes such understanding concepts and memorise them easily.

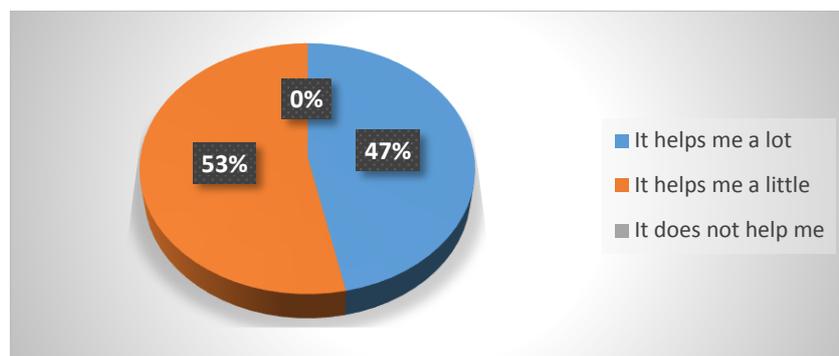
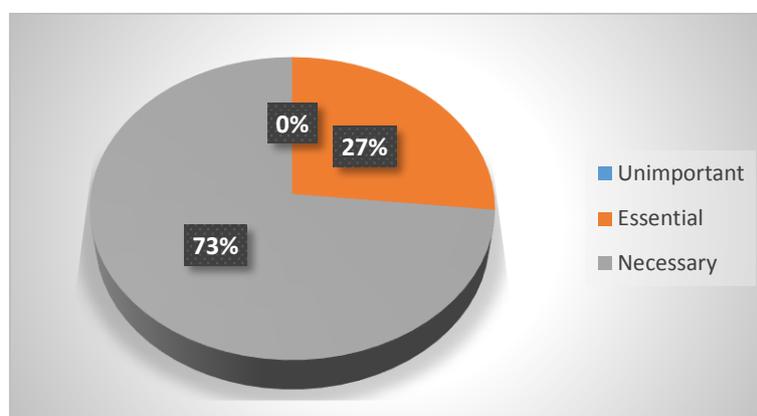


Figure 3.9: Students' perception on learning outcomes

Q9: How do you consider using Kahoot during lectures?

The findings show that eleven student said that it is necessary to present lectures with Kahoot; the four other students saw the use of Kahoot is important for them.



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Figure 3.10: Students' evaluation of Kahoot use

Q10: What features do you like more about Kahoot (music, graphics, competition, points, anonymity ...etc.) Explain?

The aim of this question is to identify which motivating features of Kahoot help at increasing students' engagement and improving learning outcomes. The student' answers were almost the same. They share some common points, nine student declared that they liked the competition with their peers; this feature makes them concentrate in order to collect more point. Most of the students liked the colourful graphic and the use of music and pictures, these elements create a funny and positive atmosphere. Another preferable feature among students is anonymity; it gives them freedom to choose nicknames, the student feel comfortable and give their answers without the fear of embarrassment.

Q11: How did playing Kahoot affect your learning and knowledge?

The reason behind this question is to know the students' perceptions towards the effect of Kahoot on their learning. The students responses shows that Kahoot was very beneficial, most students declared that it helps them revise their previous lectures; in addition, it unveils some misconceptions, Kahoot helps students collaborate with peers and participate effectively. Finally, they mentioned that it helps them to recall and memorise the new concepts they learned before.

3.1.1 Discussion of the result

In order to be systematic and organized, the researcher has followed some instructions and used some tools of gathering information. Indeed, through the data collected from students' questionnaire we have found that

- The students prefer the use of digital devices to present English courses rather than the traditional ways of teaching.
- Students confirm that Kahoot sustained their engagement and focus, they are more attentive and concentrated while using Kahoot quizzes.
- Students confirm that Kahoot increased their collaboration and involvement; they feel that they were part of the discussion rather than passive students.
- Kahoot created a friendly competition in the classroom, which enhanced their motivation.

- Kahoot helped students to memorise the previous information and it improves their vocabulary repertoire.
- Students confirm that Kahoot enhanced their conceptual understanding due to the use of visuals, graphics, and instant feedback.

3.2 The Analysis of ESP Teachers' Interview

Question One: Do you use digital devices in your lectures?

The aim of this question is to know whether the teachers are trained to use new technologies, also to investigate if they presents their lectures with new digital devices. The answers of ESP teachers confirm that they are familiar with few ICTs such as data projector and audio devices for listening courses.

Question Two: Do you think that the use of digital devices such as mobile platforms is changing the way students think, learn and communicate?

The aim of this question is to measure teachers' satisfaction toward the effects of mobile platforms on students' learning outcomes. The teachers agreed on the fact that mobile platforms such as Kahoot had a noticeable impact on their students' way of thinking and communicating, the teachers declared that Kahoot platform can influence the development of various skills such as collaboration with classmates, problem-solving and critical thinking.

Question Three: Some researchers are convinced that, using technological devices reinforce learning and promote students engagement. What is your comment on that?

The reason behind this question is to know ESP teachers' point of view towards Kahoot effects on learners' motivation. One of the practitioners said that one of the challenges that face them is to keep students motivated, they answered that Kahoot had positive outcomes on students' motivation compared to other materials like blackboard and PowerPoint slides.

Question Four: According to you, what are the advantages and disadvantages of using ICTs in English courses?

The teachers state that ICT has many advantages; it enhances students' understanding and promote their engagement, in addition, it creates positive atmosphere and it facilitates the teaching task; however, it has a negative side. ICT can cause distraction and boredom when it is used for a long time in a session. The technical problems can affect negatively on learners' motivation.

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Question Five: Do you face any difficulties when you use Kahoot to teach English?

In this question, teachers mentioned some obstacles they face when using Kahoot, one of challenges is that classrooms are not equipped with Internet connection, so they were obliged to bring their Wi-Fi modem, another obstacle is that some students do not have smart phones so they cannot play the quizzes. In addition, sometimes the time is insufficient to complete the tasks and give back the feedbacks.

Question Six: Do you think that the use of Kahoot brings any improvement on your students' engagement?

The reason behind this question is to know the teachers' evaluation of the effects of Kahoot on students' motivation. The answers show the teachers' approval of its impacts. They confirm that students were more motivated and comfortable when they presented lectures with Kahoot. The fun and entertaining aspects of Kahoot help at increasing students' participation and collaboration during lectures. The competitive aspect was very motivational and it enhanced students' desire to win.

3.2.1 Discussion of the results

Depending on the major findings collected from ESP teachers, the results unveil that

- Teachers confirm that Kahoot can support students' meta-cognition and concept exploration; this is clearly showed in the collaboration between students.
- Kahoot platform helped at reducing students' boredom and make the course time more enjoyable.
- Teachers acknowledge that using Kahoot helped at changing the dynamic of the lesson, it maximized students' cognitive and collaborative learning experience, which affected positively on their engagement.
- Teacher confirm that Kahoot facilitate the task of students evaluation, it can be an appropriate tool for providing feedback and formative assessment.
- The finding showed that competition and recognition factors increased students' intrinsic motivation because it satisfies their desire to challenge and win.

3.3 Suggestions and Recommendations

Teaching is not an easy task, and indeed, it is not given to anyone. Between past and present, many things have changed so that learners' needs have changed. The ESP teacher' role is to be selective in term of topics, methods and materials. Based on the data collected from students' questionnaires and teachers' interview, it is advisable to suggest some recommendations to ESP teachers.

- To keep up with rapid spread of technologies changes, ESP teachers and students must be exposed to new technology and constantly update their technological skills and knowledge.
- Using GSRS platforms such as Kahoot create a positive and funny atmosphere to your students, which makes them engaged, and feel motivated.
- To know about students' interests and need affect positively their intrinsic motivation and their knowledge as well.
- The teachers should to use Kahoot to improve certain skills and to know his students' weaknesses.

3.4 Limitations

While this study has significant contributions, the findings are subject to a number of limitations that may potentially affect the validity and generalizability of the study. One way of implicating this research would use more respondents from different levels and specialities in order to get more nuanced results. Working with samples on a bigger percentage of the population will make allowance for greater generalizations and give great credibility to any research. Another limitation, the use of classroom observation and experiment with students can reduce and eliminate the weaknesses of surveys, and give the research more benefits, because of the current situation of covid19 pandemics, we could not conduct the experiment and we depended only on the students' questionnaire and teachers' interview.

3.5 Conclusion

This chapter shed lights on the discussion of the main results of the research, the data gathered from the students' questionnaire and ESP teachers' interview showed that Kahoot had great effects on students' motivation. Another effect is noticed on learners' understanding and knowledge. Both teachers and students were satisfied of these results. Within this chapter, we have attempted to suggest some desirable recommendations for ESP teachers in order to facilitate the teaching-learning process and to make it more dynamic and encouraging.

General Conclusion

Game-based student response system (GSRS) platforms are new technologies that effect the student' engagement. Kahoot represents new generation of student-response systems that has a positive impact on student' motivation and learning outcomes. It enhances motivation by stimulating the students using graphics, animation and music. Studies suggest that GSRS platforms promote learning contexts in which students take an active role in the construction of knowledge and improve meta-cognitive abilities.

The purpose of the current research is to examine the impacts of Kahoot on ESP learners' motivation, understanding and learning outcomes; also, it aims to investigate the teachers' perception and evaluation of the effects of this platform. For this reason, we have followed some instructions in order to be systematic and to have reliable information.

The study is set out to investigate the impact of Kahoot on learners' motivation and to know teachers' point of view of the platform effect. To have reliable data, the researcher opt for quantitative and qualitative approaches, the computer sciences students' questionnaire and the ESP teachers' interview aimed to explore the teachers and students point of view about the use of Kahoot and its effects on students' motivation.

The present study consists of three chapters. The first chapter devoted for the theoretical side of the research, it explained the importance of integrating mobile platforms such as Kahoot in ESP courses. It showed the significant impact of Kahoot on students' motivation and learning outcomes. Then, the second chapter represented the study design and methodology; the data were gathered from both students' questionnaire and ESP teachers' interview. It gave a detailed description of research participants and procedures. Finally, the third chapter dealt with the analysis of the findings and the discussion of students' questionnaire and teachers' interview. In addition, it gave some recommendation to ESP teachers.

The results obtained showed the satisfaction of students and teachers on the effects of Kahoot on engagement and learning outcomes. Students are more motivated during lectures; Kahoot enhanced their understanding and enriched their vocabulary repertoire. In addition, the competition feature is very beneficial because it enhanced students' engagement. ESP teachers confirmed that Kahoot supported students' meta- cognition and problem solving skills, presenting lectures with Kahoot establish a good rapport between students; they were very collaborative and engaged. After analysing the data tools, we can realize that the

General Conclusion

suggested hypotheses are proved and validated in the sense that Kahoot can make learning English pleasant and interesting.

To sum up, this research dissertation has concluded that ESP teachers should keep update with the new technologies; they have to select the appropriate materials according to the students' needs. The positive impacts of Kahoot platform should be taken into consideration, teacher should use Kahoot to enhance students' motivation and to reinforce certain skills such as memorising, problem solving and understanding.

Although the study attained its objectives, it still undergoes some limitation and shortcomings. To start with, the inaccessibility of participants resulted in a limited scope of the sample i.e. having conducted the study on only fifteen Computer Science Master Students prevented the overgeneralization of results to a larger sample of ESP learners. The study, therefore, should have involved more participants of different ESP disciplines for more credibility.

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Appendix I
Students' Questionnaire

Appendix A: Students' Questionnaire

Questionnaire: The effect of using Kahoot platform to induce ESP students' motivation engagement.

Dear students, the purpose of this study is to investigate students' motivation and their perceptions towards using kahoot platform. Please give your most thorough response to the questions below. There are no good answers and bad ones. The best answers are those that correspond to your personal opinion.

Part one: General information

Age: ...

Gender: Male Female

Part two:

Please answer the following questions by ticking the appropriate box or making full answers if necessary:

1. How do you describe your interest in English course?

Very interested

Interested

Not interested at all

2. Do you use English in:

English class

Computer science

Both classes

3. Do you study English in:

Traditional way

Audio-visual class

Internet based class

4. As a computer science student do you prefer the English class to be in

Traditional classroom

Web-based course

Blended course

5. Are you familiar with digital devices use in classroom?

Yes

No

Part Three

6. Does Kahoot motivate you to learn English?

Yes

No

7. Do you pay more attention when lessons are presented by Kahoot?

Yes

No

8. Does Kahoot help you reinforce what you learned in lectures?

It helps me a lot

It helps me a little

It does not help me at all

9. Do you consider using Kahoot during lectures

Unimportant

Necessary

Essential

10. What features do you like more about Kahoot (music, graphics, competition, points, anonymity ...etc.)

Explain

11. How did playing Kahoot affect your learning and knowledge?

.....

Appendix II

Teachers' interview

Appendix B: ESP Teachers' Interview

Interview: The Effect of Kahoot Platform Use on ESP Students' Motivation.

Question One: Do you use digital devices in your lectures?

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Question Two: Do you think that the use of digital devices such as mobile platforms is changing the way students think, learn and communicate?

.....
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Question Three: Some researchers are convinced that, using technological devices reinforce learning and promote students engagement. What is your comment on that?

.....
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Question Four: According to you, what are the advantages and disadvantages of using ICTs in English courses?

.....
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Question Five: Do you face any difficulties when you use Kahoot to teach English?

.....
.....

QuestionSix: Do you think that the use of Kahoot brings any improvement on your students' engagement?

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