



## Using Kahoot! To Enhance English Learning For 8th Graders at Nguyen Thai Binh Secondary School in Ho Chi Minh City, Vietnam

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**ABSTRACT:** This study explores the impact of Kahoot!, a game-based learning platform, on enhancing English learning among 8th-grade students at Nguyen Thai Binh Secondary School, Ho Chi Minh City, Vietnam. In response to the increasing integration of educational technology and the shift toward learner-centered pedagogy, the research investigates how Kahoot influences students' motivation, engagement, and academic achievement, particularly in the areas of vocabulary and grammar.

A mixed-methods approach was adopted, combining quantitative data from questionnaires administered to 40 students and qualitative data from semi-structured interviews. Descriptive statistical techniques were used to analyze students' perceptions of motivation, engagement, and language development, while thematic analysis was applied to the qualitative responses.

The findings indicate that Kahoot significantly enhances students' learning motivation by fostering enjoyment, interest, and confidence in English learning. Student engagement improved markedly, with learners demonstrating increased participation and attentiveness during classroom activities. Furthermore, Kahoot contributed to measurable gains in vocabulary acquisition and grammar proficiency through interactive tasks and real-time feedback. Despite minor technical barriers, such as unstable internet and limited device access, students generally regarded Kahoot as an effective and enjoyable educational tool.

**KEYWORDS:** Kahoot!, gamified learning, learning motivation, student engagement, vocabulary acquisition, Ho Chi Minh City, Vietnam.

### 1. INTRODUCTION

In recent decades, the rapid advancement of information and communication technologies has significantly transformed educational practices worldwide. The integration of digital tools into classroom instruction has become an essential component of modern education, particularly in the field of language teaching. Educational technology is widely recognized for its potential to promote student-centered learning, enhance learner motivation, and improve learning outcomes. As a result, teachers are increasingly encouraged to move beyond traditional teacher-centered approaches and adopt innovative methods that actively engage learners in the learning process.

In English as a Foreign Language (EFL) education, motivation and engagement play a crucial role in determining students' learning success. Lower secondary students, in particular, often face challenges in maintaining interest and concentration in English lessons due to limited exposure to authentic language use and the repetitive nature of traditional teaching methods. Vocabulary and grammar instruction at this level is frequently characterized by rote memorization, mechanical exercises, and limited interaction, which may reduce students' enthusiasm for learning and hinder long-term language development.

Gamification has emerged as a promising pedagogical approach to address these challenges. Gamification refers to the application of game design elements, such as points, competition, feedback, and rewards, in non-game contexts to enhance user engagement and motivation. In educational settings, gamification aims to transform learning activities into more interactive and enjoyable experiences, thereby encouraging students to participate actively and sustain their interest over time. Numerous studies have highlighted the positive effects of gamified learning on students' motivation, engagement, and academic performance.

Among various gamified learning platforms, Kahoot has gained considerable popularity in educational contexts due to its user-friendly interface and interactive features. Kahoot is a game-based learning platform that allows teachers to create quizzes, surveys, and discussions that students can access in real time using digital devices. The platform provides immediate feedback and incorporates competitive elements such as points and leaderboards, which are believed to stimulate students' motivation and participation. As a result, Kahoot has been widely adopted in different subject areas, including language education.



In the context of EFL teaching, Kahoot has been increasingly used to support vocabulary and grammar learning. The platform enables teachers to design interactive quizzes that reinforce language knowledge through repetition and instant correction. For lower secondary students, such interactive activities can help reduce anxiety, increase confidence, and create a more positive learning environment. However, despite the growing popularity of Kahoot, its effectiveness in specific educational contexts, particularly in developing countries, remains underexplored.

In Vietnam, English is a compulsory subject in the national curriculum from primary to upper secondary education. At the lower secondary level, students are expected to develop basic communicative competence and a solid foundation in vocabulary and grammar. Nevertheless, many students continue to experience difficulties in learning English effectively. These difficulties are often attributed to large class sizes, limited instructional time, and traditional teaching approaches that focus primarily on textbook-based instruction and examination preparation. Consequently, students may lack motivation and become passive learners in English classrooms.

Although the Vietnamese Ministry of Education and Training has emphasized the integration of information technology into teaching and learning, the actual implementation of digital tools in EFL classrooms remains uneven. While some schools have begun to adopt online platforms and interactive applications, others still rely heavily on conventional methods. Therefore, empirical research examining the effectiveness of specific educational technologies, such as Kahoot, is essential to provide evidence-based recommendations for teachers and policymakers.

Previous studies conducted in various international contexts have reported positive outcomes associated with the use of Kahoot! in language learning. These studies have shown that Kahoot can enhance students' motivation, increase classroom interaction, and improve learning outcomes. However, most existing research focuses on higher education or general education settings, with relatively limited attention given to lower secondary EFL classrooms in Vietnam. This gap in the literature highlights the need for context-specific research that examines how Kahoot! influences Vietnamese lower secondary students' learning experiences and language development.

The study seeks to address this gap by investigating the effectiveness of using Kahoot to enhance English learning among 8th-grade students at Nguyen Thai Binh Secondary School, Ho Chi Minh City, Vietnam. Specifically, the study aims to examine the impact of Kahoot! on students' learning motivation, classroom engagement, and learning outcomes in vocabulary and grammar.

## 2. LITERATURE REVIEW

### 2.1 Definition of Kahoot!

Kahoot is a game-based learning platform developed in Norway in 2013 with the aim of creating an interactive, engaging, and easily accessible learning environment. The platform enables teachers to design quizzes, polls, and review games that students can participate in using digital devices such as smartphones, tablets, or personal computers.

Kahoot operates on the principle of gamification, in which learning is enhanced through elements of play, including point accumulation, ranking systems, and immediate feedback after each response. Its visual and auditory design—featuring bright colors, lively music, and dynamic animations—is intended to increase learner interaction and sustain attention throughout the activity (Wang & Tahir, 2020).

From a pedagogical perspective, Kahoot is built upon a learner-centered approach, as students actively interact with lesson content by selecting answers, making quick decisions, and receiving real-time feedback. Meanwhile, the system provides teachers with instant analytical data that helps them assess students' understanding and engagement during lessons.

According to Iaremenko (2017), Kahoot can be defined as “an online learning tool that employs game mechanics to promote interaction, participation, and learner autonomy.” Its distinctive feature lies in its simplicity of design yet high effectiveness in creating an active and collaborative learning experience.

Overall, Kahoot can be regarded as an interactive educational technology that combines digital innovation with game elements to form a new mode of learning - flexible, engaging, and socially connected.

### 2.2. Related studies

In recent years, a growing body of international research has examined the effectiveness of Kahoot as a game-based learning platform in English language education. Overall, these studies consistently report positive impacts on students' motivation, engagement, and learning outcomes.



Early research by Wang et al. (2010) and Plump and LaRosa (2013) demonstrated that game-based student response systems, including Kahoot, significantly enhance classroom interaction and learner motivation. These studies indicated that incorporating competitive quizzes and immediate feedback encourages active participation and improves academic performance.

Later studies further confirmed these findings. Licorish et al. (2018) identified Kahoot as an effective Game-Based Student Response System that creates a dynamic and enjoyable learning environment, reducing students' anxiety toward assessments. Similarly, Wang and Tahir (2019), in a systematic review, concluded that Kahoot positively influences learners' motivation, attentiveness, and engagement, particularly in language learning contexts where interaction is essential.

More recent research has focused on specific language skills. Studies by Benzizoune and Chibi (2024) and Alawiyah et al. (2024) found that Kahoot effectively supports grammar and vocabulary learning through repetition, instant feedback, and active recall. However, these studies also noted potential challenges such as excessive competition, time pressure, and technical constraints, suggesting that careful instructional design is necessary.

Overall, international studies provide strong evidence that Kahoot enhances motivation, engagement, and language achievement. Nevertheless, most research has been conducted in higher education or non-Vietnamese contexts, indicating the need for more context-specific investigations.

In Vietnam, research on Kahoot and other gamified learning tools has increased in response to the national emphasis on integrating information technology into education. Existing studies generally report positive outcomes, particularly in terms of student motivation and classroom engagement.

Nguyen (2018) reported improved student participation and learning outcomes after introducing Kahoot in secondary school classes. Le (2019) found that Grade 8 students using Kahoot demonstrated higher vocabulary retention and more positive attitudes toward learning English compared to traditional methods. At the tertiary level, Duong (2021) and Pham and Bui (2024) confirmed that Kahoot enhances interaction, motivation, and grammar achievement among university students.

Despite these encouraging findings, Vietnamese studies remain limited in several respects. Most focus on quantitative outcomes such as test scores, with little attention to students' perceptions and learning experiences. In addition, few studies have specifically examined lower secondary EFL classrooms, where learners' motivation and engagement play a critical role in long-term language development.

In the past decade, the integration of gamified platforms such as Kahoot! has received growing attention from educators and researchers across the world. Numerous studies have confirmed that such tools positively influence students' motivation, engagement, and academic performance in various educational contexts. However, the ways in which Kahoot! is implemented and the outcomes it generates differ widely across age groups, learning environments, and research methodologies.

### 3. METHODOLOGY

The study was designed using a mixed-method approach, combining both quantitative and qualitative methods to comprehensively evaluate the impact of using Kahoot in English teaching and learning.

The research sample of this study consists of 40 Grade 8 students from Nguyen Thai Binh Secondary School in Ho Chi Minh City. All students in the sample had participated in English lessons incorporating Kahoot throughout the second semester of the 2025-2026 academic year.

Among the 40 surveyed students, 22 were female (55%) and 18 were male (45%). All participants followed the same English curriculum and possessed comparable proficiency levels, ensuring consistency and reliability in the collected data.

The research was conducted at Nguyen Thai Binh Secondary School in Ho Chi Minh City. This is a medium-sized public school that has been actively integrating information technology into English teaching and learning, particularly through the use of interactive learning platforms such as Kahoot.

The learning environment at this school provides favorable conditions for conducting surveys, observations, and evaluations of Kahoot's impact on students' motivation, engagement, and learning outcomes within the context of real-life English language teaching at the lower-secondary level.



#### 4. FINDINGS AND DISCUSSIONS

##### 4.1. The Impact of Kahoot! on Learning Motivation

The study was conducted on 40 eighth-grade students at Nguyen Thai Binh Secondary School, Ho Chi Minh City. All participants had attended at least three English lessons using the Kahoot! platform prior to the survey to ensure practical experience and the reliability of their responses.

**Table 4.1. Students’ Levels of Agreement on Learning Motivation When Using Kahoot!**

Survey Statement	Level of Evaluation					Mean (M)	Std. Deviation (SD)
	1	2	3	4	5		
1. I feel more interested when learning English with Kahoot.	2.5%	2.5%	12.5%	45.0%	37.5%	4.13	0.91
2. Learning English with Kahoot is more enjoyable than traditional methods.	2.5%	-	7.5%	47.5%	42.5%	4.28	0.82
3. I look forward to English lessons that use Kahoot.	2.5%	5.0%	22.5%	27.5%	42.5%	4.03	1.05
4. Using Kahoot encourages me to try harder in class.	2.5%	5.0%	25.0%	42.5%	25.0%	3.83	0.96
5. I feel more confident when learning English with Kahoot.	2.5%	2.5%	30.0%	32.5%	32.5%	3.90	0.98
<b>Group Average</b>	<b>4.04</b>						-

Source: Survey data from SPSS.

The survey results indicate that students showed a high level of learning motivation when participating in English lessons using Kahoot, with an overall mean score of 4.04/5. Most motivation-related items scored above 4.0, suggesting that Kahoot not only creates immediate excitement but also helps sustain students’ motivation throughout the learning process.

Interest and enjoyment emerged as the most prominent factors, with over 80% of students reporting increased excitement during Kahoot-based lessons. The integration of game elements, instant feedback, and gentle competition transformed traditionally monotonous grammar and vocabulary review activities into engaging learning experiences. The statement “Kahoot makes English lessons more interesting than traditional methods” received the highest mean score (4.28), with nearly 90% agreement, highlighting the platform’s strong motivational appeal.

Kahoot also enhanced students’ effort and engagement. Approximately 67.5% of participants agreed that the competitive nature of the game encouraged them to try harder and concentrate more during lessons. While some students were motivated by competition and leaderboard rankings, others appreciated Kahoot mainly for its enjoyable and low-pressure learning environment. Despite these differences, both groups demonstrated increased participation and sustained attention compared to traditional classroom practices. In addition, Kahoot positively influenced students’ confidence, with about 65% reporting greater comfort when answering questions through the platform (mean = 3.90). Responding anonymously via digital devices reduced fear of making mistakes, particularly among shy or less confident learners, thereby promoting more active participation.

Nevertheless, minor challenges were reported, including Internet instability and time constraints, which slightly affected a small proportion of students’ motivation. These findings suggest that the effectiveness of Kahoot depends not only on the tool itself but also on appropriate task design and technological conditions.

Overall, the results confirm that Kahoot is an effective gamified learning tool for enhancing motivation, engagement, and confidence among lower secondary students. Beyond individual benefits, Kahoot contributes to a more dynamic, interactive, and collaborative classroom atmosphere, supporting positive learning behaviors in English lessons.

The findings indicate that Kahoot has a strong positive impact on students’ learning motivation, particularly among lower secondary learners who often perceive English as challenging. With mean scores above 4.0/5 across motivation-related variables and nearly 80% of students expressing agreement, Kahoot not only attracts students’ attention but also fosters positive learning emotions and a more engaging classroom atmosphere compared to traditional methods.



These results can be explained through Self-Determination Theory (Ryan & Deci, 2000), which emphasizes autonomy, competence, and relatedness as key drivers of intrinsic motivation. Kahoot supports autonomy by allowing students to respond independently, reinforces competence through instant feedback and visible progress, and promotes relatedness via friendly competition and shared classroom enjoyment. Together, these elements create a motivating learning environment in which students participate out of interest rather than obligation.

The findings are consistent with previous studies on gamified learning in EFL contexts (Michos, 2020; Tan et al., 2018; Le, 2019), which reported enhanced motivation, reduced anxiety, and more positive attitudes toward English learning. The present study extends this body of research by demonstrating that Kahoot’s motivational effects are not merely short-term but can be sustained over time.

Furthermore, the results align with Keller’s ARCS Model (1987), as Kahoot effectively captures attention, maintains relevance, builds confidence, and generates satisfaction. The platform also appears to facilitate a “flow” experience (Csikszentmihalyi, 1990), with many students reporting high levels of enjoyment and time passing quickly during Kahoot-based activities.

Importantly, Kahoot contributes to lowering learners’ affective filter (Krashen, 1982) by creating a low-anxiety, supportive environment where mistakes are viewed as part of learning. Although a small number of students felt pressured by time limits, most perceived the competition as an exciting challenge rather than a source of stress.

Overall, both quantitative and qualitative evidence confirms that Kahoot effectively enhances both intrinsic and extrinsic motivation. By combining interactivity, immediate feedback, and social engagement, Kahoot transforms English learning into a more meaningful, enjoyable, and motivating experience for lower secondary students.

#### 4.2. The Impact of Kahoot! on Learning Engagement

The survey results show that the level of students’ learning engagement in English lessons using Kahoot reached an average group score of 4.02/5, demonstrating a high and stable level of participation. Overall, students not only participated in learning activities more actively but also showed clear improvements in attention, interaction, and confidence during the learning process.

**Table 4.2. Level of Students’ Learning Engagement When Using Kahoot**

Survey Statement	Level of Evaluation					Mean (M)	SD
	1	2	3	4	5		
I feel more active in classes that use Kahoot	-	7.5%	12.5%	37.5%	42.5%	4.15	0.92
Kahoot makes me pay more attention to the lesson	2.5%	10.0%	17.5%	40.0%	30.0%	3.90	1.06
I enjoy interacting with my classmates through Kahoot	2.5%	5.0%	20.0%	32.5%	40.0%	4.03	1.03
I feel more confident when answering questions using Kahoot	2.5%	5.0%	17.5%	40.0%	35.0%	4.00	0.99
I participate more in learning when my teacher uses Kahoot	2.5%	7.5%	20.0%	25.0%	45.0%	4.03	1.09
<b>Overall Average</b>	<b>4.02</b>						-

The results show that students’ classroom activeness was the most strongly improved aspect when Kahoot was integrated into English lessons. With the highest mean score of 4.15, approximately 80% of students agreed or strongly agreed that they became more active during Kahoot-based activities. This indicates that the interactive and competitive nature of Kahoot effectively stimulated students’ learning initiative and sustained their engagement compared to traditional teaching methods.

Student attention and focus also improved, with a mean score of 3.90 and 72.5% agreement. Features such as countdown timers and immediate feedback encouraged students to remain attentive and process information quickly. Although a small number of students reported minor technical issues, these did not significantly affect overall engagement trends.

In terms of interaction, Kahoot enhanced both peer communication and collaborative learning. With a mean score of 4.03 and over 70% agreement, students reported enjoying discussion and competition with classmates. The game-based format reduced fear of making mistakes and created a supportive atmosphere where students felt comfortable participating and helping one another.

Students’ confidence also increased noticeably. Approximately 75% agreed that Kahoot made them more willing to participate and less anxious about incorrect answers (mean = 4.00). The relative anonymity of the platform allowed students to “try and fail” without embarrassment, which contributed to reduced language learning anxiety.



Furthermore, Kahoot promoted equal participation, particularly among quieter or less confident students. Over 70% reported greater involvement when Kahoot was used, as responding digitally required no public speaking. This reflects a shift from passive learning to active participation.

Overall, the findings indicate that Kahoot positively influenced behavioral, emotional, and cognitive engagement. By creating an interactive, inclusive, and motivating classroom environment, Kahoot transformed students from passive listeners into active and confident learners, highlighting the effectiveness of gamification in lower secondary English education.

**4.3. The Impact of Kahoot on Learning Outcomes (Grammar & Vocabulary)**

The survey results show that Kahoot not only helps students become more interested in learning English but also has a positive impact on the process of acquiring and retaining linguistic knowledge, particularly in two main aspects: vocabulary and grammar. The overall mean score of the variable group reached 3.93/5, reflecting a high level of student agreement on the effectiveness of learning with Kahoot in class.

**Table 4.3. Survey Results on the Impact of Kahoot on Learning Outcomes**

Survey Content	Level of Evaluation					Mean (M)	Std. Deviation (SD)
	1	2	3	4	5		
Kahoot helps me learn more new English vocabulary.	2.5%	5.0%	22.5%	32.5%	37.5%	3.98	1.03
I memorize vocabulary better after playing Kahoot.	5.0%	5.0%	20.0%	37.5%	32.5%	3.88	1.09
Kahoot helps me correct grammar mistakes.	2.5%	5.0%	25.0%	27.5%	40.0%	3.98	1.05
I learn more grammar knowledge when using Kahoot.	2.5%	5.0%	27.5%	35.0%	30.0%	3.85	1.00
I understand English sentences better after playing Kahoot.	5.0%	-	32.5%	20.0%	42.5%	3.95	1.11
<b>Overall average</b>	<b>3.93</b>						-

The survey and interview results indicate that Kahoot positively influences students’ acquisition of English vocabulary and grammar. With an average score of 3.93/5, most students acknowledged the effectiveness of Kahoot in improving not only retention but also understanding, application, and self-correction of language knowledge.

Regarding vocabulary learning, over 70% of students agreed that Kahoot helped them learn and remember new words more effectively. The game-based format transformed traditional rote memorization into experiential learning through competition, visual support, and immediate feedback. The integration of images and familiar contexts further enhanced retention by linking visual and semantic memory, making vocabulary learning more meaningful and sustainable.

Similarly, Kahoot demonstrated a clear positive impact on grammar learning, with mean scores ranging from 3.9 to 4.0. Students reported that instant feedback helped them recognize and correct errors immediately, leading to better understanding and longer retention of grammatical structures. Repetitive yet non-boring practice enabled students to internalize grammar rules through use rather than memorization, thereby supporting practical language application.

Some students noted that Kahoot was more effective for reviewing previously learned content than introducing new material, highlighting its primary function as a reinforcement tool. In addition, while time limits occasionally caused pressure, many learners felt that this feature helped develop quicker language reflexes and increased confidence.

Overall, the findings confirm that Kahoot significantly enhances vocabulary and grammar learning by creating an interactive, supportive, and motivating learning environment. By promoting active practice, immediate feedback, and positive learning emotions, Kahoot contributes to improved language outcomes and a more engaging approach to English learning at the secondary level.

**4.4. The Impact on Overall Learning Improvement**

The final part of the survey results shows that the application of Kahoot in English teaching and learning has brought comprehensive positive effects on students’ academic progress, reflected in five main aspects: improved test scores, enhanced language skills, the



ability to learn from mistakes, increased confidence in using English, and the ability to apply knowledge in real-life situations. The indicators in this group have mean scores ranging from 3.88 to 4.03, showing a high and stable level of agreement among the surveyed students.

**Table 4.4. Survey Results on the Impact of Kahoot on Overall Learning Improvement**

Survey Content	Level of Evaluation					Mean (M)	Std. Deviation (SD)
	1	2	3	4	5		
I scored higher on English tests after studying with Kahoot.	5.0%	-	20.0%	42.5%	32.5%	3.98	1.00
I feel that my English skills have improved thanks to Kahoot.	5.0%	2.5%	25.0%	35.0%	32.5%	3.88	1.07
Kahoot helps me learn from my mistakes.	2.5%	-	20.0%	47.5%	30.0%	4.03	0.86
I am more confident in using English after playing Kahoot.	5.0%	-	30.0%	37.5%	27.5%	3.93	1.02
I can apply what I learned through Kahoot in real life.	2.5%	2.5%	22.5%	40.0%	32.5%	3.98	0.95
<b>Overall average</b>	<b>3.96</b>						-

The survey results indicate that most students perceived Kahoot as having a clear positive impact on their overall English learning progress. The average score across related indicators reached 3.96/5, with more than two-thirds of students expressing positive opinions and only a very small proportion showing disagreement. This suggests that Kahoot is widely recognized as an effective learning tool.

In terms of academic performance, approximately 75% of students agreed that using Kahoot helped them achieve better test results, particularly by supporting effective review and faster response in exam-like formats. Students reported that Kahoot’s multiple-choice questions and timed activities increased their familiarity with test structures and improved retention of vocabulary and grammar.

Beyond test performance, Kahoot contributed to broader language skill development. About 70% of students believed that their English skills improved, including reading speed, listening comprehension, and language processing. The time-limited nature of Kahoot activities encouraged students to think directly in English rather than rely on translation, fostering more natural language use.

Another significant benefit was students’ ability to learn from mistakes. With the highest mean score (4.03/5), over 77% of students agreed that Kahoot helped them recognize and correct errors through immediate feedback. This mechanism promoted self-regulated learning and reinforced knowledge retention.

Students’ confidence also improved noticeably, with more than 65% reporting greater confidence when using English in a relaxed and non-judgmental environment. In addition, over 70% of students agreed that Kahoot helped them apply vocabulary and grammar in real-life contexts, supporting the transfer of classroom knowledge to practical communication.

Overall, the findings reveal that Kahoot creates a positive learning cycle in which interest leads to participation, participation enhances learning, and improved learning reinforces confidence and motivation. Beyond improving academic outcomes, Kahoot supports sustainable progress by shaping positive attitudes, confidence, and learner autonomy. These results highlight the pedagogical value of gamification as an effective approach to enhancing English teaching and learning in lower secondary education.

**5. CONCLUSION**

The findings of this study confirm the effectiveness and practical value of integrating Kahoot into English teaching at the lower secondary level, particularly in the context of educational innovation and digital transformation in Vietnam. Based on quantitative and qualitative evidence, Kahoot demonstrates a clear positive impact on students’ motivation, engagement, academic performance, and overall learning progress.



First, Kahoot significantly enhances students' learning motivation by creating an enjoyable, competitive, and interactive environment. Through instant feedback, peer interaction, and autonomy in participation, the platform fosters intrinsic motivation, which aligns with Self-Determination Theory (Ryan & Deci, 2000) and the ARCS Motivation Model (Keller, 1987). Students perceive English learning as more enjoyable and are more willing to participate actively in classroom activities.

Second, Kahoot promotes multidimensional learning engagement, including behavioral, emotional, and cognitive engagement. Students move from passive listening to active participation, collaboration, and discussion. This finding supports Fredricks et al.'s (2004) engagement model and Vygotsky's (1978) Social Constructivism, highlighting the role of social interaction and shared experiences in knowledge construction.

Third, the study reveals that Kahoot improves students' academic performance, particularly in vocabulary and grammar. Immediate feedback enables learners to identify and correct errors promptly, reinforcing retention and application of language knowledge. This result is consistent with Shute's (2008) Immediate Feedback Learning Loop and Krashen's (1982) Affective Filter Hypothesis, as the low-anxiety learning environment facilitates more effective language acquisition.

Finally, Kahoot contributes to students' holistic learning progress, reflected in improved test results, increased confidence, positive learning attitudes, and collaborative skills. The interaction between motivation, engagement, and achievement forms a positive and sustainable learning cycle, supporting Dörnyei's (2005) Interconnected Motivation Model.

In a nutshell, the study provides strong empirical support for the pedagogical potential of gamification in English education. Kahoot not only enhances academic outcomes but also transforms students' learning experiences by fostering motivation, confidence, and active participation. These findings offer both theoretical validation of gamified learning models and practical implications for improving English teaching quality in Vietnamese lower secondary schools.

## 6. SUGGESTIONS FOR FURTHER RESEARCH

While this study provides valuable insights into the use of Kahoot in lower secondary EFL classrooms, several directions for future research are suggested.

First, future studies could expand the sample size and include participants from multiple schools or different regions to enhance the generalizability of the findings. A larger and more diverse sample would allow researchers to examine potential differences in the effectiveness of Kahoot across various educational contexts.

Second, longitudinal studies could be conducted to investigate the long-term effects of using Kahoot on students' language proficiency and learning motivation. Such studies would help determine whether the positive effects observed in this research are sustained over time.

Third, future research could compare Kahoot with other gamified learning platforms, such as Quizizz or Quizlet, to identify the relative strengths and limitations of each tool. Comparative studies would provide teachers with more informed choices when selecting appropriate digital tools for language teaching.

Last but not least, future studies could explore teachers' perspectives on the use of Kahoot and other gamified learning platforms. Investigating teachers' attitudes, challenges, and professional development needs would contribute to a more comprehensive understanding of gamified learning implementation in EFL education.

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