Topic: **The Impact of Interactive Electronic Games in Promoting Language Skills in Teaching—A Case Study in the High School 'Saraj'**

A thesis presented to the Faculty of Languages, Cultures and Communications of the South East University for the Degree of

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To my family and my wife

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Finally, I hope that this final project will be useful and give contribution to the development of English teaching.

Abstract in English

The field of ELT is evolving every day. Technology is being increasingly integrated into teaching environments in view of enhancing students' engagement and motivation. In particular, game-based student response systems have been found to foster students' engagement, enhance classroom dynamics and improve overall students' learning experience. This master thesis presents outcomes of research that examined students' experience using a game-based student response system, such as Kahoot and different game platforms. The purpose of the present study was therefore to explore the use of the online platform Kahoot! As a tool for teaching and learning vocabulary in an English Classes.

The aim of the Master Thesis is to investigate the impact and the effectiveness of using different platforms such as games and quizzes in order to raise the impact of technology in the classroom. This study is an action research with the High school students of fourth year and third year in high school "Saraj" in Skopje, North Macedonia.

The overall study results showed that students, in various questions have shown that the effect of using the game Kahoot in the classroom has a huge effect in their motivation and knowledge in general.

Keywords: Game-based student response systems, Kahoot!, Classroom dynamics, Engagement, Motivation, Learning, benefits, effectiveness

Rezyme

Fusha e ELT po evoluon çdo ditë. Teknologjia është duke u integruar gjithnjë e më shumë në mjediset mësimore me qëllim të rritjes së angazhimit dhe motivimit të studentëve. Në veçanti, sistemet e reagimit të studentëve të bazuar në lojë janë gjetur që nxisin angazhimin e studentëve, forcojnë dinamikën në klasë dhe përmirësojnë përvojën e përgjithshme të mësimit të studentëve. Kjo tezë master paraqet rezultatet e hulumtimit që ekzaminuan përvojën e studentëve duke përdorur një sistem të bazuar në lojë të reagimit të studentëve, të tilla si Kahoot dhe platforma të ndryshme të lojës. Qëllimi i studimit të tanishëm ishte të hulumtojë përdorimin e platformës në internet Kahoot! Si një mjet për mësimin dhe mësimin e fjalorit në një klasë angleze.

Qëllimi i punimit Master është të hetojë ndikimin dhe efektivitetin e përdorimit të platformave të ndryshme siç janë lojërat dhe kuizet në mënyrë që të rritet ndikimi i teknologjisë në klasë. Ky studim është një hulumtim veprimi me nxënësit e shkollave të mesme të "Saraj" në Shkup, Maqedoni e Veriut.

Rezultatet e përgjithshme të studimit treguan se studentët, në pyetje të ndryshme kanë treguar se efekti i përdorimit të lojës Kahoot në klasë ka një efekt të madh në motivimin dhe njohuritë e tyre në përgjithësi.

Fjalët kyçe:

Sistemet e reagimit të studentëve të bazuar në lojë, Kahoot !, Dinamika e klasës, Angazhimi, Motivimi, Mësimi, përfitimet, efektiviteti

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Chapter 1

1.1   Introduction

This MA Thesis research is done in the field of education. Technology is being increasingly integrated into teaching environments in view of enhancing students' engagement and motivation. In particular, game-based student response systems have been found to foster students' engagement, enhance classroom dynamics and improve overall students' learning experience. However, the effective use of technology in schools can have an immediate positive impact on school facilities such as creating a more dynamic interaction and communication between students and teachers, enhancing teamwork and teamwork in problem solving activities, stimulating creativity among students and teachers, and helping students control and monitor their knowledge. The successful use of applied technologies in schools can help students develop communication skills; specific skills for using technology and knowledge that can generally are useful to them in their school and professional future. Such students will have the advantage of being familiar with the various media, common in modern workplaces, and will be able to use these technological skills to access information to collect, synthesize and to exchange this information effectively. Technology itself can deliver its full potential only when it is well integrated into the learning environment.

In the public high schools of Skopje and all around the country, many teachers and professionals on the field, believe that technology, especially game platforms should be incorporated in the syllabus and curriculum. Nonetheless, teachers aren't prone to using activities and approaches which enhance technology and game platforms in their students learning process. Technology can make it easier to learn all potential employers, find and use current information, and apply these skills to solve real-world problems. Traditional education practices do not give students all the skills they need to achieve success in today's world.

During my observation in the High School "Saraj" I have encountered my colleagues that skip exercises and questions about technology, and they do not use at all technology but only the

lesson or exercises that are in the book. Even though, older teachers aren't capable of lecturing if any disturbance is on their way. Thus, in order to control the students' boredom and lack of interest during the teaching/ learning process, technology would help keep the students intricate during the learning process. Apart from providing them with endless activities and self-growth, it is beneficial also to the teacher, as an interaction and expansion of knowledge and information.

Technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment. No one learns in the same way because of different learning styles and different abilities. The main purpose of the study is to see how students can learn a foreign language using games platforms in the classroom, and how technology can help students to achieve their goals using game platforms that are very helpful for the students to learn new language. In order to gain insight to these questions and to better conduct the research the following research questions will be analyzed:

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In order to gain insight to these questions and to better conduct the research the following research questions will be analyzed:

1.   How do students can learn a foreign language using games in the classroom?

2.   How can technology help students to achieve their goals using game platforms?

3.   In what ways does the use of electronic games influence students' motivation towards learning?

In essence, this research has been conducted to prove that when language teachers and professionals use technology during classes and its techniques in the teaching process, it boosts students' responsibility for their learning process and well as their self- growth in the area of their study.

1.2 Research background

The motivation behind this research comes from the fact that students should be able to have the ability to express themselves and to develop the necessary skills so that they can contribute to the development of their country. The game named Kahoot is an opportunity for students of all ages to look at the world with a whole other perspective. The ability to answer the question things surrounding them gives them the skills they need in order to help not only develop their country further, but also themselves. The main inspiration for this topic however, is truly providing the students with enough opportunity to express themselves so that they can become the best version of themselves; space which shouldn't be limited by old methodologies or old-fashioned mentalities towards new technology games that are very helpful learning new language. This study aims to provide and to see that how students should learn new language using technology during classes such as games and quizzes. This research is greatly beneficial for teachers as well as it may help them see what methods and games are used in the classroom to help students learn new skills in teaching and become more successful in the future.

1.3 Research questions

1. How do students can learn a foreign language using games in the classroom?

2. How can technology help students to achieve their goals using game platforms?

3. In what ways does the use of electronic games influence students' motivation towards learning?

1.1 Structure of the thesis

This thesis consists of seven chapters as presented in the following paragraphs.

The first chapter opens up with an introduction that outlines the whole thesis and the setting of the research. It briefly discusses the need for this research and its importance. Furthermore, it states the aims of the research as well as the instruments that were used to conduct it.

The second chapter provides a literature review organized into five subheadings. It begins by briefly presenting an overview upon the importance of using electronic games or technology in the classroom and its benefits in the language learning and teaching process. The review continues on to elaborate the background and meaning of electronic games as a skill and techniques which promote it in a language teaching environment. Additionally, it discusses teachers' and students 'roles when incorporating this innovative and thought- demanding skill within the classroom. Moreover, it will briefly touch various exercises and approaches which enhance and promote it.

The third chapter shows the methodology that was utilized to support this research. Initially, it presents the research aims, the research questions, and the research hypotheses. Then, it discusses and reveals the research methods, samples, and instruments used to conduct and support the research.

The fourth chapter presents the results of the research concluded from: a) students' questionnaire in the high school "Saraj" in Skopje, b) interviews with English Language teachers from the high schools of Skopje, c) results from firsthand classroom observations

The fifth chapter presents the data analysis and the findings of this research gained from the students' questionnaires, interviews of English language teachers and classroom observations at high school "Saraj". Furthermore, it shows a comparison made between the main findings and the literature review assumptions, questionnaire, and interview analysis.

The sixth chapter discusses the main findings from data analysis. Moreover, it provides conclusions for the overall research according to the research hypotheses.

The seventh chapter reveals the limitations of this research and provides recommendations for other researches related to language teaching methodologies.

1.4 Conclusion

We live in the world of technology. The age of information has brought many changes to peoples' lives, jobs, and other activities. These changes are also very challenging in the teaching area. Technology has taken a very important role in education. The traditional method of teaching limited students' access to information in many ways by making the teacher the only and most important source of information. The literature for teaching was also limited only to what they were given by their teachers, but presently, they have unlimited access to all kinds of information which is easily accessible and delivered to them through computer technology. With the help of technology, teaching and learning have become easier than ever before. The introduction and availability of many different online programs, activities and methods can help students improve drastically their learning. With all the opportunities that computers have brought, it has also brought a new approach to teaching. This new approach is different from the traditional method and sometimes these changes are very challenging for teachers.

2 Literature Review

In this chapter, the literature review presents goals to be elaborated in terms of electronic games and some techniques in the field of ELT. Simultaneously, it proves their importance and benefits in education and teaching. In addition, it scrutinizes and conducts ways of using electronic games in ELT that promote learners' self- awareness, competence and independence during the teaching-learning process.

2.1 Games as a teaching method?

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998.p. 3).

Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods. According to Gee (2007, p.216), "Video games engage players in powerful forms of learning, forms that we could spread in various guises, into schools, workplaces and communities where we wish to engage people with 'education'". There are at least three features of games that make them intrinsically educational: a motivational, a cognitive and a sociocultural perspective (Chan et al., 2017). During the completion of an activity through a custom-tailored digital game, students deal with concepts and more easily embrace the key points of the didactic module. Additionally, students take responsibility for their earning and become more autonomous in their decision-making (Sumuer and Yakin, 2009). Hence, several researchers have tried to identify the obstacles for the slow adoption of games in education. For instance, personal experience with games and simulations affect the potential adoption of games and simulations by a teacher. Problems with technology, the cost/expense of games/equipment, the

lack of technical support are defined some of the barriers to the addition of games and simulations in education (Justice and Ritzhaupt, 2015).

Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner.2006.p 142). In addition, Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

2.2 The importance and benefits of game platforms in teaching

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

The second benefit, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to re-enact various situations from real life and provide students with practice in their fluency. "Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level. (Langran & Purcell.1994. p.12-14). "

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfil. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. "Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness. (Langran & Purcell.1994. p.12-14)."

Seventh, "games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work (Ingvar Sigurgeirsson.1999.p. 80)."

2.3 How to use games?

While playing games is a great leisure activity that people of all ages can enjoy, games can also be used for learning and educational experiences. Some games have been found to improve cognitive functions like memory and reasoning. Other games have the potential to reverse aging related brain function problems such as short term memory loss.

Even though games are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. When games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game. "In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge (Steve Sugar.1998.p. xvi)." However Kahoot provides great opportunity for all students to express their general knowledge through technology using game platforms during classes.

2.4 Gamification

The growth of personal computing and the Internet has brought about gaming diversity in the field of education. New opportunities for play to foster learning are now widely available, and one aspect of play, that it influences learning , cannot be denied. Piaget (1962) asserted that play is a crucial element in one's cognitive development from birth through to adulthood. More recently, Piaget's theory was further supported by Fromberg and Gullo (1992). According to them, language development, social competence, creativity, imagination, and thinking skills are fostered and enhanced through play. Concurrently, Frost (1992) also stressed that "play is the chief vehicle for the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in infants and young children" (p. 48). In relation to Piaget's theory, Vandenberg (1986), utilising Vygotsky's theory, pointed out that "play does not only reflect, it also creates thought" (p. 21). In the context of education, the penetration of games into learning activities, also widely known as gamification, refers to the use of pedagogical systems that are developed with gaming designs but implemented within non-game contexts, including education (Deterding, Dixon, Khaled, & Nacke, 2011). The advent of computing and the Internet have allowed videos and computer games to be used in classroom activities for the enhancement of learning processes. Of late, Internet accessible digital tools have made gaming a mobile learning tool that can accommodate many participants in a single game, via a single platform. Thus, this does not only work towards enhancing learning but also, practically, makes the teaching and learning process much more efficient and contemporary.

2.5 Kahoot as an Introduction

The use of technology has been proven to foster learning and reinforce learning. The fostering and reinforcement of learning through the use of computers, smartphones and tablets have improved learners' engagement and active participation in classrooms. The use technology is also undoubtedly a great assistance to teachers in terms of helping to increase motivation as well as increase the level of student participation in class, and in terms of evaluating students' overall comprehension and development. In addition, learners also get to enjoy the opportunity to engage themselves in their learning and monitor their own progress and understanding (Koile & Singer, 2006). Kahoot! is a unique game concept, the result of the Lecture Quiz Research Project initiated in 2006 at the Norwegian University of Science and Technology (NTNU). It is a free game-based learning platform that aims to make learning fun across all subjects in any language, and can be used with many types of digital devices. Kahoot can also be programmed to suit learners of all ages. The platform enables teacher-learner interaction in classroom settings of various sizes via competitive knowledge games using existing infrastructure (which should include good Internet connection). The embedded graphical interfaces and audio elements present a gaming experience that can potentially promote motivation and learning among students, including adult ones.

2.6 How does Kahoot work?

Learning games such as Kahoot! are channels to evaluate whether learning objectives have been achieved. Therefore, game-based learning activities such as quizzes serve the purpose of reviewing content based on information taught. Prensky (2005) emphasized that learning games can serve multiple functions such as the teaching of various theories, skills and behaviors, as well as languages, creativity and communication. Additionally, research by Zarzycka Piskorz (2016) indicated that winning a game in learning shapes an environment based on the needs of the students and to a certain extent, the requirements of a course. In this context, multiple objectives can be targeted at and eventually achieved, for example, introducing, revising and consolidating theoretical as well as practical knowledge or content. Kahoot is a free platform which provides teachers the opportunity to: 1) create their own quizzes and surveys, or 2) use existing quizzes and surveys made accessible for public use. Scores are displayed at the end of each game and teachers are able to save the information in a digital document. As for the learners (players), they are not required to register for a Kahoot! account and will instead be provided with a game PIN prior to joining a specific game at https://kahoot.it/#/ as directed by their teacher (game host). A learning classroom also functions as a game show, where the teacher's role is that of a game show host and the students, the players or competitors. Without neglecting the learning elements, Gee (2003) indicated that well-designed video games are learning machines that are able to increase student motivation and engagement. The strength of these games lies in having learning occur naturally without the students realizing that learning is actually taking place. Wang (2011) noted that games can mainly be integrated in education in three ways. In short, Kahoot purportedly offers a host of benefits and allows educators to be creative and students to be motivated, intrinsically and extrinsically. Game based learning provides a thrill from the ordinary, a thrill which is absent from traditional instruction and everyday life. Tools like Kahoot! can make students enjoy and continue doing tasks that they normally would not. In her commentary on gamification, McGonigal (2011, p. 124) quite aptly stated the following: *"The real world just doesn't offer up as easily the carefully designed*

pleasures, the thrilling challenges, and the powerful social bonding afforded by virtual environments. Reality doesn't motivate us as effectively. Reality isn't engineered to maximize our potential. Reality wasn't designed … to make us happy. Reality, compared to games, is broken." It is therefore viable to look into the impact of Kahoot! on the motivation and engagement of learners as well as its influence on their learning, not only at the school level but also within the context of higher education to gauge if the platform would prove to be useful for tertiary learners.

2.7 Conclusion

Games like Kahoot! are an excellent choice for teaching high school students, in any subject and especially when teaching and practicing vocabulary or grammar in a language class. Students are eager to use their mobile phone or tablets and implement technology into the classroom. These eLearning tools provide a positive environment in the classroom, increase energy and add fun. Motivation is one extra element that has to be considered, because students demonstrate a friendly competition and cooperative learning (Malamed, 2012). This study was encouraging as it shows the positive effect that playing Kahoot! improves motivation and the students' satisfaction is positive.

2.8 Recent studies on using the game Kahoot in ELT

2.8.1 Edison G Llerena Medina, Carlos P. Rodríguez Hurtado, 2017

The use of vocabulary terms is essential when learning a language. Many of the words that students are expected to learn in English Classroom are still unfamiliar to them as they have different meanings (Carrier, 2012). In addition to the possible lack of correspondence between individual words and individual meanings, the term word also has difficulties with the various grammatical and morphological permutations of vocabulary. It is not all that clear whether walk, walked, walking, and walks should be counted as a single word or four (Schmitt, 2008). Acquisition of these vocabulary terms is important and students must be able to communicate using these concepts as they move through their learning process (Kinahan, 2001). Wang (2016) research shows that implementing the interactive response system (IRS) increased students' motivation and they seemed to be engaged. These results were corroborated by (Chuan, 2015; Heaslip, Donovan, & Cullen 2013; Lin, Liu, & Chu 2011; McDonough & Foote, 2015). Abrams and Walsh (2014) found that using technology-based games for vocabulary instruction increased student vocabulary assessment scores from a low level B average before the game to a low A average after the game was played. Yip and Kwan (2006) investigated the effects of online games on student focus during vocabulary instruction. They found that the experimental group outperformed the control group on vocabulary assessments (Yip & Kwan, 2006). Because studies have demonstrated that using IRS applications in courses in other areas promotes learning gains and engagement (Mayer at al., 2009), this study aimed to further explore the use of IRS Kahoot! (https://getkahoot.com/) in learning vocabulary in an English Class. According to Dellos (2015), Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys, also mention by (Byrne, 2013; Cross, 2014; Kahoot!, 2014; Thomas, 2014), Kahoot! is an online global educational brand that offers a free student response platform. Kahoot! Is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use. Educators use Kahoot! to create game-based quizzes, discussions and surveys (Plump, 2017). Students sign in using the web address https://kahoot.it to access the platform. Kahoot can be used with smartphones, tablets, laptop computers and with wireless connection. Students can play individually or choose team mode to use one device per group. Students Kahoot! A Digital Tool for Learning Vocabulary in a language classroom Revista Publicando, 4 No 12. (1). 2017, 441-449. ISSN 1390-93 444 get into the

platform using only a pin which is given by the instructor. Students do not need to register for an account or download an application, which can waste time and complicate the process (Plump, 2017). There are a variety of options when writing questions on this platform. Options include uploading videos, pictures and music to animate students with their thinking or simply provide upbeat energy to the quiz. Questions can be timed from 10 to 120 seconds in order to give students opportunity to choose the correct option for the showed question. Both the question and answers have character limits. Questions are limited to 80 characters while the answers to questions are limited to 60 characters (Graham, 2015). Graham (2015) points out that discussion kahoots consists of only one questions with no right or wrong answer and no points assigned; results are displayed at the end of the timed answer period and can be used to start a debate. Similarly, Survey kahoots do not have right or wrong or assign points, however they may include any number of questions. In addition, Graham (2015) mentions that Kahoot! has a big user community of instructors willing to share their experiences. Check out the "Kahoot! Journal" to find out some more help such as "hacks, tips on getting started, free learning games, and other inspiring ways to play Kahoot!

2.8.2 Debbita Tan Ai Lin, Ganapathy, M.* and Manjet Kaur, 2018

Play is a social-centred process, able to boost motivation and promote learning across all levels and ages. With the growing push for creativity in the classroom as well as the application of effective technology in teaching and learning, it can be a daunting task for educators to find fitting competitive or game-based learning platforms. Foremost, educators need to consider elements such as motivation and whether the platform is likely to foster and reinforce learning. In the present study, a cohort of undergraduates at a public university in Malaysia were exposed to the use of Kahoot!, a game-based learning platform, during their weekly lectures for one semester. The participants were students of English for the Media, which covers theoretical and practical dimensions. The latter dimension includes the learning and application of media language features and devices. Survey data (51 respondents) on the whole, indicated that the students found Kahoot! to be beneficial in terms of: 1) inducing motivation as well as engagement, and 2) fostering and reinforcing learning (for both theoretical and practical aspects). The 33-item questionnaire created by the researchers was also tested for reliability, with returned values indicating high internal consistency, thus making the instrument a reliable option for

use in future studies. The findings of this study are of relevance to researchers, educators, course designers, and designers of game-based learning applications.

2.8.3 Ryan Dellos in South Korea 2014.

A third study was conducted in 2014 in South Korea. Icard (2014) stated that game-based learning has been used as a best practice to engage students for reviewing class content. Creating an atmosphere where students are critically thinking and engaged is essential for student's learning (Icard, 2014). All students are capable of learning and have different learning styles, which means educators need to vary instruction to create learning experiences for each student. With the growing push for technology in classrooms, educators need to consider all of the possibilities and benefits that can be gained through using different resources during their classroom instruction. It can be a daunting and challenging task for educators to find effective, competitive learning games that engage students (Chien-Hung, YuChang, Bin-Shyan, & Yen-Teh, 2014). Therefore, technology innovators have sought to merge both content knowledge and fun. Icard (2014) suggested that students should be enticed by the competitive nature of the game if it is going to be a valuable learning experience for the students. According to Icard (2014) students benefit from using digital games in the classroom by learning how to handle success and failure as well as how to use critical thinking and problem-solving skills. Thus, Kahoot! is a digital game that can be used in classrooms to engage students in content in a fun way. Kahoot! not only fosters a fun learning environment, but also challenges students in the learning process.

2.9 Conclusion

To conclude, I think that the game Kahoot! should be applied in all school subjects, not just in learning and teaching English. Moreover, teachers should not focus only on the traditional way passing or failing the student, instead they should pay more attention to the process in which an average student goes while analyzing and scrutinizing a language learning issue. The study came to a conclusion that instead of evaluating only the language learning knowledge of a student, teachers should pay more attention on developing the critical thinking of the students. Consequently, the school system will create independent learners not just in the field of language learning but also in real- life issues.

3 Research Methodology

This chapter introduces the objectives of this research as well as it presents the methods and materials which were used to gather data. The research questions and hypotheses which led this research along with the procedure that was undertaken to realize it shall be explained in details in the following paragraphs.

3.1 Research aims

This research aims to elaborate the importance of implementing the games such as Kahoot in the classroom in ELT as advancement in general education, but also, the development of interactive games in English language students. Moreover, it analyses and conducts ways in which to use games and techniques in order to acquire the English language masterly and proficiently.

3.2 Research questions

1. How does Kahoot influence classroom dynamics in High school?

2. How does the use of Kahoot enrich learning experiences of High school students?

3. In what ways does the use of Kahoot influence students' motivation towards learning English?

These questions attempt to prove or refute the research hypotheses mentioned below.

3.3 Research hypotheses

H1- The Game Kahoot positively influences classroom dynamics for the high school students.

H2- The Game Kahoot helps students enrich vocabulary knowledge.

H3- Students' motivation is increased when playing Kahoot**.**

3.4 Research methods

This research investigates whether the usage of critical thinking skill positively influences the overall successful acquirement of the English language, as well as the techniques which promote critical thinking are beneficial to ELT. It is conducted mostly through the usage of quantitative data, but it also consists of some elements of qualitative data analysis.

3.5 Sample

This research was carried out at high school "Saraj", in Skopje, North Macedonia. Subjects of this research were 200 students and 4 English language teachers. Students were of both genders; their age was between 17-18 years old. Teachers were of the female and male gender, their age was 25-35. Moreover, there were 4 interviews made with 4 ELT teachers in High school "Saraj".

1. In High School "Saraj" there were 100 participants from the 3rd year, four classes were gymnasium and two were economic for the student questionnaires and 2 English Language teachers for the observations.

2. In High School "Saraj" there were 100 participants from the 4th year, four classes gymnasium and two were economic for the student questionnaires and 2 English Language teachers for the observations.

The teachers' interview questions were 10 questions in total, conducted with 4 ELT teachers from "Saraj" high school, 2 female teachers and 2 male teachers. These were the same teachers with whom it was completed the observation.

3.6 Research instruments

This research was conducted through the usage of the instruments explained below:

3.6.1 Student questionnaire

The first instrument was the questionnaire that was completed in high school, "Saraj" in Skopje, North Macedonia. Students completed the questionnaire which consisted of 15 questions which were in English Language. However, each question was explained and translated to students step by step as they were answering them anonymously. These questions were designed to bring out information about students' learning experiences in ELT about the game called Kahoot. All of the questions were answered according to the game that they had the chance to play it in the classroom and the questions about the game what they thought. Students had the option to choose only one answer (Strongly disagree, Disagree, Neutral, Agree, Strongly agree) for each question.

3.6.2 Teacher observation protocol

The second instrument that was used in this research was my full-participatory observations. It was completed in high school "Saraj", in Skopje, North Macedonia. Each classroom consisted of approximately 20 to 30 students, who were from 17 to 18 years old. I conducted my research by gathering data from the observations conducted in two different grades (III and IV). It gave me the chance to see firsthand, how the implementation of using interactive games in classroom in ELT influenced and trigger students' interest and imagination regarding the classroom topic. Moreover, it was an experience where the students had the chance to implement their previous and general knowledge by using these games techniques.

3.6.3 Teacher interview

The last instrument was teacher interview. Four teachers of ELT were separately interviewed. Four of them work in high school "Saraj". The high school is located in Skopje, North Macedonia. The interview consisted of 10 open- ended questions. It was semi-structured; therefore, it gave them the freedom to express themselves in their own words. It elicited information about these teachers' usage of interactive games, techniques and skills within the classroom and beyond. Also, the strategies they use for interactive electronic games in ELT and how they handle the curriculum, in that do they do any modifications of it.

3.7 Procedure

The observations were conducted with the approval of 4 ELT teachers from high school "Saraj" in Skopje, North Macedonia. The research was conducted in high school "Saraj" in Skopje, North Macedonia. The questionnaire has been conducted in six classes for third year and fourth year six classes for high school, were students were target of this research questionnaire. Prior approval was secured from the Principal of the school to allow students to participate in this research. Students, who completed the questionnaire, were informed about the aims of this research. The procedure was explained to the students and they were asked, whether they were willing to complete the questionnaire. We also informed them that they can withdraw from the research at any time. Afterwards, participants were instructed how to fill the questionnaire. Each question had a translation and explanation, and it followed with and answer simultaneously by the whole class. Furthermore, special care was exercised to ensure that students' and teachers'

anonymity is protected. They were guaranteed the protection of their rights. The whole process has been carried out during a period which lasted two weeks, throughout the end of January and beginning of February, 2020.

3.8   Conclusion

Teachers' interview and students' questionnaire were a very important part of this research. These two instruments gathered data based on results gained directly from the point of view of the participants. Moreover, the participatory observations of ELT teachers in the same high schools, where the research took place, aided the process of my study. Observing, in practice, the combination of how was the impact of electronic games critical thinking techniques along with the two ELT techniques, communicative language teaching and learner centered education brought me to conclusion that they are bound to have a very positive impact in language teaching and learning.

4. Research Results

In this part of the thesis, all of the collected data for this research are presented. Firstly, students' questionnaire results are presented. The questionnaire intends to identify and investigate students' language learning techniques, including the usage of critical thinking. Furthermore, it determines whether following the principles of critical thinking techniques in promoting learner-centered education is beneficial, motivational, and engaging for students. Afterwards, teachers' interview responses are presented. The interview aims to elicit information about the teaching methods that these teachers use. Especially, whether they use communicative language teaching. Moreover, reflecting on their teaching experience, whether or not these teachers agree that

critical thinking techniques have an impact in language requirement advancement. The last instrument shown in this chapter is the ELT observation of students' learning attitudes and reactions, when the principles of critical thinking skill and learners' reaction, agreement and reception towards it were implemented in the classroom.

4.1 Data analysis

This study uses three instruments for data collection: questionnaire, interview and observation protocol. The first phase gathered data, with the help of a questionnaire. The aim of this questionnaire is to find students' familiarity with critical thinking techniques in the language learning process, students' views on the implementation of this approach, and teachers' reasons for avoiding the use of critical thinking in their EFL classrooms (See Appendix 1). So, apart from having many advantages as a method, the data is also easily measured and administered.

The second phase consists of an interview. This method is chosen because it provides significant insights into teachers' experience and perception of the benefits that critical thinking techniques have in ELT. The interview is semi- structured. It deals with questions regarding the content of the textbooks, teachers' views, possible challenges of using CT, the adjustability of these techniques and its evaluation (See Appendix 2). To put it differently, this fact makes qualitative research very influential. It is through this method that one can analyze teachers' responses and speak on behalf of different point of views and perceptions. I found this method the best way to investigate my research questions, by having asked the teachers how they value the CT skill approach, by not giving teachers limited responses that they would have to pick. In other words, interviews were chosen because they are effective and provide in-depth insights through open-ended questions.

4.2 Questionnaire analysis and results

The first instrument of this research was students' questionnaire, which was completed by: 200 students of 3rd year in "Saraj" high school, 100 students of 3rd year and 100 students of 4th year. Last but not least, high school in Skopje, North Macedonia. Each year consisted of six different classes and a total of 200 students took the questionnaire. The results of each question have been analyzed individually using the descriptive statistics.

The table shown below contains data about the year and number of students from high school "Saraj".

High School	Year of students	Number of students
"Saraj"	III	100 students
"Saraj"	IV	100 students

Table 4.1.1 Descritptive statistics

The 15 questions of the questionnaire are shown separately below through descriptive charts. Each data of a statement is given individually comparing the results between Gymnasium and Economic students of High School "Saraj" in Skopje, using the words (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

Question 1: My learning results have increased.

Chart 4.1.2 Results on counts and percentage based on the likert scale in the High School "Saraj" in Skopje, North Macedonia.

According to the chart, the highest percentage of students with 75% chose 'Agree' for students fourth year in high school "Saraj, whereas third year students chose "Agree" with 53% in the high school "Saraj". The lowest percentage included the word 'strongly disagree' with 3% in fourth year students, whereas third year students with 7%.

Question 2: I had fun while learning.

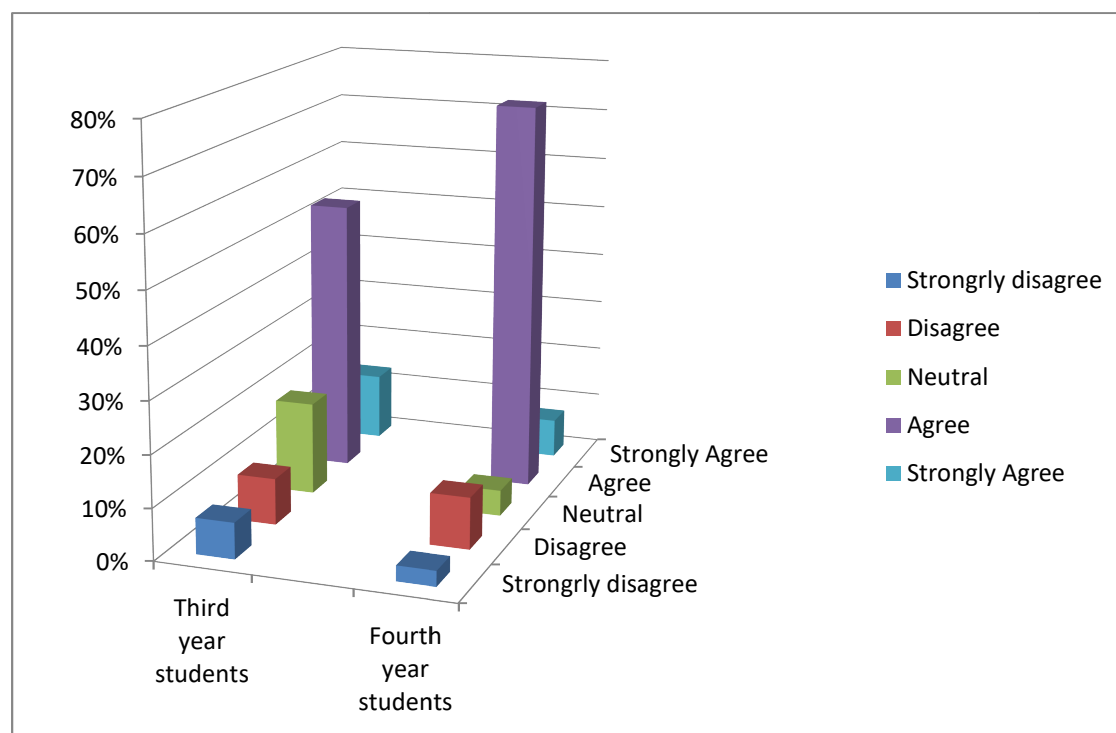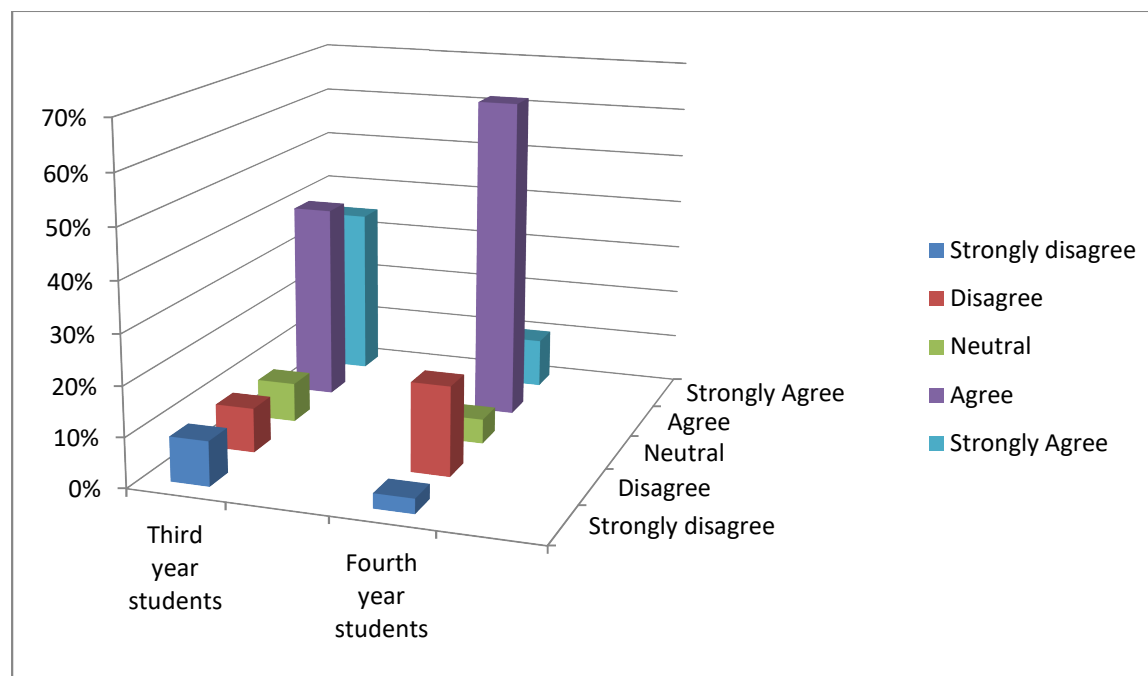*Chart 4.1.2 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.*

From the chart above, for the words 'Agree' and 'Strongly agree' was the highest for the both years in high school "Saraj", with 65% in fourth year, 40% in third year. The most appealing feature is shown for the word 'Strongly disagree' fourth year is 3% whereas in third year is 9%.

Question 3: My learning has been more autonomous.

Chart 4.1.3 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

In the chart above it can be clearly depicted that the most prevalent feature is that all students have answered this question, with the result of 0% in the adverb of frequency 'no answer' or in the part of 'never'. In that, all students have received feedback on their written/ oral assignments.

Question 4: I have improved my learning process.

Chart 4.1.4 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

According to the chart above the lowest percentage that students have answered is the word 'Strongly disagree' as you can see that the fourth year students with 3% whereas third year students with 7%. An interesting and astonishing feature of this chart is that students from all two years have answered the highest word 'Strongly agree' and 'Agree' for the fourth year students 73% whereas third year with 72%.

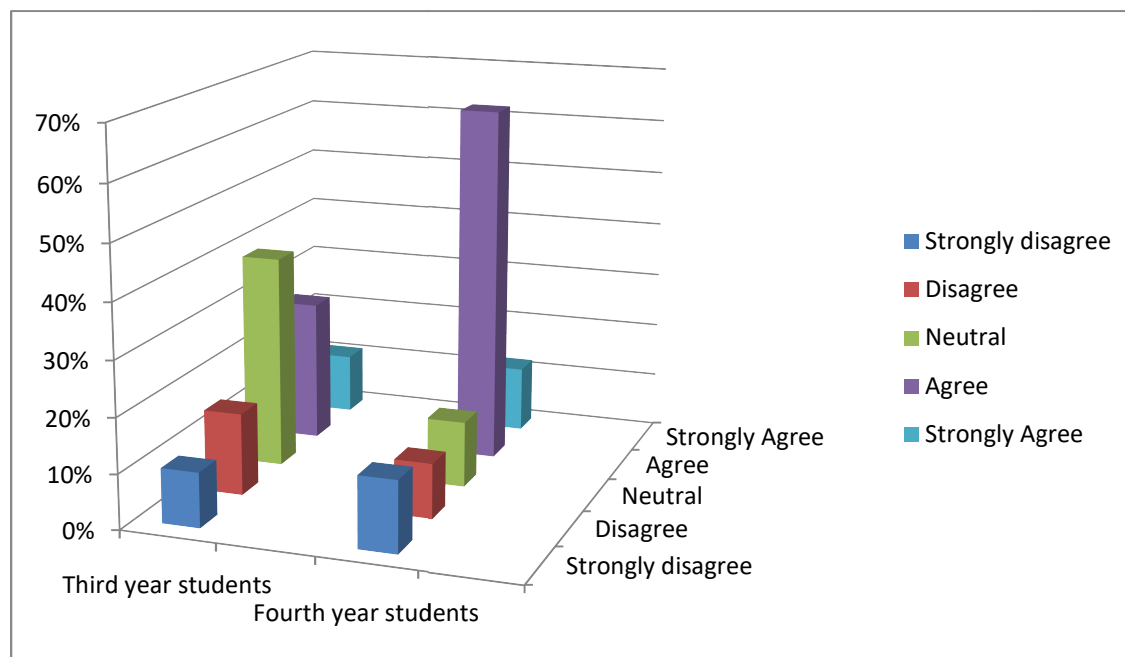**Question 5: I have worked more on my oral or written expression.**

Chart 4.1.5 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that for this question 5 have answered analysis and judgment of materials has been the highest in percentage in "Arseni Jovkov" high school with 30% and in "Cvetan Dimov" high school with 25%, whereas the lowest in "Zef Lush Marku" high school with 15%. An appealing feature of this chart is that only 2% of students didn't answer this question.
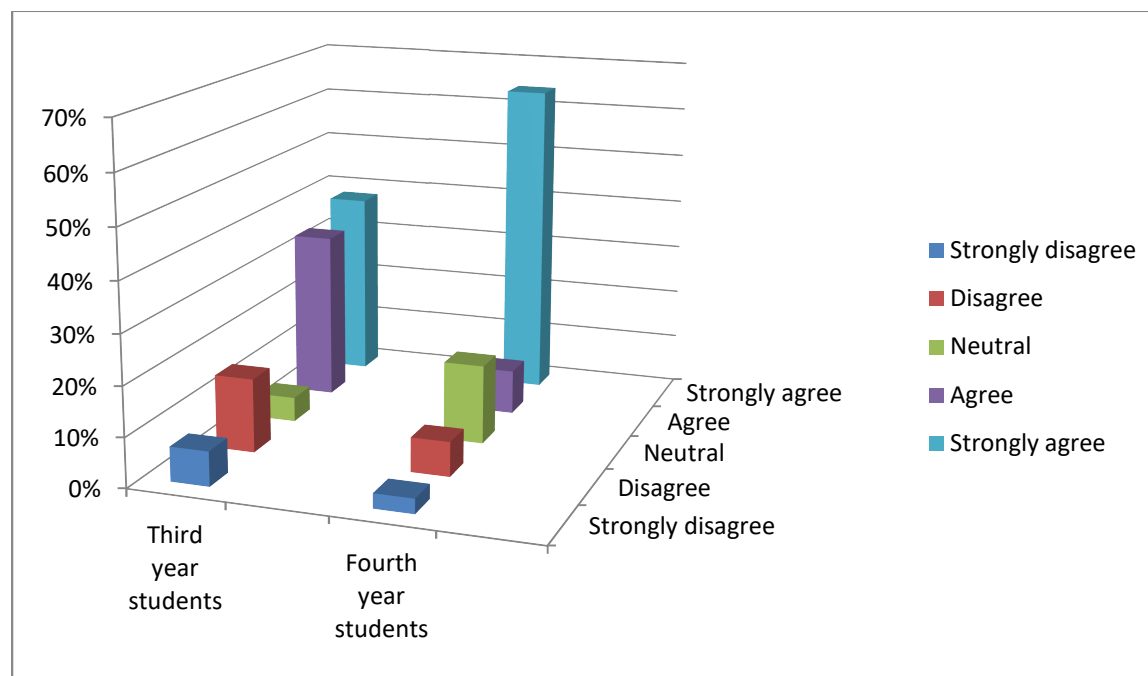
Question 6: I have increased my creativity.

Chart 4.1.6 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart below shows some results, in that the highest percentage stands for the word of 'Agree' for the fourth year which is 58%, and third year is 40% and only 15% for "Neutral" high school. Moreover, every student has answered this question, resulting in 0% of 'no answer'. Similarities can be found also in the usage of the adverb of frequency 'Disagree', the highest is 9% in fourth year, and for the third year is 7% with 4% and the lowest is in fourth year.
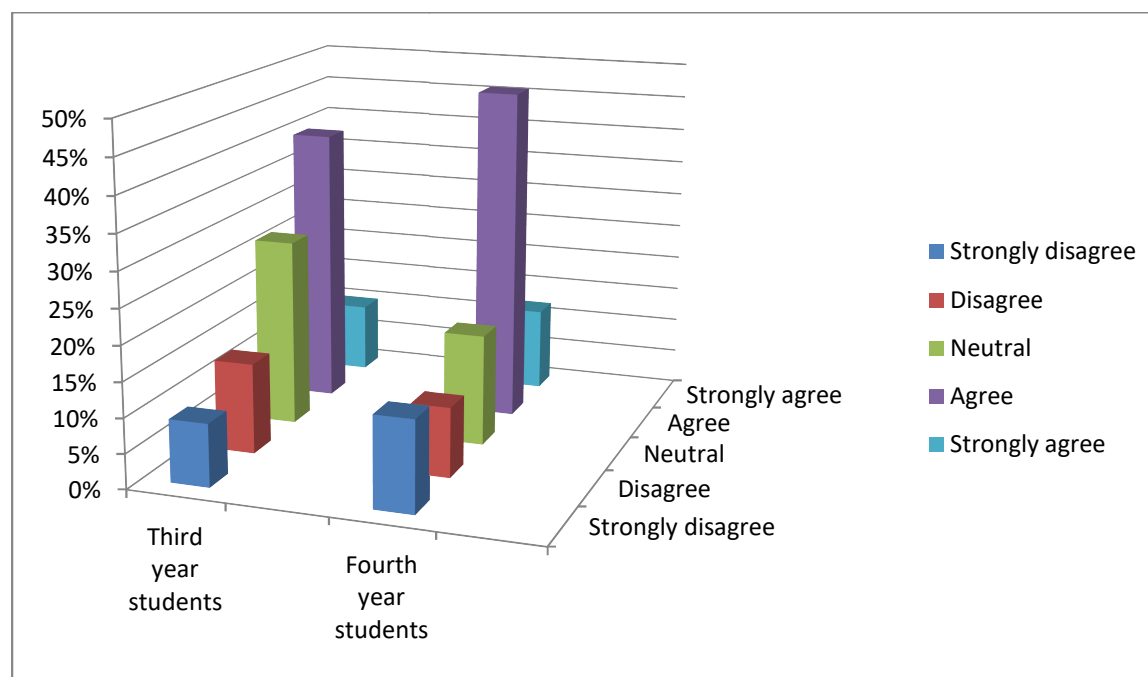
Question 7: I have increased my motivation.

Chart 4.1.7 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The bar chart deals with a significant decrease in each year high school regarding the word 'Agree', with 74% in fourth year and 60% in third year high school students, decreasing by 18% for fourth year with "Disagree" and 16% third year. Almost, every student answered this chart.

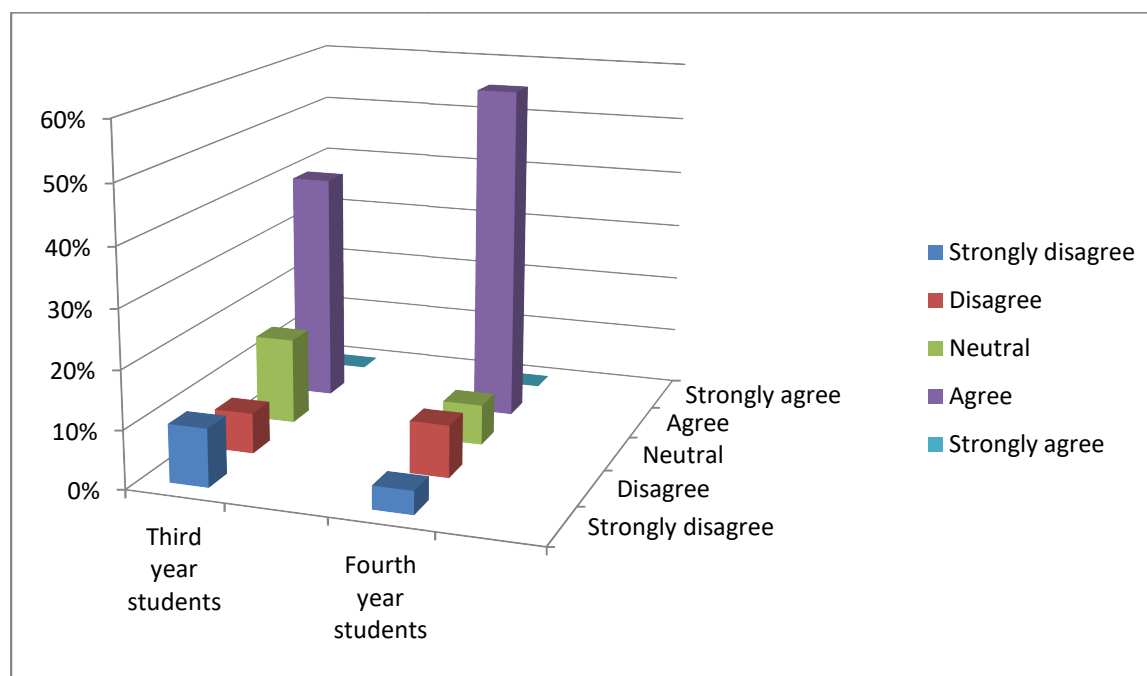**Question 8: I think learning is more active and experiential.**

Chart 4.1.8 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'strongly agree' with 70% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 50%. Also, the word "Neutral" is increased with 35% in fourth year, than 'disagree' by 35% for the third year high school students.

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Chart 4.1.9 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'Agree' with 60% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 45%. Also, the word "Neutral" is increased with 20% in fourth year, than 'disagree' by 25% for the third year high school students.

Question 10: I have more possibilities to work at my own pace.

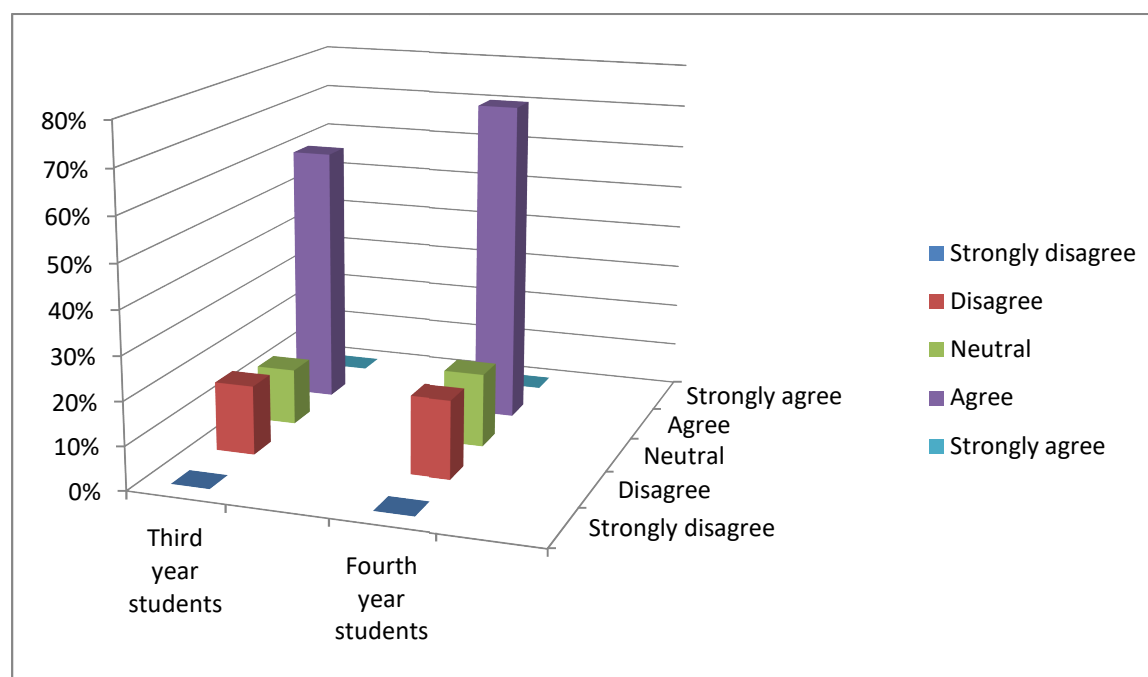*Chart 4.1.10 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.*

The chart above shows that the word 'strongly agree' with 30% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 50%. Also, the word "Neutral" is increased with 20% in fourth year, than 'disagree' by 20% for the third year high school students.

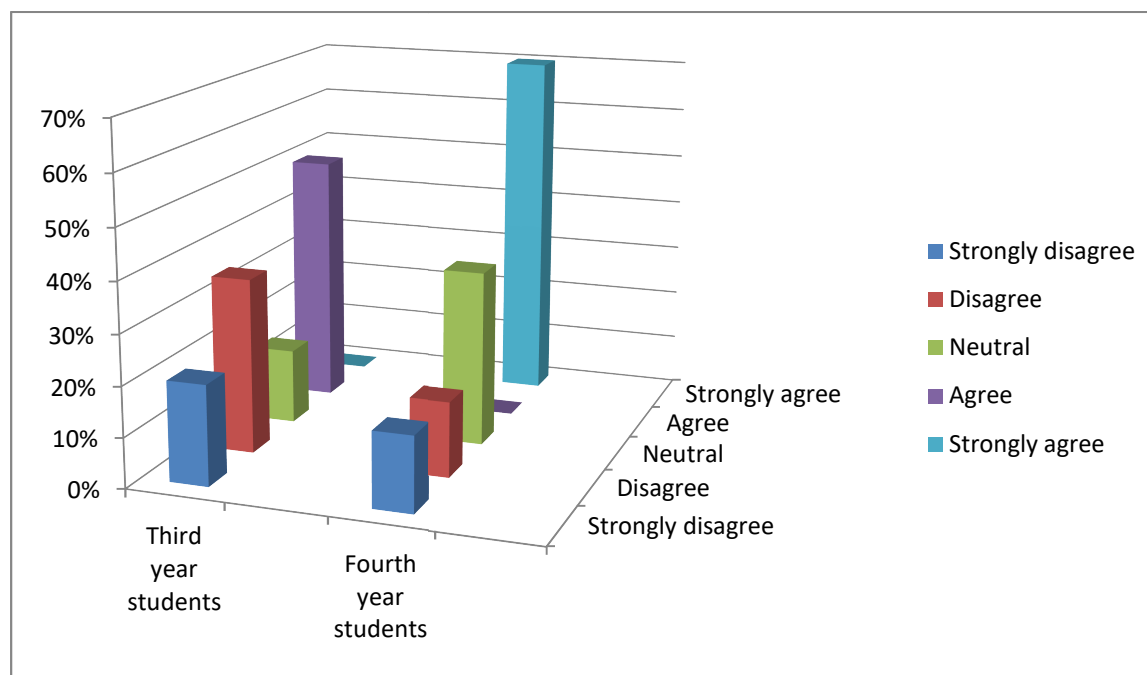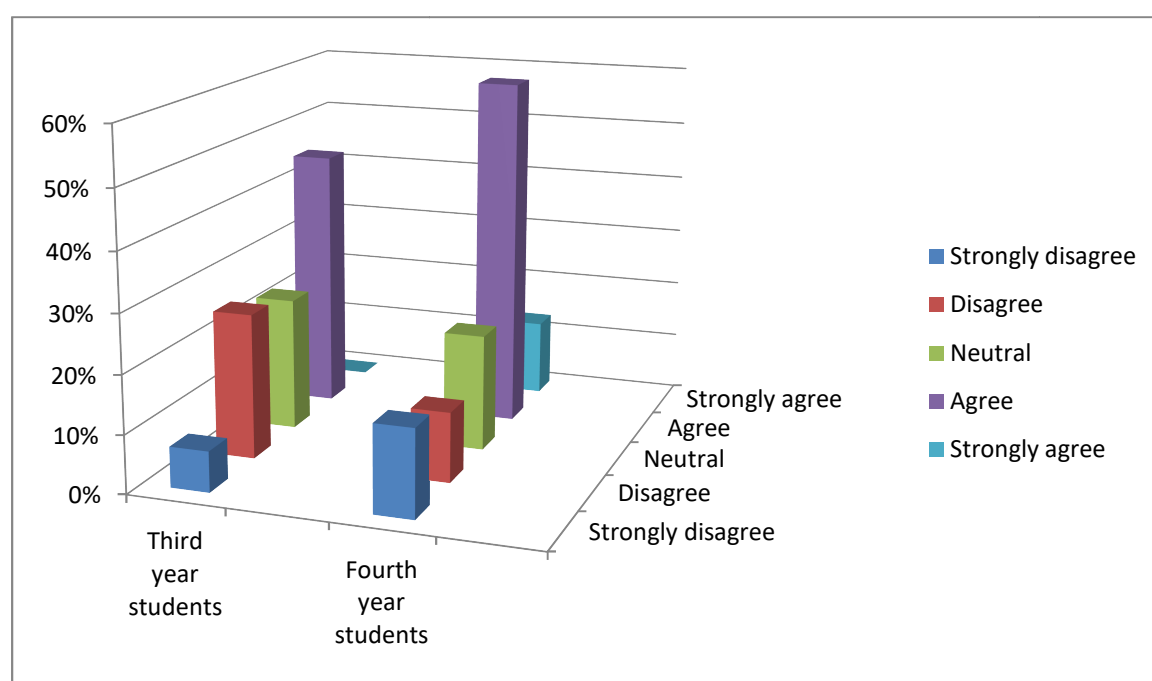**Question 11: I have had the facility to access the materials and contents.**

Chart 4.1.11 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'strongly agree' with 42% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 60%. Also, the word "Neutral" is increased with 35% in fourth year, than 'disagree' by 35% for the third year high school students.

Question 12: I have been able to self-evaluate my learning process.
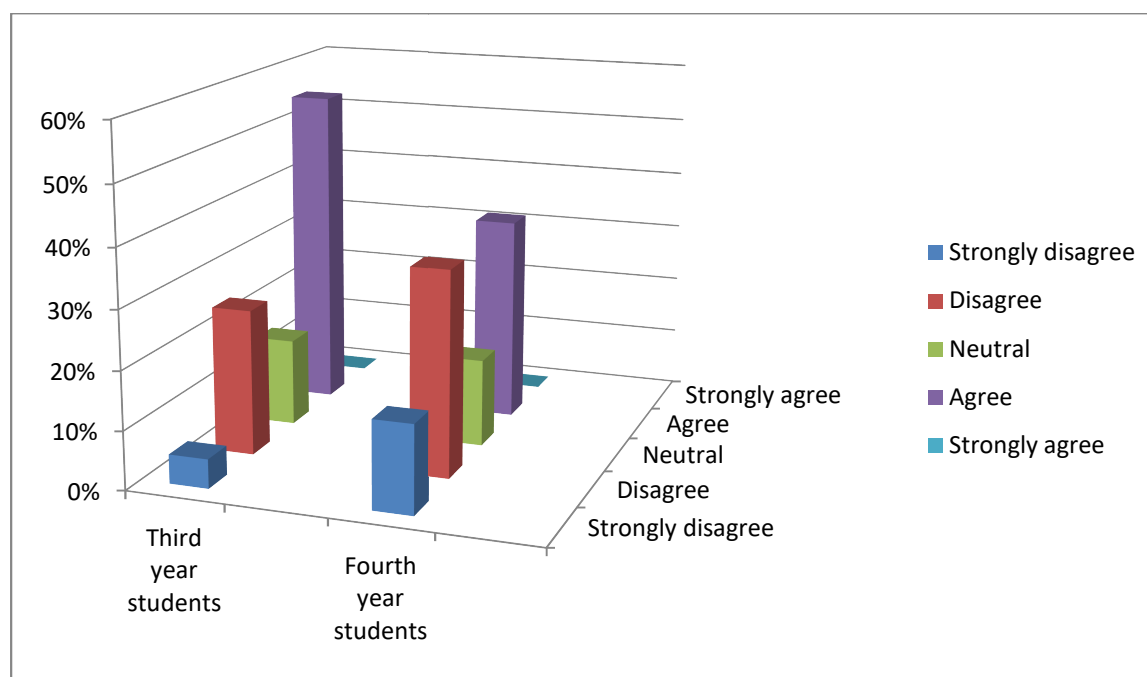
Chart 4.1.12 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'Agree' with 55% goes up continuously for the third year students, whereas for the fourth year is the best answer the word 'Agree' with 35%. Also, the word "disagree" is increased with 35% in fourth year, than 'disagree' by 25% for the third year high school students.

Question 13: Should the teacher incorporate students into creating a Kahoot game?
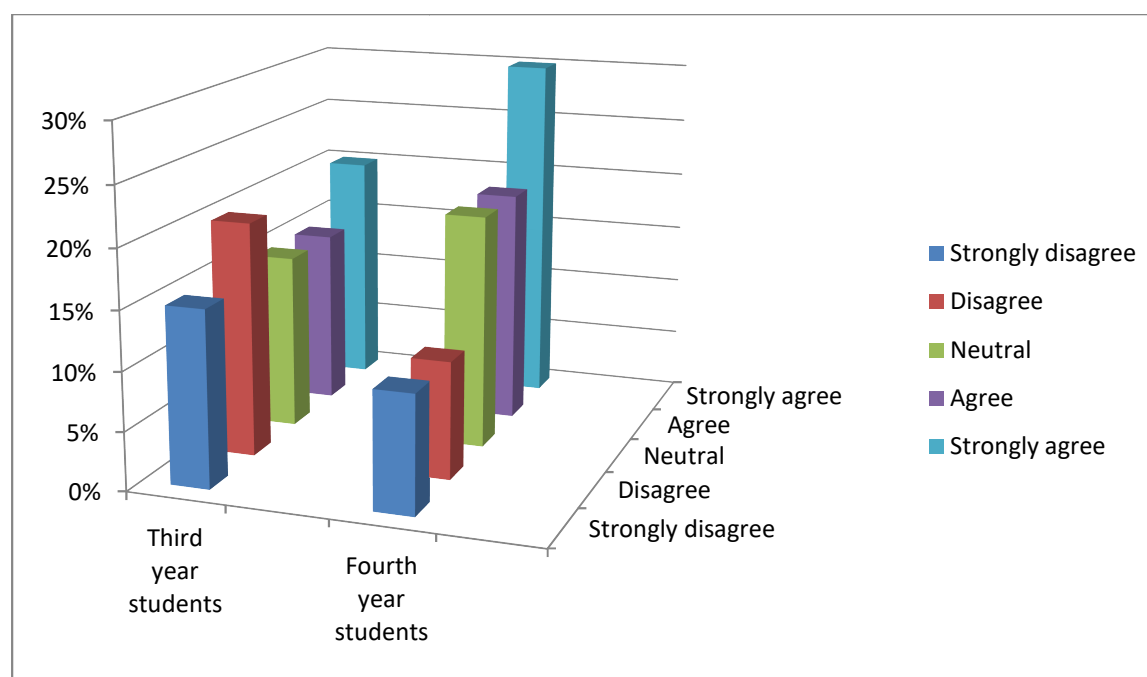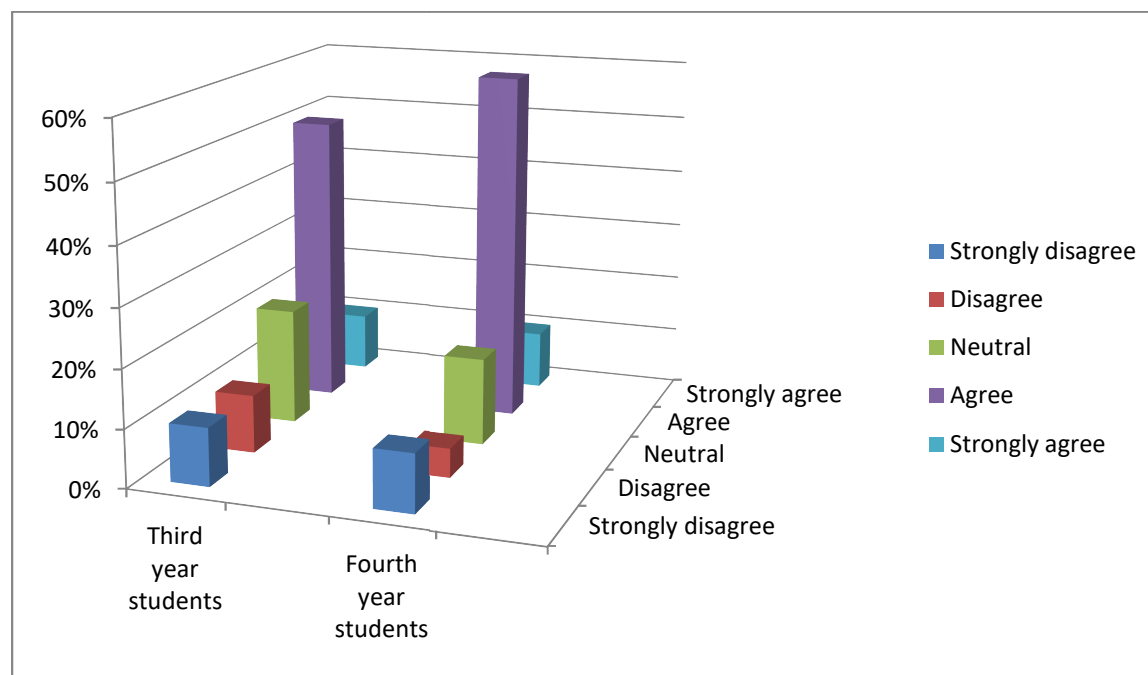
Chart 4.1.13 Results on counts and percentage based on likert scale in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'Agree' with 60% and 50% is used in both years, They showed us that the game Kahoot should be used by the teachers in different level of students. The other answers are very low with percentage as showed in the charts.

Question 14: Is Kahoot a suitable method for teaching vocabulary?
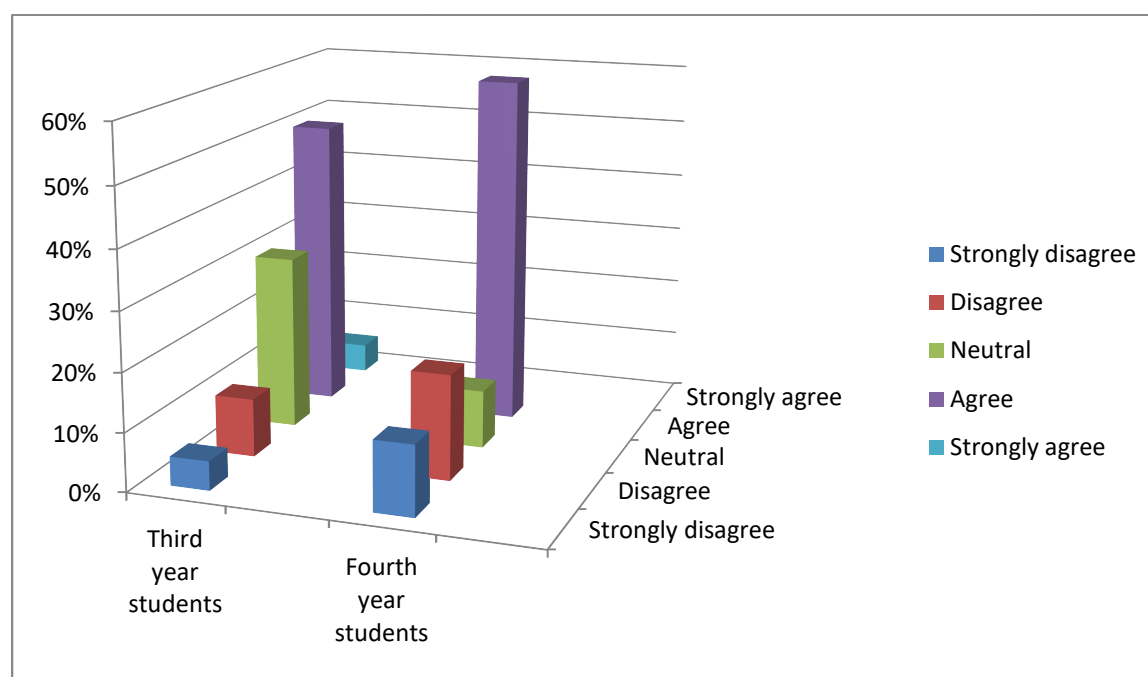
Chart 4.1.14 Results on counts and percentage based on likert scale on the High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'strongly agree' with 60% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 50%. Also, the word "Neutral" is increased with 35% in fourth year, than 'disagree' by 35% for the third year high school students.
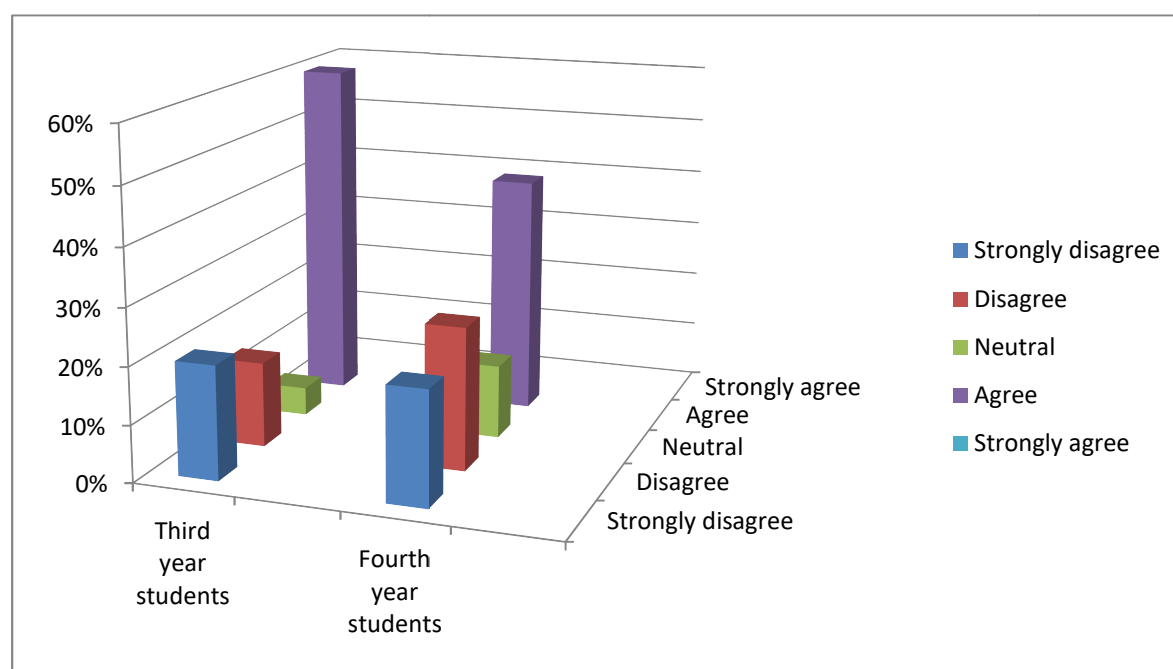
Question 15: Is Kahoot! educational?
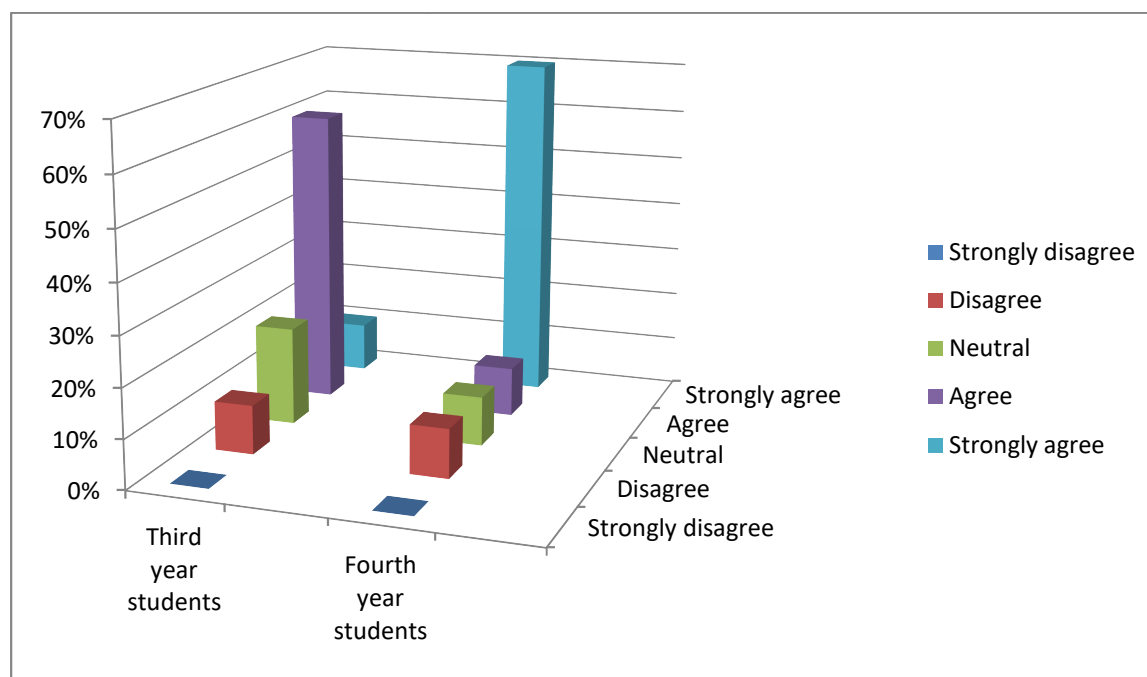
Chart 4.1.15 Results on counts and percentage based on words in High School "Saraj" in Skopje, North Macedonia.

The chart above shows that the word 'strongly agree' with 70% goes up continuously for the fourth year students, whereas for the third year is the best answer the word 'Agree' with 50%. Also, the word "Neutral" is increased with 35% in fourth year, than 'disagree' by 35% for the third year high school students.

4.3 Interview analysis and results

In this phase, there were 4 respondents interviewed. They were chosen from the high school "Saraj" in Skopje, North Macedonia. They responded to 10 open- ended questions. They expressed their views toward the impact of interactive electronic game platforms and technology in ELT and in their classes and discussed possible drawbacks. Below are some excerpts contemplated from teachers' interviews:

R- Researcher

P- Participant

Excerpt 1:

R: Do you use Kahoot game in teaching EFL? Why or why not?

P1: I have tried to use Kahoot with adult learners, since it provides a sense of teamwork and individual one all at once. In that, students become engaged in the teaching as well as learning process, since they are 21st Century learners and are their attention is better kept through online games and quizzes instead of the traditional methods of teaching.

R: Do the students like or do not like the game?

P1: Most of the students like the language games that we work on Kahoot, however it becomes an issue with some of my shy students, since they tend to become withdrawn and not participate voluntarily in the games.

R: How do you feel about the changes in classroom dynamics brought about by Kahoot?

P1: It brings a significant amount of change in the teaching as well as learning process, since the teacher is no longer the only source of information within the borders of the classroom.

R: Do you feel that Kahoot! increase/decrease your engagement with students?

P1: I strongly believe that Kahoot increases my engagement with the students, since it is more easily for me as a teacher to incorporate all of the students in the learning process, let it be by putting them in groups or asking them individually.

R: Does the game increase students motivation and how?

P1: I assume that this type of game increases students' motivation, in that the students become more independent and in charge of their learning techniques and aspects. What is more, their competitive side is brought into surface, whenever they play the game with the opposite team.

R: Do you think that male or female students like the game more?

P1: I don't think that there is a huge difference in the preference levels of both genders regarding the game.

R: Do the teachers need any training in using Kahoot with students?

P1: Some of the teachers who used to teach using traditional methods may not be as familiar with this game as the younger teachers. Thus, they would need some kind of training at the beginning of the teaching process and at the time when they create a specific game for their students.

R: What is your attitude towards the use of Kahoot?

P1: I believe that is beneficial to the EFL process, since it is both informative and fun for both the students and the teacher.

R: Is Kahoot applicable with all level of the students? Why or why not?

P1: I don't believe that younger students or beginners would fit best at this type of game. In that, the participants should be aware of the rules of the game as well as be more serious in regards of playing it. Therefore, younger students may misinterpret this type of teaching and it will result in it not being productive at all.

R: What is your experience with Kahoot?

P1: I have used Kahoot during my own studies as a student and I have incorporated it in my own teaching methods and trainings. I strongly believe that it is a suitable manner in which you could both engage and entertain your students, without it being too distractive to the learning process. Nonetheless, one should always be careful with which level of students to use it and what type of material to teach with them.

As for the question whether they use material outside the curriculum or not, most of the interviewed teachers answered positively. Using extra material is a way of helping students in understanding better the target culture and being exposed to examples of real-life context. Even though we can see from teachers' responses that many teachers expressed a positive attitude in using authentic material in their ELT, there are still some teachers who strictly follow the course books which have been assigned to them. So, it is very important to raise teachers' awareness and help them understand that the usage of extra material and expansion of the topic outside the boundaries of a plan can be beneficial for their students' professional growth. Using extra material related to the topic of discussion can reinforce a better understanding of the world outside the classroom. After all, language is a tool and as such it should serve for practical reasons.

Excerpt 2:

R: Do you use Kahoot game in teaching EFL? Why or why not?

P2: Yes I do use Kahoot game while teaching EFL. I use it because the students find it interesting and motivational at the same time.

R: Do the students like or do not like the game?

P2: 2.Yes they like it a lot, students are awarded points for answering questions correctly, and the timeliness of correct responses also impacts the points awarded. Displaying students points on the screen motivates students to get to the top of the leader board.

R: How do you feel about the changes in classroom dynamics brought about by Kahoot?

P2: I feel great, especially for those students whose attention is difficult to have when I see them interested in the game which actually is related with the lesson that makes me feel really good.

R: Do you feel that Kahoot! increase/decrease your engagement with students?

P2: It increases my engagement with students it also helps me influence and communicate more effectively with students as well as with the overall perception of my student's strengths and weaknesses.

R: Does the game increase students motivation and how?

P2: Yes it increases the students motivation because it is challenging and everyone wants to see even if they have the right answer and who has the most right answers in class.

R: Do you think that male or female students like the game more?

P2: I can't say that males or females like the game more because they all like it.

R: Do the teachers need any training in using Kahoot with students?

P2: No I don't think so.

R: What is your attitude towards the use of Kahoot?

P2: Kahoot fosters motivation and engagement and improves classroom dynamics as I said above I like it.

R: Is Kahoot applicable with all level of the students? Why or why not?

P2: No, because not all the students have the same level of knowledge.

R: What is your experience with Kahoot?

P2: It has the potential to create fun in learning as peers are engaged to compete in a healthy learning environment. It's really a great tool for educational process.

As it can be clearly seen, most teachers prefer to not deal with this issue alone, rather they ask for help from a person who is in charge of the school order (the Principal). Others try to calm and understand the student by aiding them in the learning process or allowing them to leave the class for a while. However, the ones that do not take into consideration the background and root of the issue, it is of my outmost belief that they do not want to raise larger issues at school, since the children are hyperactive and unpredictable.

Excerpt 3:

R: Do you use Kahoot game in teaching EFL? Why or why not?

P3: Well I will try to answer this question in my words first of all this game I do not use with my students because I have the teaching material that I have to teach related to the curriculum.

R: Do the students like or do not like the game?

P3: I think that students liked the game because it's very interesting.

R: How do you feel about the changes in classroom dynamics brought about by Kahoot?

P3: The game Kahoot brings a lot of changes in the classroom it increase students motivation.

R: Do you feel that Kahoot! increase/decrease your engagement with students?

P3: I believe that the game increased engagement with students.

R: Does the game increase students motivation and how?

P3: I strong believe that the student's motivation during the game is high.

R: Do you think that male or female students like the game more?

P3: Both of them liked the game.

R: Do the teachers need any training in using Kahoot with students?

P3: It depends on the teachers experience some of them didn't use such things during the classes.

R: What is your attitude towards the use of Kahoot?

P3: Kahoot brings a lot of excitement when you used it.

R: Is Kahoot applicable with all level of the students? Why or why not?

P3: it depends on the level of students.

R: What is your experience with Kahoot?

P3: It's really a great tool for educational process.

As we can see from the teachers' answers, most ELT professionals welcome criticism and try to improve themselves in the teaching process. They tend to believe that everyone does mistakes and we need to upgrade one another in the field of teaching, since at the end of the day the teachers hold the greatest responsibility for their students' success. Nonetheless, there are always exceptions. Some of the teachers do not prefer criticism and do not handle it positively, since they believe everyone has their own views, beliefs and manners of working in the classroom.

__Excerpt 4:__

R: Do you use Kahoot game in teaching EFL? Why or why not?

P4: I have used this game in some occasions but not so frequently because it is helpful during revision classes.

R: Do the students like or do not like the game?

P4: I have noticed that students enjoy this game.

R: How do you feel about the changes in classroom dynamics brought about by Kahoot?

P4: The game Kahoot gives some different energy to students and they feel freely to express their opinion during revision classes.

R: Do you feel that Kahoot! increase/decrease your engagement with students?

P4: I believe that if we use this game only for some types of activities it will be helpful, otherwise it may decrease the engagement.

R: Does the game increase students motivation and how?

P4: This game motivates students to give their opinion freely.

R: Do you think that male or female students like the game more?

P4: It has the same effect to both male and female.

R: Do the teachers need any training in using Kahoot with students?

P4: I believe that they need to be trained previously in order to used it properly during classes.

R: What is your attitude towards the use of Kahoot?

P4: I have positive attitude and I will continue using it.

R: Is Kahoot applicable with all level of the students? Why or why not?

P4: It is more useful with high school students.

R: What is your experience with Kahoot?

P4: I think I should use it more often in the future because the results are quite positive until now.

In excerpt, most teachers have anticipated the general knowledge and capacity of most of their students. In that, they are aware of each and every one's ability in the aspect of English language proficiency and fluency, because they have worked with them for a longer period of time. Nonetheless, each teaching class or situation is a new beginning and sometimes they come across some unexpected situations, like sudden positive or negative development of their students' abilities and learning.

4.4 Observation analysis and results

Object of the observations were ELT teachers of high school "Saraj" in Skopje, North Macedonia, as well as high school students from 3rd and 4th year of high school. Observations were carried out in six classrooms of 3rd year students in "Saraj" high school, four classes gymnasium and two economic and six classrooms of the fourth year students in "Saraj" high school, as well as four classes gymnasium and two economic. Teachers were observed being based in a set of principles related to students' attitudes and reactions towards the implementation of the principles of technology and game platforms such as techniques and its enhancement in ELT. Also, it was observed whether these principles impact students learning autonomy in the classroom.

One observation was made in "Saraj" high school with students from the 3rd year. The lesson was about grammatical structures 'used to' and 'did not use to' in Past Simple tense and 'use to' and 'do not use to' in Present Simple tense. In this observation, the teacher firstly made some revision of the previous lesson and after that he asked students if someone knew something about the definitions or usage of the lesson what they believe the lesson will be about. Instead they directly started teaching. Since this was a class related to grammar, he asked students' imagination and contribution, only repetition and understanding of structures. Some of the students who were fluent in English asked the teacher questions related to material, but most of them did not show interest in collaborating with their peers or teacher. Students exchanged ideas only when prompted by the teacher. The activities and sentences were related to the real world and real-life situations. Nonetheless, students were not challenged with material or questions outside the book, only what was planned in the curriculum. The classroom was equipped with latest technology; students used projector or laptops in their learning process. The teaching was done by using the board, books and PowerPoint and some extra materials. This observation was mainly focused on the technology methods of teaching, were students' opinion was not elicited or exchanged with their peers.

Another observation was done in "Saraj" high school with students from the 4th year students. The teaching was student-centered and most students were fluent in English language. The topic of the lesson was the explanation of the plot and characters of the novel "Pride and Prejudice" by Jane Austen. The students exchanged ideas and corrected one- another when they did some mistakes related to the topic of explanation. The teacher did a short revision of the plot and later allowed students to express their ideas freely, without imposing essential questions. A negative feature of this ELT observation was that not all students were involved in the discussion, only the advanced ones. Thus, the remaining ones only listened and corrected their character descriptions in the notebooks. Moreover, the teacher checked whether or not all students in class have written a summary of the novel and character analysis. A mutual aspect of this high school and "Saraj" is that not all classes had technological support. In the class were this observation took place, instead of showing it into a projector, the teacher showed an excerpt of the novels' movie from their own mobile phone. Consequently, not all students felt engaged into the teaching/ learning process, only some of them took part in it. Last but not least, in this observation the teacher used some critical thinking in the description of the characters. In that, the teacher gave hints to the students and they tried to find out whether or not a character had positive or negative traits. This part of the lesson also helped students to revise character and physical appearance adjectives. What is more, it motivated student to discuss with each-other and sometimes even disapprove of their peers' answers.

4.5 Findings

The data gathered from this combination of qualitative and quantitative research along with the reviewed literature, provided answers to the research questions raised in the beginning of the research. By answering these research questions this research will provide evidence for proving or refuting research hypothesis.

1) How does Kahoot influence classroom dynamics in High school?

Taking into consideration the dynamics of ELT and various student backgrounds, attitudes and aptitudes, some ELT professionals have taken into consideration the promotion of critical thinking techniques in their teaching environment. Nonetheless, it is difficult to use critical thinking within the classroom, since the curriculum does not promote it and most students are not aware of what critical thinking skill/ technique is. Some of the techniques that ELT teachers use to promote critical thinking is the elicitation of students' previous knowledge as well as asking for explanations of personal experiences. Another method of promoting critical thinking is that teachers nowadays go to various seminars that help them teach with the latest advancements in technology and improve their methods of teaching. The issue arises in that the schools and the state does not aid them by equipping the schools with projectors, smart boards, laptops for students etc. Thus, sometimes is not the fault of the ELT professionals, rather it is a larger issue to be taken into consideration. Last but not least, most teachers believe that enhancing critical thinking skill and techniques within the classroom broadens their students' overall knowledge of the language and their linguistic proficiency. In addition, with the help of these critical thinking methods, providing a student their autonomy and freedom of expression, definitely enables and motivates them to acquire the language more easily and voluntarily.

2) How does the use of Kahoot enrich learning experiences of High school students?

Even though most ELT teachers have improved their teaching methods and skills to oversee and follow the new teaching trends, some of them still prefer the old/ traditional method of teaching. However, the later do not know that the traditional way of teaching does not use and promote any techniques at all, it only floods students with information that is maybe not even relevant in the long term. Some of the component that impede teachers to incorporate critical thinking as a skill in the teaching process or the curriculum is the System of Education and even the high school itself. In that, even though teachers want to incorporate critical thinking techniques into the teaching process, whenever advisers or counselors are sent to evaluate the teaching process, they do not evaluate anything that is outside the curriculum. Thus, teachers are forced to stay inside the borders of the curriculum, since students later on will lack of knowledge from the book material and focus on critical thinking skill only. Moreover, there does not exist grading criteria in the high schools of the Republic of North Macedonia for critical thinking. Consequently, a students' critical thinking and its usage within the classroom will not impact their final grade at all. Besides, ELT teachers do not have a huge impact into changing the state teaching curriculum, except when there is a major strike planned and most of the teachers may refute and achieve to change this issue.

3) In what ways does the use of Kahoot influence students' motivation towards learning English?

The usage of critical thinking as a skill and promotion of its techniques is minimal in our high schools, due to the lack of knowledge from the ELT teachers but also professionals on the field. A possible option in order to raise the usage of critical thinking is by organizing seminars where high school ELT teachers will go and inform themselves about the importance of its usage. Only after some advancement into the classrooms regarding technology and ELT teachers' training, may high schools understand the importance of critical thinking. Another possible option is for high school students to raise the awareness of critical thinking techniques in ELT teaching by making presentations and projects on the issue and present them across the high schools of the country. In order to incorporate critical thinking as a 5th language skill into the curriculum, teachers need to become aware of the influence that it has in aiding students to acquire the

English language more easily. What is more, critical thinking helps to develop the 4 language skills, for instance. in speaking-it helps in the lexis for debates and interviews, in listening- it helps in grasping a missing piece of information, in reading- it helps to 'read between the lines' and infer a specific meaning, in writing- it helps to enrich and expand vocabulary, thus making the writing look more academically and professionally. As a consequence, the only way to incorporate techniques which promote critical thinking and critical thinking itself within the curriculum is in behalf of ELT professionals and their will to change and dispute some of the present methods of teaching. In that case, some unnecessary teaching programs will be eliminated and critical thinking will become the new trend within the EFL classrooms.

4.6 Conclusion

The analyses provided above, brought to surface the overall conclusions that the implementation of the impact of electronic games such as Kahoot in ELT facilitates language learning. Moreover, using the teaching techniques that produce truly technology activities provide a student-centered lesson. Hence, students prefer learning the language through practicing different communicative and technology game based activities. Also, lessons focused on speaking and communications are students' preferred lesson type. Furthermore, students prefer working together, giving ideas, being independent, and participating a lesson that focuses on them and their needs. Similarly, The use of Kahoot and technology is the latest method that promotes all of the above mentioned aspects of the English language.

5. Conclusions

The aim of this research was to find out how is the impact of using electronic games such as Kahoot, to see how games can positively influence classroom dynamics. Moreover, it's a combination with techniques and communicative method is efficient and beneficial to the process of language teaching and learning.

The first hypothesis **"The Game Kahoot positively influences classroom dynamics for the high school students."** stated that the game Kahoot positively influences in the classroom in order to provide its highest results. The result of students' questionnaire, teachers' interview and classroom observations support the first hypothesis. All of the teachers interviewed that had used technology in ELT, admitted that the usage of the game Kahoot in ELT has shown to have positive results in motivating students to acquire the language. Since it promotes and improves students' communication, it is also beneficial to students of lower level of linguistic proficiency.

The second hypothesis "**The Game Kahoot helps students enrich vocabulary knowledge."** implied that the game Kahoot has benefits in upgrading and boosting language proficiency in general. All of the research instruments provided above supports this hypothesis. Students' questionnaire prove that students prefer and learn better through working effectively on their own or debating about issues with their peers. Additionally, students preferred to be the center of attention during ELT and asked frequent questions and contributed to class discussion. Furthermore, from the teachers' interviews we can understand that all teachers have different teaching experience and some of them have had the chance to do their studies in the best universities with great equipment's , classroom discussions or via the usage of communicative teaching method.   Whereas, regarding classroom observations, each of the teachers observed incorporated techniques for technology through essential questions related to the material.

The third hypothesis **"Students' motivation is increased when playing Kahoot."** demands that Kahoot differs in every student, since every student is different from one another. Thus, techniques which promote critical thinking should not have one mutual criteria of grading; however they should be created to suit at least some student-types of learners. For instance. advanced, beginner, shy, communicative, withdrawn etc. It is true that not every student has the same capacities and possibilities as their peer, nonetheless Kahoot is understood differently by everyone. This hypotheses is supported by the student questionnaire and by the teachers' interview, but is not supported by the observation checklists. Thus, students and teachers strongly believe that Kahoot is different for each student but not only in theory, only some of them tried to prove it in practice and for the revision. Most of the students agree that they are responsible for their own learning. Moreover, they agree that different communicative teaching techniques such as self-assessment, peer feedback, and real-life situations help them reflect on their learning methodologies and become more independent. Furthermore, all of the teachers stated that they believe that the game Kahoot has an positive impact in learner general knowledge.

This research brings us to conclusion that all activities, which seek and develop the technology and promotion of its techniques in ELT, serve also as means of putting the student in the center. While developing learners' experience through performing different communicative activities, teachers will simultaneously encourage students to think critically and analytically about their learning. In such way, students become conscious about the purpose of learning a lesson or performing a particular task, hence, understanding that it is their duty to consistently engage in the learning process and thoroughly scrutinize it in order to draw specific conclusions.

6. Limitations and Recommendations

In cooperation with students and teachers, this research has been successfully conducted. Also, it has reached the goals that were set before it began. However, there were a few limitations, which will be discussed in the following paragraph. Moreover, this chapter will also provide some recommendations for further research.

6.1 Limitations

Firstly, teachers who were interviewed were from the same high school and different places. Moreover, the teachers have finished their academic studies in different universities and come from various backgrounds. Classroom observations were conducted in the same high school: "Saraj" and the curriculum was the same in this high school as the others in the city. The student questionnaire was conducted online via Google form in each class with the students in high school "Saraj", but there was a specific limitation to it. Although the questionnaire was anonymous and each question was translated and explained carefully. There is always room for students to misunderstand or interpret the meaning of the questions in their own way.

6.2 Recommendations

A recommendation for the next research is to conduct it with students from different years from the different high schools, for example. In one high school do the questionnaire with the 1st year, 2nd year, 3rd year and 4th year of students. Another recommendation is to conduct with students from private high schools and public high schools. In that case, that the results can be based on a larger sample of students. Also, to investigate the understanding of the technology and the use of game platforms by the students and its meaning in broader terms by the teachers (via teachers' interviews).

Another recommendation is that teachers must always challenge themselves, be creative, and explore different teaching strategies. In that, to include extra material and their own teaching experience in order to incorporate and develop the usage of game platforms and technology in ELT. In order for them to meet nowadays students' needs, our school has the capacity and provide internet access and modern equipment with the latest technology such as: computers, projectors and smart boards.

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8. Appendices

8.1 Appendix 1: Students' questionnaire

Student Questionnaire Used to Evaluate Undergraduate Student Learning

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. My learning results have increased					
2. I had fun while learning					
3. My learning has been more autonomous					
4. I have improved my learning process					
5. I have worked more on my oral or written expression					
6. I have increased my creativity					
7. Learning					

effectively on your own				
8. I think learning is more active and experiential				
9. I see more possibilities to show what I have learned				
10. I have more possibilities to work at my own pace				
11. I have had the facility to access the materials and contents.				
12. I have been able to self-evaluate my learning process				
13. Should the teacher incorporate students into creating a Kahoot game?				

14. Is Kahoot a suitable method for teaching vocabulary?					
15. Is Kahoot educational?					

*Thank you for your time and help

8.2 Teachers' observation protocol

Observation Checklist and Comment Form

DoDea Grant Peer Observations, 2012-13

Teacher   **Date**   **Class**   **School**

What did you observe?	Comments
1. Students asking questions about the game.	
2. Students making predictions	
3. Students working collaboratively	
4. Students using technology	
5. Students on task/ engaged in their work	
6. Student ownership and responsibility	
7. Active exchange of ideas	
8. Teacher connecting with students' prior knowledge	
9. Teacher is facilitator of learning	
10. Activity/assignment/discussion connected	

to real world	
11. Problem-based learning	
12. Formative assessment being used	
13. Students are challenged	
14. Instruction is more standards-based ,less textbook driven	
15. Learning is framed by essential questions	
16. Multiple subject areas are integrated	

Observed by:

Comments:

8.3 Teachers' interview

Semi-structured interview for ELT teachers

1. Do you use Kahoot game in teaching EFL? Why or why not?
2. Do the students like or do not like the game?
3. How do you feel about the changes in classroom dynamics brought about by Kahoot?
4. Do you feel that Kahoot! increase/decrease your engagement with students?
5. Does the game increase students motivation and how?
6. Do you think that male or female students like the game more?
7. Do the teachers need any training in using Kahoot with students?
8. What is your attitude towards the use of Kahoot?
9. Is Kahoot applicable with all level of the students? Why or why not?
10. What is your experience with Kahoot?

*Questions created by Arian Shabani