




The benefits of applying Kahoot media in modern EFL teaching-learning contexts

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ABSTRACT

It will be more reasonable for second language teachers to be more literate concerning the optimal internalization of proper technological learning platforms in their habitual classroom activities. Previous researchers believed that with the supportive endorsement of compatible technological-based learning tools, EFL learners are willing to showcase more proactive learning participation as they continually experience a higher degree of learning enjoyment. This small-scale library study aimed to investigate the beneficial values of applying Kahoot media in modern EFL teaching-learning contexts. To that end, the researcher plotted a thematic analysis approach in analyzing the previously generated findings from 30 previous Kahoot media journal articles. By releasing this action, more understandable research outcomes can be potentially obtained since the researcher clustered all these prior results into some identical research themes. Two major research findings were drawn: (1) Kahoot media enabled EFL learners to attain thorough foreign language mastery skills, and (2) EFL learners continually experienced more positive learning nuance by activating Kahoot media. Some pertinent recommendations and commendations were suggested for the significant advancement of forthcoming studies delving more profoundly into the utilities of technological-based learning media in various EFL classroom circumstances.

ARTICLE INFO

Article history:

Received: September 30, 2024

Revised: November 20, 2024

Accepted: November 22, 2024

Keywords:

EFL learning process; Kahoot media; Library study; Technology; Thematic analysis

To cite this article: Wijaya, K. F. (2024). The benefits of applying Kahoot media in modern EFL teaching-learning contexts. *Erudita: Journal of English Language Teaching*, 4(2), 165–178. <https://doi.org/10.28918/erudita.v4i2.8896>

To link to this article: <https://e-journal.uingusdur.ac.id/erudita/article/view/erudita426>



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Introduction

English has been the most essential foreign language to be further mastered in this industrial revolution 4.0 era. Thus, it is indispensable for EFL learners to acquire advanced English language competencies to succeed in both academic and present working contexts. Yunus et al. (2021) acknowledge that by fully mastering the English language, EFL learners will have wider opportunities to experience more fruitful academic achievements and obtain decent

vocation in their prospective working places. Concerning the proper utilization of pedagogical approaches and digital learning media, second language educationalists have attempted their best attempts to continually devise innovative, interactive, and effective learning strategies to be internalized in their regular classroom learning activities. Sidek and Wahi (2018) repudiate that various rigorous efforts have been made by second language educators in an attempt to promote more enjoyable, meaningful, and transformative teaching-learning dynamics boosting EFL learners' target language competencies to the utmost potential. On the contrary, second language educators are struggling intensively concerning the way to maintain EFL learners' learning motivation, focus, and confidence. This communal educational issue cannot be detached from the condition that second language teachers are still accustomed to making use of conventional classroom learning activities provoking tedious classroom vicinities among EFL learners. The above-mentioned pedagogical obstacle is mutually interlinked with Afifuddin and Nafis (2023) articulating that as second language educationalists are used to capitalizing on traditional teaching strategies in their daily classroom learning contexts, it is plausible to expect the exponential growth of target language proficiency to be endured by EFL learners.

Toward that end, second language educators need to open their current pedagogical perspectives by embracing appropriate technological tools to be constantly incorporated into their classroom learning basis. With the support of compatible and meaningful technological-based learning platforms, EFL learners can potentially kindle their motivation to learn the given learning materials more profoundly. This admirable learning attitude is attributable to the authentic, hands-on, and contextualized classroom activities offered by the particularly harnessed digital media. This underlying principle is tightly interwoven with Chen (2024) postulating that under the limelight of suitable technological learning tools, EFL learners feel more encouraged to explore the imparted topical lessons more exhaustively since they discover the usefulness between the presented online learning dynamics with their specific learning needs, preferences, and competencies. Among the beneficial technological tools worthwhile to be insistently internalized in EFL teaching-learning enterprises is Kahoot media. It is believed that Kahoot media can be one of the rewarding technological platforms for EFL learners to start infusing proactive classroom learning involvements to broaden their specific understanding of the particularly discussed learning topics. This holistic learning reward may potentially take place since EFL learners obtain novel and profound conceptions through the completion of a series of online learning modes forming in Kahoot media. As a result, they are confident in sharing the newly obtained knowledge with other learning counterparts. This beneficial value echoes Prieto et al. (2019) adducing that second language teachers should commence the apparent classroom learning activities with the optimal integration of Kahoot media as one of their digital pedagogical strategies in which EFL learners will be enriched in terms of their understanding of the specifically-discussed learning materials, which in turn cultivating active learning engagement while partaking in classroom group discussions.

Another educational benefit attained from the meaningful activation of Kahoot media is the conveyance of immediate, reliable, and relatable feedback. This probability may happen when EFL learners have already finished answering a certain number of inquiries manifested in fun quizzes. After the accomplishment of all these online quizzes, EFL learners are granted limitless freedom to review their responses along with the provided answer keys. By

continually relearning and reflecting on their prior learning progressions, there will be a higher degree of probability for EFL learners to transfigure into more competent target language academicians as they learn not to repeat identical mistakes in the forthcoming learning events. The above-elucidated conception accords with Aidoune et al. (2022) confirming that Kahoot media can stand as one of the valuable digital media for ascertaining significant intellectual empowerment among EFL learners by which they are capable of evaluating their previous learning performances in line with the informatively-imparted answer keys. Through incessant activation of Kahoot media, second language teachers will be more successful at promoting more student-centered learning climates among diverse wide-ranging EFL learners. The realization of a learner-oriented learning atmosphere is heavily governed by the conditions where EFL learners are highly desirous of constructing varied novel knowledge, skills, and experiences with supportive assistance from other learning companions. Meaning to say, Kahoot media gradually rejuvenates EFL learners' perceptions that teachers are mere sources of knowledge. Instead, they can acquire richer perspectives from other learning community members like classmates. Dehghanzadeh et al. (2024) state that EFL learners are more prone to endure the highest degree of knowledge, expertise, and skill improvements amidst the implementation of Kahoot media wherein they can collaboratively discuss their context-appropriate learning materials with their trusted learning companions.

Compared to other digital learning media such as Quizizz, Quizlet, Padlet, and Jam Board, Kahoot media ceaselessly imparts EFL learners with differentiated gamification activities whereby they will have positive and supportive online competitions with other classmates. By constantly receiving rewards manifested in precious badges, prestigious leaderboards, and sincere accolades from other learning companions, EFL learners will be more confident while taking part in complex classroom learning activities in their daily routines as their higher-order thinking skills have been intensively honed through the impartation of these critical inquiries. Wang and Tahir (2020) contend that Kahoot can pave a valuable pathway for EFL learners to acquire the fullest development of their higher-order thinking skills through which they positively compete with other classroom learning members to attain gratifying learning appraisals and complement their prior along with the existing knowledge concerning the subject-specific matters being discussed. Kahoot media is also salutary in entrenching robust autonomy character and collaborative skills development within EFL learners. Given the fact that gamification activities in Kahoot media can be played either individually or in groups, EFL learners are more likely to exert additional effort in their individual-based quizzes as a further attempt to reach the topmost leaderboards. While playing in groups, EFL learners will learn extensively to convey their particular ideas clearly to other learning counterparts and discuss the possible outcomes to win the team-tag games. All these rewarding benefits are consistent with Yuruk (2019) averring that with the meaningful endorsement of Kahoot media, EFL learners are progressively transforming into more self-regulated academicians since they attempt their best efforts to stipulate the most accurate decisions to achieve the highest scores in individual quizzes, while at the same time, they are simultaneously aware of establishing efficient communication with others to preserve the solid collaborative networking happening among the group members.

To ensure all these meritorious educational rewards take place in these modern EFL classroom learning circumstances, second language educationalists ought to devise various moderately challenging inquiries to be further responded to by EFL learners. All the specific questions ought to be enacted in moderately-challenging manners to holistically involve both proficient and struggling EFL learners in the designated online learning dynamics. If the presented inquiries are too easy for competent EFL learners, they will handicap their current learning dynamics as negligible since they have fully mastered all the fundamental concepts forming in those questions. On the other hand, when it comes to strenuous questions, struggling EFL learners are more likely to experience frustrating classroom learning dynamics in which they still need to increase their readiness and preparedness in delving into complex topical lessons in their personalized learning process. All these above-expounded elaborations seem to fit with Vrublevska et al. (2022) strongly suggesting second language educators begin creating a set of specific online questions in accord with learners' circumference of learning interests, needs, and abilities to kindle their learning motivation to the fullest potential.

Five previous studies were conducted in line with the major topic forming in this library-based qualitative investigation. Fitria (2024) unearthed that through the use of Canva media, Indonesian second language educators could design various interactive, relevant, and contextualized learning materials harmonious with EFL learners' particular learning characteristics, which in turn influenced the thorough attainment of fruitful learning outcomes. Mardhiah et al. (2024) highly recommended that Indonesian second language educationalists start immersing EFL learners into the proper activation of digital storytelling media at the commencement of their speaking learning activities in which they experience a higher degree of enjoyment prompting them to internalize advanced communication proficiency levels. Moonma (2021) confessed that with the enlightenment of Google Classroom, Thailand EFL learners began infusing discipline learning behaviors as they were constantly got reminded concerning the exact deadlines of their assignment submissions. Nurhidayat et al. (2024) strongly prompted educational institutions to equip Indonesian EFL teachers with intensive technological-based learning platforms training by which they will be more skillful at juxtaposing their classroom learning materials, activities, and strategies in line with their learners' present learning conditions. Huda and Kusumawanti (2024) underscored the critical importance for second language learning instructors to arm Indonesian EFL learners with the appropriate utilization of Word wall as they can enrich the desired target language learning skills to the fullest potential.

Among all these five prior studies, none of them has exhaustively explored the advantages of implementing Kahoot media in modern EFL teaching-learning contexts. Hence, this small-scale library study purported to unravel the beneficial impacts experienced among EFL teachers and learners amidst the implementation of Kahoot media in their daily second language classroom learning basis. By carrying out this main study objective, the educational institutions and teacher training and education faculties will work hand-in-hand in determining legitimate curriculum policies worth applying to sustain the optimal internalization of sophisticated technological learning platforms as an expedient route to promote more optimal educational outcomes to the entire learning community members. To embody the above-mentioned aspirations, the researcher aimed to explore this single

research inquiry: what are the benefits of applying Kahoot media in modern EFL teaching-learning contexts?

Method

Research design

The researcher conducted this small-scale qualitative study with the help of a library analysis approach. With the support of a library analysis approach, the researcher can potentially produce more accurate, robust, and relevant findings in which an iterative and profound data evaluation process is simultaneously run. Klassen et al. (2012) theorize that it is of key importance for qualitative researchers to capitalize on a library analysis method at the commencement of their investigation as a further attempt to ascertain the eligibility and clarity of the targeted research outcomes due to the conduction of in-depth data analysis process.

The researcher concurrently internalized a thematic analysis approach to ensure accurate data categorizations. With the placement of accurate data categorizations, the designated research stakeholders are more likely to attain a more comprehensive understanding of the particular phenomenon being delved into. This meritorious value is in agreement with Braun and Clarke (2021) contending that through the decent employment of a thematic analysis, the researchers are more liable to yield more accurate, credible, and robust research results through which the identical findings are grouped together in order to ease the targeted readers to gain a more comprehensive understanding of the persisting phenomenon. To corroborate the maximization of library and thematic analysis methods, the researcher synchronously applied an open-coding approach. The aforementioned research approach is beneficial for assisting the researcher to immediately spot various kinds of data discrepancies impairing the credibility of the impending research results. Nowell et al. (2017) assert that with the accompaniment of an open-coding methodology, the researchers will be put at ease in discovering a wide variety of unwanted incongruences among the collected data resulting in the impartation of more sound research findings.

Data source and collection

The researcher selected 30 previous Kahoot media scientific works from various international and national journal article platforms. By carrying out this action, the targeted research stakeholders can establish mutual connectivity between the specifically discussed findings with their regular classroom routines, which will promote influential impacts for the promotion of better-facilitated second language learning enterprises. Moreover, the researcher chose 30 prior Kahoot media journal articles from 2020 to 2024. The last five-year publication works have been deemed conscientiously before the researcher embarked on this library-based qualitative investigation to increase the preciseness of the impending research results. This advantageous benefit may be experienced since all the generated findings are tightly interwoven with modern second language learning dynamics.

There were three factors motivating the researcher to run this small-scale library study. Firstly, the researcher hoped that the impendent findings could encourage second language educationalists to start activating Kahoot media in their regular classroom learning basis

whereby EFL learners progressively transform into more proficient target language users. Secondly, the researcher expected that the impending results would bring about constant second language classroom learning enjoyment among heterogeneous EFL learners by which they are highly desirous of maximizing their target language proficiency skills to the greatest potential. Lastly, the researcher instilled a belief that the particularly generated researcher outcomes will address an enlightening perspective to second language educators that the considerate concatenation between daily-based pedagogical approaches with sophisticated technological platforms is more likely to facilitate the whole target language learning progressions undergone by EFL learners.

Data analysis

The researcher expounded all the thematically-categorized findings in descriptive ways. Descriptive data explications were chosen to be further implemented in this small-scale library study as the researcher attempted to recite and augment the credibility of the previous research results as a firm conveyance to the research stakeholders. To ensure the soundness of the descriptive data, the researcher consolidated his descriptions with some relatable findings and theories of technological-based learning tools integration. As a result, the believability of all these descriptive research results will be guaranteed since the researcher referred to his data descriptions with the supportive endorsement of evidenced-based research outcomes.

Findings and discussion

Kahoot media enabled EFL learners to attain thorough foreign language mastery skills

The first finding specifically depicted supportive factors enabling EFL learners to progressively transform into more highly-achieving and competent target language academicians. All these positive aspects pertained to enjoyable, stress-free, innovative, and interactive learning dynamics offered by Kahoot media. Toward that end, Kahoot media is not merely advantageous of entrenching well-nurtured foreign language proficiency but also life-long learning characters since they are incessantly intrigued to conduct more exhaustive exploration towards each imparted learning topic.

Table 1

Kahoot Media Enabled EFL Learners to Attain Thorough Foreign Language Mastery Skills

Theme 1	Studies
Kahoot media enabled EFL learners to attain thorough foreign language mastery skills	Korkmaz and Öz (2021); Truong (2024); Kıyançipek and Uzun (2022); Reynolds and Taylor (2020); Khalilian et al. (2021); Aidoune et al. (2022); Quiroz et al. (2021); Kurniawan et al. (2024); Min et al. (2021); Nadeem and Al Falig (2020); Kusumayanthi and Rusmiyati (2021); Al-Khamaiseh and Al-Jamal (2022); Kapsalis et al. (2020); Baskutlu (2024); Sinnivasagam and Hua (2023); Nuri et al. (2022).

Informed by earlier findings in Table 1, Kahoot media can be one of the useful technological tools for EFL learners to obtain comprehensive foreign language mastery skills. During taking part in Kahoot learning activities, EFL learners are capable of acquiring a more exhaustive understanding of the specifically imparted learning topics. As Kahoot media constantly exposes EFL learners to a wide variety of interactive, meaningful, and variegated learning modes, they subconsciously activate their prior knowledge enabling them to understand the entire contents forming in their newly-addressed topical lessons. Kıyançığek and Uzun (2022) uncovered that Turkish EFL learners have thoroughly gained an in-depth understanding of their subject-specific matters amidst the implementation of Kahoot media where they are granted limitless access to various sophisticated learning activities. Through the activation of Kahoot media, EFL learners will have broader opportunities to transform into more skillful target language academicians. The entrenchment of this holistic learning reward is prompted by the strong establishment of mutual, solid, and collaborative group networks among the learning community members. By continuously discussing particular learning concepts with other diverse learning companions, EFL learners can obtain newly-formed contention enriching their existing perspectives resulting in the significant enhancement of their academic performances, skills, and achievements.

The above-explicated viewpoints are mutually interlinked to Reynolds and Taylor (2020) who suggested that Korean second language educationalists start equipping EFL learners with the decent utilities of Kahoot media at the commencement of their regular learning dynamics in which they gradually transfigure into more well-rounded academicians due to the actualization of supportive group discussion activities. It is interesting to highlight that Kahoot media is useful for assisting EFL learners to undergo more seamless personalized learning dynamics in the long run. This commendable learning behavior is well-cultivated as EFL learners have been skilled at conducting critical self-evaluation of their previous learning process. With the presence of in-depth learning reflections, EFL learners can enforce some essential emendations concerning their particular learning drawbacks, which in turn will elevate their forthcoming academic performances. Khalilian et al. (2021) revealed that most Iranian EFL learners are skillful at planning, monitoring, and evaluating their previous learning enterprises after being familiar with the utmost utilization of Kahoot media in which they obtain immediate feedback locating their specific learning weaknesses to be further amended.

EFL learners are more likely to shift into effective problem-solvers and prudent decision-makers after participating in Kahoot learning activities. This assertion is not without its plausible reason since EFL learners are intensively trained to exercise their self-regulatory competencies while confronting a vast range of taxing learning obstacles. By habituating this autonomous learning behavior, EFL learners will be more flexible, confident, and ingenious at orchestrating a range of learning strategies fitting most compatibly with their current learning situations. This advantageous value is in parallel with Al-Khamaiseh and Al-Jamal (2022) unfolding that an overwhelming majority of Jordanian EFL learners do not rely heavily on their teachers' supportive learning assistances while being crammed with varied adverse learning situations, yet they have become firmer decision-makers and judicious problem-solvers who are capable of devising a wide range of efficient solutions working best for resolving their present learning challenges. Above all, Kahoot media is expedient in cultivating lifelong learning characters among EFL learners.

Given the interactive, captivating, and meaningful nature of Kahoot media, EFL learners are always committed to constantly honing their target language competencies to the greatest growth outside the regular classroom routines. By doing so, there are no external forces compelling them to initiate self-learning activities as they are motivated to do so as a further attempt to escalate the targeted learning skills. The above-elucidated viewpoints are in agreement with Kurniawan et al. (2024) affirming that Kahoot media can potentially become a valuable technological tool functioned to establish, reinforce, and foster life-long learning attributes within EFL learners where they are highly desirous of enforcing profound explorations on the particular subject topical lessons.

EFL learners continually experienced more positive learning nuance through the activation of Kahoot media

The second finding is positively linked to the promising foreign language learning atmosphere EFL learners are going to undergo upon the incorporation of Kahoot media. In the light of Kahoot media, EFL learners are more likely to transfigure into more proactive and knowledgeable target language academicians whereby they are willing to establish mutual group discussions with other distinctive learning community members through relevant online games. By habituating EFL learners to this hands-on activity, they subconsciously acquire the designated target language competencies with the absence of rigid, tedious, and pressuring learning demands. Thus, it can be fairly parsed that holistic target language skills may more likely be attained when EFL learners already infuse a higher level of learning interest towards some specific-subject matters. In the following section, the researcher attempted to depict these thematically-based results descriptively with the support of credible theories and previous findings in an attempt to yield more believable research outcomes. Hence, more comprehensive data descriptions can be spotted in the ensuing lines.

Table 2

EFL Learners Continually Experienced More Positive Learning Nuance through the Activation of Kahoot Media

Theme 2	Studies
EFL learners continually experienced more positive learning nuance through the activation of Kahoot media	Ahmed et al. (2022); Ebadi et al. (2023); Alharthi (2020); Öden et al. (2021); Husin and Azmuddin (2022); Khatibi and Badeleh (2021); Degirmencioglu and Gilanlioglu (2023); Melisa et al. (2023); Katemba et al. (2022); Hsia and Yamat (2022); Nikolić et al. (2022); Pratolo and Lofti (2021); Sukowati and Sartono (2020); Sibatuara (2021).

Previous studies in Table 2 discussed that Kahoot media paved a more promising trajectory for EFL learners to undergo a more positively sound and emotionally supportive classroom learning atmosphere. The probability of this positive learning behavior to take place is high since EFL learners can have positive individual and group competitions with other learning counterparts. By immersing EFL learners in all these supportive competition gamification models, they are encouraged to redouble their efforts while answering a particular number of given questions. As a result, EFL learners enjoy their entire learning dynamics, which is something scarce to experience in conventional classroom learning activities. The above-elucidated notion aligns with Ebadi et al. (2023) who discovered that

the predominant number of Iranian EFL learners consistently showcased positive and supportive learning characteristics upon their participation in Kahoot learning activities by which they are deliberately allowed to have online learning review interfaces with other classmates in the forms of enjoyable individual and group games.

It is worth elucidating that Kahoot media can act as one of the major driving forces for EFL learners to infuse robust self-confidence while embarking on various complex and challenging classroom learning activities. These confident learners are motivated to take more risks in their arduous learning processes as they have familiarized themselves with varied higher-order thinking skill questions posted on Kahoot media. The aforesaid contention resonates with Öden et al. (2021) averring that it is pivotal for second language educationalists to begin exposing EFL learners to the meaningful use of Kahoot media whereby they will no longer feel uneasy while being bombarded with a wide array of laborious learning obstructions.

The present study also portrays that Kahoot media can help EFL learners construct a more proactive learning character in their daily learning enterprises. The solid establishment of this proactive learning character is the result of a trial-and-error process when learners attempt to comprehend some novel topical lessons. By habituating themselves to this type of learning experimentation, EFL learners are prompted to actively disseminate their newly-constructed thoughts to other learning community members since they have simultaneously fostered their competencies and skills in the long run. Khatibi and Badeleh (2021) advocated for second language educators to allow EFL learners to conduct trials and errors during the activation of Kahoot media to infuse a higher level of motivation, confidence, and proactive learning behaviors, which will be particularly useful for promoting more productive group classroom discussions.

Kahoot media can be one of the credible technological tools supporting second language teachers to minimize unintended disruptions in their regular classroom learning circumstances. Owing to various interesting, interactive, and real-life connected online features forming in Kahoot media, EFL learners are more inclined to heed their utmost concentration to follow the designated teaching-learning dynamics from the beginning until the end. When EFL learners have plunged themselves into various productive learning enterprises, second language educators only need to maximize their efforts to ascertain that all learning community members have obtained a comprehensive understanding of the targeted materials without being occupied with unnecessary classroom learning issues. Melisa et al. (2023) disclosed that the vast majority of primary Indonesian EFL learners avert from doing unruly classroom learning behaviors during the meaningful incorporation of Kahoot media wherein their fullest focus and attention have been attracted to varied fun learning features forming in this technological tool.

Another salient point making Kahoot media one of the most compatible technological-based learning tools to be insistently harnessed in modern EFL teaching-learning dynamics is owing to its perceived ease of use and perceived usefulness. Simply speaking, all the learning features, activities, and quizzes from Kahoot are composed in contextual and relevant manners. In a condition that EFL learners eventually discover that all these learning components are in harmony with their particular learning needs, preferences, and levels, they are more prone to take further participation in it. As an effect, EFL learners begin instilling positive perceptions toward their future learning activities since they have valued the

potential academic utilities addressed by Kahoot media. Nikolić et al. (2022) theorized that with the optimal accompaniment of Kahoot media, EFL learners will perceive their upcoming second language learning dynamics as enjoyable, meaningful, and less stressful through which all the online learning features are composed based on their specific learning needs, preferences, and proficiency.

Conclusion

Concluding the thematically-categorized findings in this library-based qualitative study, it is worth encapsulating that Kahoot media can serve as one of the positive springboards for second language educators to bring about innumerable benefits for the remarkable advancement of EFL learners' target language learning enjoyment, motivation, proficiency, performance, and achievement. It can be said so since Kahoot media insistently immersed EFL learners into an interactive, collaborative, and innovative second language learning atmosphere wherein they attain a comprehensive understanding of the particularly discussed topical lessons. Furthermore, Kahoot allowed rewarding pathways for EFL learners to conduct self-initiated learning actions to possess well-established conceptions toward various complex learning materials. This lifelong learning behavior can act as one of the critical determinants for EFL learners to experience a significant elevation in their target language proficiency skills as they are always self-sufficient in discovering a wide array of novel and beneficial knowledge substantiating their intellectual empowerment.

There are certain inevitable limitations in this small-scale library study. First, it deals with the generalizability of the findings to be further internalized in four major English language classroom learning dynamics; listening, speaking, reading, and writing. Concerning these drawbacks, future researchers may advance this scope of study by specifically exploring the benefits of applying Kahoot media in one of those four major English language competencies. By releasing this suggested advice, second language educationalists may be more likely to instill an adequate understanding of maximizing Kahoot media upon embarking on their specific second language learning exposure. Second, it is of great importance for prospective researchers to review a great number of Kahoot journal articles to be exhaustively reviewed. By reviewing plentiful Kahoot scientific works published in various educational regions, second language teachers will infuse a higher degree of readiness to apply Kahoot media in their habitual classroom learning basis. This probability can occur as second language educators are skilled at juxtaposing their pedagogical approaches with the meritorious usefulness forming in Kahoot media. Lastly, there is a further indispensable need for the impending researchers to conduct deeper explorations concerning the debilitating effects of utilizing Kahoot media in regular second-language classroom learning dynamics. This action will heighten EFL learning instructions' preparedness while the Kahoot application does not work accordingly with particular learners' learning situations and conditions. Notwithstanding all these shortfalls, the findings of this library study have applicable significance for professional and compassionate second language educationalists who aim to promote holistic EFL teaching-learning enterprises where EFL learners continually attain substantial academic benefits.

Acknowledgements

The researcher would like to express his indebtedness and profound thankfulness to Professor Concilianus Laos Mbato for dedicating his precious time to validate, reread, and reevaluate every research outcome in this library-based qualitative study. The researcher is fully aware that there will be no successful accomplishment of this research project without the supportive assistance from other influential educational parties. As a closing remark, the researcher aspired that the specifically-generated findings of this small-scale library investigation will shed a glimpse of enlightenment for EFL educators and learners who wish to impart fruitful contributions for the advancement of our educational systems manifested in the meaningful utilization of sophisticated, proper, and contextualized technological-based learning platforms.

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