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**THE IMPACT OF KAHOOT ON VOCABULARY ACHIEVEMENT AND  
FOREIGN LANGUAGE LEARNING ANXIETY OF TURKISH EFL LEARNERS**

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## TEZ ÇALIŞMASI ORJİNALLİK RAPORU

*The Impact of Kahoot on Vocabulary Achievement and Foreign Language Learning Anxiety of Turkish EFL Learners* başlıklı tez çalışmamın toplam 47 sayfalık kısmına ilişkin, 18/07/2024 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%21** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

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18/07/2024

Mustafa AKCAN

Prof. Dr. Hasan ÇAKIR

## **BİLİMSEL ETİK BEYANNAMESİ**

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## ABBREVIATIONS

### Abbreviations

MALL: Mobile Assisted Language Learning

EFL: English as a Foreign Language

DGBL: Digital Game-Based Learning

FLLAS: Foreign Language Learning Anxiety Scale



## ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### **KAHOOT UYGULAMASININ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN KELİME BAŞARISI VE DİL ÖĞRENME KAYGILARI ÜZERİNDEKİ ETKİSİ**

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Teknolojinin emek ve zaman tasarrufu sağlaması ve birçok insanın günlük hayatında yer alması nedeniyle dil öğrenimi alanında da teknolojiden faydalanmak kaçınılmaz hale gelmiştir. Son yıllarda, eğitsel oyunlar aracılığıyla kelime öğretimi giderek yaygınlaşmıştır. Teknolojinin dil öğrenme ortamlarına entegrasyonu, yabancı dil eğitimi hem öğretmenler hem de öğrenciler için daha cazip hale getirirken, web tabanlı oyunlar aracılığıyla kelime öğretimi, yabancı dil öğrenme sürecinin en keyifli ve en pratik parçalarından biri olarak görülmektedir. Bu dijital oyunlar öğrenme sürecini keyifle birleştirirken öğrencilerin derse ve içeriğe olan ilgilerini en üst düzeye çekmektedirler. Bu nedenle, bu çalışma Kahoot'u kelime öğretiminde bir mobil uygulama olarak kullanmayı ve öğrencilerin kelime başarıları ve kaygı düzeyleri üzerindeki etkilerini araştırmayı amaçlamıştır. Çalışma Afyonkarahisar'ın Çay ilçesindeki bir devlet ortaokulunda 45 katılımcı ile gerçekleştirilmiştir. Çalışmada yarı deneysel ve hem nitel hem de nicel yöntemleri içeren karma yöntemli bir araştırma deseni kullanılmıştır. Uygulama sürecinde, deney grubu mobil uygulama Kahoot aracılığıyla kelime öğrenip tekrar ederken, kontrol grubu geleneksel kalem ve kağıt alıştırmalarıyla kelime pratiği yapmaya devam etmiştir. Uygulama süreci altı hafta süren bu çalışmanın nitel kısmı için, deney grubundaki katılımcılar, Kahoot uygulamasını bir kelime öğrenme stratejisi ve pekiştirme aracı olarak kullanma konusundaki görüşlerini, duygularını ve deneyimlerini paylaşmak için her iki haftada bir olmak üzere toplamda üçer adet yansıtıcı günlük tutmuşlardır. Nicel verilerin analizi için SPSS programı kullanılırken, nitel veriler için ise içerik analizi yöntemi kullanılmıştır. Nicel verilerin bulguları, Kahoot uygulamasının deney grubu katılımcılarının kelime bilgilerini genişletmelerine ve dil öğrenme kaygılarını azaltmalarına yardımcı olduğunu göstermiştir; ancak bu puanlar istatistiksel olarak önemli bulunmamıştır. Yansıtıcı günlüklerden elde edilen veriler ise, dil sınıflarında mobil cihaz ve uygulamaların kullanılmasının öğrencileri kelime öğrenme ve pratik yapma konusunda motive ettiğini, çünkü bu öğrenme stratejisini ilham verici ve eğlenceli bulduklarını doğrulamıştır. Öğrencilerin sınıf ortamında teknolojik aletlerden dil öğrenme aşamasında yararlanmaları onların derse odaklanmalarını kolaylaştırmış ve düzeylerine uygun hazırlanmış mobil etkinlikler sayesinde yabancı dil öğrenme kaygılarında azalma gözlenmiştir.

**Anahtar Kelimeler:** Mobil öğrenme, Kahoot, Dil öğrenme kaygısı, Kelime başarıları

## **ABSTRACT**

Necmettin Erbakan University, Graduate School of Educational Sciences  
Department of Foreign Language Education  
English Language Education Program  
Master Thesis

### **THE IMPACT OF KAHOOT ON VOCABULARY ACHIEVEMENT AND FOREIGN LANGUAGE LEARNING ANXIETY OF TURKISH EFL LEARNERS**

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As technology saves effort and time and due to its presence in the daily lives of many people, it has become inevitable to benefit from technology in the field of language learning. Over the past few decades, teaching vocabulary through educational games has become increasingly common. As the integration of technology in language learning settings has made education more appealing to both instructors and students, teaching vocabulary through web-based games can be seen as one of the most enjoyable and practical part of foreign language learning process. These digital games combine the learning procedure with the joy. Thus, this study aimed to use Kahoot as a mobile application in vocabulary teaching and investigate its effects on vocabulary achievement and anxiety levels of the students. The study was carried out with 45 participants in a state secondary school in Çay, Afyonkarahisar. It used a mixed-method research design that was quasi-experimental. During the implementation process, the experimental group learned and revised vocabulary through the mobile application Kahoot while the control group went on practising vocabulary with traditional pen and paper exercises. The treatment procedure lasted for six weeks. For the qualitative part, the participants in the experimental group kept reflective journals every two weeks in order to share their opinion, feelings and experiences with using Kahoot as a vocabulary learning strategy. SPSS software was used for the analysis of quantitative data, while the content analysis method was used for qualitative data. The findings of the quantitative data indicated that Kahoot helped the participants of the experimental group expand their vocabulary knowledge and reduce their language learning anxiety; however these scores were found statistically insignificant. The data obtained from the reflective journals verified that using mobile devices and applications in language classes motivated students to learning and practising vocabulary as they found this learning strategy inspiring and enjoyable.

**Keywords:** Vocabulary achievement, Anxiety, Kahoot, MALL

# CHAPTER 1

## 1. INTRODUCTION

The purpose of this study was to determine how using Kahoot affected students' anxiety levels and vocabulary achievement. The research study's problem statement, purpose, significance, and limitations are covered in this chapter.

### 1.1. Problem Statement

Developments in the field of technology and the increasing use of mobile devices have brought many different approaches and innovations in education and training processes. Portable devices such as smartphones, tablets and laptops offer users the opportunity to remove time and place restrictions through wireless networks (Hoi & Mu, 2021). This situation has led to some changes in the traditional roles of teachers and students in education by revealing the fact that the process of learning and reinforcing the acquired knowledge does not have to depend only on the school boundaries (Karakas & Kartal, 2020). In today's world, where access to information is much easier than in the past, the teacher is not only seen as a person who conveys information, but also as a guide who is open to innovations, teaches and facilitates learning, and guides students. Along with these roles given to the teacher, students are expected to be autonomous learners who set their own goals and manage their own learning processes within a plan.

Foreign language learning is one of the most used areas of autonomous learning in education; in other words, learning English, which is the most widely used second language. The most basic requirement to learn and use English effectively and efficiently is vocabulary. Studies show that gaining proficiency in English depends on the variety of words learned, and insufficient vocabulary may prevent effective communication. Repetition plays an important role in increasing vocabulary knowledge and the rate of actively used words. A word needs to be repeated many times for it to be fully understood (Webb, 2007). While doing repetitions, a study method supported by gamification provides better learning instead of memorizing word lists, which is an old method; because the mind strengthens the memory of the student by establishing meaningful relationships between images and words.

This research aims to determine whether the Kahoot application, which is one of the mobile supported language learning tools, contributes to students' English vocabulary

learning. Vocabulary studies of 8th grade students learning English as a second language in a public school in Turkey were followed through the Kahoot application in the classroom. As a result of these studies, answers were sought to the research questions regarding the use of Kahoot as a teaching and learning strategy.

## **1.2. The Purpose of Study**

Although many studies have been conducted on the effectiveness of mobile applications in the acquisition of listening, speaking, reading and writing skills, which are four basic skills in English teaching, with the developing technology, the studies on the effect of gamification in vocabulary learning are quite new. This research aimed to examine how Kahoot application contributed to secondary school students' vocabulary learning. With the activities to be carried out during the research process, answers to the following problems were sought:

- 1) Is there a significant difference between the pretest-posttest scores of the group that uses Kahoot and the group that does not?
- 2) Is there any statistical difference between the anxiety level of the control and experimental groups before and after the implementation of Kahoot?
- 3) What are the perceptions of students about using Kahoot for vocabulary learning and practice?

## **1.3. The Importance of Study**

In language learning, the number of words students know and the rate of acquisition of basic language skills such as reading, listening, speaking and writing are similar. Therefore, the production and determination of more effective and more permanent methods and techniques in vocabulary learning is also at the center of research in this field (Rosell-Aguilar, 2018). Integrating mobile-assisted language learning tools into the language learning process, which provides students with more flexible working opportunities in terms of time and space, makes it easier for students to achieve targeted gains and provides more permanent learning (Börekci & Aydin, 2020). In this research, the contribution of Kahoot, an application designed on English words and gamified versions of these words, to secondary school students' vocabulary learning was examined. The contribution of the this gamified technique

to the field was tried to be revealed as a more efficient alternative to the pen and paper method traditionally used in vocabulary learning.

#### **1.4. Assumptions**

- 1) During the implementation, learners will not receive any outer support for vocabulary learning.
- 2) The students taking part in the study will state their opinions sincerely and give unbiased responses about the data collection tools used.
- 3) Students in the control and experimental groups will continuously attend the lessons.
- 4) Uncontrollable variables will affect the experimental and control groups in the same way.

#### **1.5. Limitations**

Some expected limitations appeared while trying to understand how Kahoot platform affect secondary school students' English vocabulary learning ability in English classes.

- 1) The study mainly focused on receptive vocabulary. It did not present any findings about productive parts of vocabulary learning such as pronunciation.
- 2) While this research was being carried out, students might have had some technical problems like reaching the internet in the classrooms.

This research was carried out in a state secondary school in Çay district of Afyonkarahisar province in the academic year 2023-2024. The study was held with duration of 6 weeks in the vocabulary learning of 8th grade students in the second term of the academic year. This study is limited to the scores obtained from the anxiety scales and vocabulary tests performed by two groups of students using and not using Kahoot application. It is also limited by students' personal opinions about their Kahoot using experience.

## 1.6. Definitions

**Gamification:** It is the process of adding game mechanism into language learning environments to increase motivation and participation.

**Kahoot:** It is a mobile application that students used during the 6-week practice period for an hour each week and repeat the words they have learnt in the target language by competing with their friends.

**Mobile Assisted Language Learning:** The language learning process in which technology is integrated into settings via mobile devices and applications.

**Pre-tests & Post-tests:** The same tests and questionnaire that measure the vocabulary knowledge and anxiety level of the students before and after the implementation.

**Reflective journals:** Educational diaries through which students share their perceptions and emotions about the implementation of a different teaching method.

## CHAPTER 2

### 2. LITERATURE REVIEW

This chapter reviewed literature on using mobile apps to improve vocabulary and lower anxiety levels in language learning environments.

#### 2.1. Integrating Technology into Language Learning

Over the years, a wide range of techniques, strategies, and approaches have been used to encourage students to learn a foreign language, increase student motivation, and teach a foreign language in the most efficient way possible. In order to provide a high-quality education, teachers have benefited from numerous methods and tactics with the aim of boosting their students' competence in the target language. In these methods, use of technology stands out as the most frequently utilized and influential factor. As technology saves effort and time and due to its presence in the daily lives of many people, it has become inevitable to benefit from technology in the field of language learning. Shyamlee and Phil (2012) point out that technology satisfies not only the visual but also the auditory senses of language learners. Tafani (2009) found out that using media while teaching a foreign language assists in visualizing teaching, cultivating students' fluency and accuracy.

Technology has always been regarded as a crucial component of the language teaching and learning process since it provides authentic materials and unlimited resources for language learners. Gilakjani and Sabouri (2014), emphasized that technology gives the control of their learning process to the learners. They feel more independent and tend to play an active role during their learning period; therefore, they retain more information thanks to technology.

Use of technology also boosts learners' cooperation and helps them in creating opportunities for authentic interactions (Gillespie, 2014). Learners develop better collaboration skills when they learn with the technology. Effective combination of teaching methods and multimedia is essential for increasing learners' motivation and attracting their attention toward language learning process (Ahmadi, 2018). Learners can also acquire languages at a faster and more enjoyable way as they have a general tendency to regard technology as a user-friendly tool.

### **2.1.1. Definition of Technology in EFL Settings**

With the evolving technologies, there have been significant changes in the roles of both teachers and learners in the language teaching area. In a conventional setting, teachers are the only source of knowledge and learners are anticipated to be the passive receivers of the target language. As Susikaran (2013) points out, this kind of chalk and talk method is teacher centered and far away from meeting the needs of effective language teaching process. In order to make teaching more productive and give more colorful lessons, teachers are required to optimize the organization of the class and create a student-centered learning atmosphere. This could be achieved best with successful integration of technology into educational settings as technology promotes the communicative competence of students and saves more time than the traditional teaching methods.

Technology use is not a desire; it is an obligation in language learning. Dockstader (1999) defined its integration into learning process as the application of technology to enhance the learning environment. In existing educational settings, learners are expected to take an active role in language learning process and regulate their own progress by exploring answers to the questions eagerly instead of passively receiving them. Anderson and Speck (2001), also suggests a major change in teachers' role as being a "guider on the side" rather than being a "sage on the stage".

With the integration of technology into language learning, teachers in the classroom are no longer seen as one way transmitter of information through which method the capacity of learners are hampered. On the contrary, they are expected to take on the role of facilitators of thinking, boosters of academic advancement and communicative competence of the learners by making use of best materials aligned with the modern technology. Using the appropriate media in a particular class makes learning enjoyable and almost never leaves someone uninterested or unmotivated.

Technology tools enhance learners' language skills as they provide an encouraging and inspiring learning environment for learners as they have the opportunity to gain more exposure to language in meaningful contexts and create their own knowledge (Parvin & Salam, 2015). It is an undeniable fact that technology improves class efficiency, enriches teaching content and lowers learner anxiety by supplying limitless sources for both teachers and learners; however, Wenglinsky (2001) states that without taking into account the role that teachers play in integrating technology, the technology alone has no bearing on students'

achievement. In other words, as Gilakjani (2017) states, teachers should adopt their new roles and utilise the existing technologies in appropriate ways.

### **2.1.2. Mobile Assisted Language Learning (MALL)**

Mobile-assisted language learning has gained great importance owing to the growing availability of handheld devices and mobile technologies such as smart phones, tablets and laptop computers. It has been a rapidly growing field since portable devices provide the learners with valuable platforms to extend L2 use beyond classroom. In other words, language learners are equipped with the opportunity to study at anytime and anywhere thanks to the unique features of MALL such as promoting the interaction and the mobility of the devices. As Jones (2015) states by giving users access to information wherever they are, mobile devices can substantially help students in their language learning endeavors. It has also been demonstrated that mobile devices, when equipped with the right software, may facilitate small group collaborative learning in the classroom in a way that is far more productive than it would be without them (Zurita & Nussbaum, 2004).

Mobile assisted language learning provides boundless opportunities for language learners to control their own learning process. As the in-class practice is limited to the allocated time, being an autonomous learner via technological tools gains more importance. The reason is that such tools construct bridges between formal and informal settings in language learning by allowing convenience, practicality and individuality. It is obvious that the use of these technologies is in accordance with strategic educational aims including increasing student success and retention, facilitating the differentiation of learning needs, and contacting with students who might not otherwise have the opportunity to engage in the educational process (Kukulka-Hulme et al., 2008).

As Orawiatnakul and Wichadee (2017) point out in their study, for students, especially those who are learning a language as a second language and are not able to utilize it in everyday situations, autonomy is a crucial element. Since the ubiquity of these mobile technologies has been growing constantly, L2 learners have had the opportunity to decide their own studying hours and places. In other words, MALL enabled language learners to study a second language autonomously as it offered flexible studying hours and spots by not restricting the learning process to classroom walls; namely, extending learning beyond the classroom.

Mobile assisted language learning offers new opportunities to practice English in a more enjoyable and meaningful way. MALL has become a significant trend in EFL learning thanks to its contributions to autonomous language learning process. As the use of mobile-internet devices has increased substantially over the past 15 years, benefiting from these useful tools for educational purposes has also drawn the attention of students, teachers and researchers respectively (Loewen et al., 2019). It has been proven by many researchers that by increasing the intrinsic motivation and enthusiasm of the learner MALL has positive effects on learners' listening comprehension, reading ability, vocabulary recall and speaking skills.

In Burston's (2015) study, it has been demonstrated that MALL offers advantages for speaking, listening, and reading skills when the right learning metrics are in place. In other words, handheld devices and mobile tools are quite functional thanks to their portability and availability. The learners decide their own paths to acquire the desired skills or abilities. MALL's contribution to the language learning field seems to be increasing gradually since it facilitates out of class learning by providing learners with the potential to study and review the aimed knowledge as much as they want.

### **2.1.3. Digital Game-Based Learning**

In the last two decades, access to technology and technological devices has become easier for people compared to the past. Similarly, both teachers and learners have had more opportunities to benefit from a multitude of digital tools such as computers, tablets and smart phones. As a result, the effectiveness of digital game-based learning has been the subject of numerous studies in recent years in language learning field.

Prensky (2003) defines digital game-based learning (DGBL) as the usage of amusing potential of digital games for instructional purposes. In other words, it is the combination of an educational component and entertainment in a meaningful context with the aim of utilizing games' power to create a better and more effective educational atmosphere. There are many studies showing that serious games have a positive impact on reaching the educational goals. (Ozcelik et al., 2015)

A game-based setting means a competition environment where learners are more motivated and tend to spend more time on finding responses to the questions. As James and Mayer (2019) point out in their study, this kind of competition environment promotes learner

motivation and leads to better learning outcomes by converting conventional instruction into game-like activities. Mayer (2014) also states that the more students are actively engaged with the instructional resources, the greater motivation they have to achieve better results.

Not surprisingly, integration of digital games into language learning environment fosters students' L2 vocabulary learning besides other skills (Tsai & Tsai, 2018). While competing for ranking or for a prize in a digital game in the foreign language, learners see vocabulary learning process as an enjoyment and they are more likely to gain more vocabulary knowledge in such a relaxing atmosphere as Wichadee and Pattanapichet (2018) state in their related study. Immediate feedback gives the learners the opportunity to check their comprehension and they also stimulate their learning by collecting points and feeling a sense of either accomplishment or loss through digital games which are aligned with the necessities of language teaching process.

Besides being motivation boosters and learning facilitators, digital games can also be regarded as mental and social supporters of the learners. This opinion has been proven by the study of Dörnyei and Ushioda (2021), who discovered that dynamic participation is significantly affected by motivation. In other words, active engagement is closely related to the effective learning environment which can stimulate and enhance learning by contributing the learners' performance. To conclude, by transforming teacher-centered traditional classes into learner-centered modern classes, digital games have considerable positive effect on language learning environments.

## **2.2. Vocabulary Learning**

Language learners are required to have four basic skills to master a language. These skills are speaking, listening, reading, and writing (Mahdi, 2018). However, when a language learner aims to master in four language skills and develop his overall knowledge in the target language, vocabulary becomes the primary basis of this process. As Bueno-Alastuey and Nemeth (2020) point out in their study, without sufficient vocabulary knowledge, a learner would have difficulty in various skills, including grammar, reading and writing tasks; namely, the range of vocabulary has a crucial role in second language proficiency.

There are now more options to assist language learning thanks to recent advancements in mobile technology. As vocabulary learning is an essential part of language learning

process, integrating digital technologies into vocabulary learning process seems valuable because technology-based settings enable the presentation of language in a variety of ways. Mahdi (2017) claims in his study that learners can do numerous tasks with mobile devices and new contexts for language acquisition are produced by these tasks. This results in teaching and learning new lexical items in a more positive and enjoyable learning environment.

Vocabulary teaching did not have priority in language learning settings in the last century. However, to convey our message and achieve a real-life communication, the significance of vocabulary knowledge has been found out in the recent studies. Therefore, teaching more vocabulary in meaningful contexts with the help of technology and mobile devices has gained more importance. In their related study, Başoğlu and Akdemir (2010) compared the effectiveness of using paper flashcards versus mobile phones for vocabulary learning. While the control group studied the same words on paper flashcards for the same period of time, the experimental group studied the target words for six weeks during their extracurricular hours using the vocabulary program on their phones. Their research showed that mobile phone vocabulary learning apps outperformed traditional flashcard vocabulary learning tools in terms of helping students acquire more vocabulary in English.

Learning vocabulary through mobile technologies has also advantages for learners in terms of affective factors. In this digital age, learners have opportunities to regulate their own learning process and they can enjoy the flexibility of gaining vocabulary process through ubiquitous learning. In other words, they can learn new lexical items or reinforce their background knowledge anywhere and anytime. As they are not restricted to school walls and class time, they feel less pressure on themselves and it lowers their anxiety. Moreover, they are more motivated and inspired when they learn at their own pace.

### **2.2.1 The Importance of Vocabulary Retention**

One of the most difficult tasks when learning a language is to acquire vocabulary. Many English teachers are aware that students forget content, but they are frustrated by the low retention of lexical terms. This is a normal part of learning until the word is fully understood. Both foreign language instructors and students have noted that vocabulary is the most important aspect of learning a language because it is essential to all aspects of reading, writing, speaking, and listening. That's why, the process of learning vocabulary permanently plays a critical role in foreign language field.

Vocabulary retention can be defined as the capacity of remembering the lexical items after a period of time. According to what Park et al. (2005) note, the main cause of many language learners' difficulties in understanding and speaking a foreign language is a deficiency in vocabulary. Therefore, one must unavoidably increase their word knowledge to reach intermediate and advanced levels of skill in a foreign or second language.

Acquiring new vocabulary is tightly linked to review and practice. Since vocabulary retention is the ability of learners to recognize or recall words after an interval of time, acquiring vocabulary process should be as effective and meaningful as possible to make learners store and remember them more successfully. Although Tinkham (1993) reported that the amount of time and repetitions needed for learning varied widely throughout learners, there are many studies which point out that lexical items are better learned after at least six or seven times repetition.

One of the most effective methods to retain words better is benefiting from the advantageous sides of using games in education. Learners can acquire an enormous amount of new vocabulary through playing games. As the integration of technology in language learning settings has made education more appealing to both instructors and students, teaching vocabulary through web-based games can be seen as one of the most enjoyable and practical part of foreign language learning process. These digital games combine the learning procedure with the joy. As a result, learners' attention can be attracted towards language learning with the true combination of teaching methodology and digital materials (Ahmadi, 2018).

### **2.2.2. Learning Vocabulary Through Games**

Over the past few decades, teaching vocabulary through educational games has become increasingly common. Vocabulary can perhaps be learned in isolation for a short time, but in the long term, it would be challenging and require considerable effort to retain them as they are learned as isolated items. As Derakshan and Khatir (2015) state, games can provide the teachers with the opportunity to create meaningful contexts in which the language becomes more purposeful. Riahipour and Saba (2012) pointed out that conventional methods like memorizing long vocabulary lists can be boring for learners and these methods cannot guarantee that vocabulary retention will take place.

Language learners frequently find vocabulary acquisition tedious, particularly those who are raised in the digital era. The Internet has created a world of opportunities for learners to improve their target vocabulary in this era of digitalization (Turgut & Irgm, 2009). The implementation of vocabulary games can enhance the learning process and increase student retention rates by rendering the process more entertaining.

Donmus (2010) states that games can help learners both mentally and physically. They can also keep players' attention for extended periods of time and put them in a race against other players as well as themselves to achieve predetermined goals in terms of vocabulary. A relaxing, stress-free environment, competition, and games may all be included in a language learning setting through game-based learning, and that helps students pick up and remember target vocabulary faster. Rather than using teacher-centered traditional methods, digital games put the learners in the center and make the learning procedure easier and more effective.

Based upon their observation that teenagers spend most of their times in playing digital games, Shahriarpour (2014) tried to investigate the effectiveness of using digital games in language teaching by making use of the popular video game L.A.Noire. Teachers used this video game to engage students in vocabulary learning activities. According to the findings of their research, learning vocabulary through playing a digital game increased learners' motivation as it aligned with students' interests and enabled them with the outcomes of a meaningful learning. Researchers also concluded that video games were effective in facilitating vocabulary learning.

### **2.3. Affective Factors in Language Learning**

For many years, a variety of factors, including age, society, environment, and so on, have affected second language learners as they studied the language. Among them, affective aspects have significant importance. Therefore, the psychological underpinnings of language acquisition research have been extensively examined, with a focus on the individual variances among learners.

Strong feelings are involved in both second language learning and teaching. Emotions are a big aspect of language learning since education is a social as well as a rational endeavor. It involves bringing individuals together in a social context where emotions can influence

how professors educate and how students respond to the process of teaching and learning (Dörnyei, 2005).

English vocabulary learning is a long-term and sometimes boring process. In consideration of this fact, learners should have a strong intrinsic motivation to make use of various language learning methods and strategies effectively. Moreover, their language learning anxiety level should be diminished as much as possible to create a stress-free atmosphere. Otherwise, they tend to get bored quickly and give up learning English vocabulary since they feel the lack of an integrative motivation to acquire more vocabulary (Chen et al., 2018).

With the goal of minimizing its negative effects on education and maximizing the beneficial effects of affective factors in the acquisition of second languages, numerous studies have been conducted in this area. In his study, Zabihi (2018), examined the impact of a few cognitive and affective variables, either directly or indirectly, on the complexity, accuracy, and fluency of writing produced by second language (L2) learners. Not surprisingly, the findings of the research showed that anxiety had a negative impact on learners' narratives.

### **2.3.1. Language Learning Anxiety**

Anxiety is the subjective sense of worry, tension, nervousness, and apprehension related to an activation of the automatic nervous system. According to MacIntyre (1995), while trying to learn a language, everyone experiences anxiety in some type of situation to some extent. Language learning may be impacted by language anxiety by outlining the thought-to-be underlying mechanisms of its actions.

Learning a foreign language cannot be categorized in simple tasks. A strong commitment, focused attention span, and successful management of emotions are necessary for successful language learning. There are additional factors involved, which increases the difficulty of learning a second language. Language anxiety is one of the many elements that affects how quickly language acquisition progresses. It is a common emotion among language learners as they move through the learning process. More than half of the individuals learning a second language experience anxiety in one way or another. As a result, they have a general tendency to find language study less enjoyable and observe how their performance is affected by their anxiety.

Anxiety levels rise when one is unable to communicate in English or any other second language. In order to find a permanent solution to a problem, it is well-advised to get to the root of it and create answers. Besides a number of factors which are responsible for causing anxiety among language learners, Saleh et al. (2022) identifies the lack of vocabulary knowledge as one of the main reason for language learning anxiety.

Numerous studies have found links between anxiety and poor academic performance when learning a foreign language. These negative correlations have revealed that more endeavors are required to improve better anxiety-reducing teaching techniques. Some students exhibit lower levels of self-assurance and they are more susceptible to anxiety than others. They often feel uncomfortable in front of their classmates in the classroom or when given academic assignments; they worry about making mistakes and looking foolish; and they fear criticism, poor evaluation, etc. The pressure is much stronger when it comes to learning a second language (L2) because contemporary teaching methods emphasize the value of spoken interaction between students, which is likely the biggest cause of worry for the students. All these reasons form a basis for minimizing the level of anxiety in foreign language teaching.

The majority of language experts concur that one of the main challenges faced by English as a Foreign Language (EFL) learners is anxiety resulting from the language learning process. To provide a deeper comprehension of the factors that influence language learners' degrees of enjoyment and anxiety, Özer and Altay (2021) conducted a qualitative study including 233 fifth-grade students in Turkey. According to their findings, students are more motivated and self-assured when they enjoy their classes. They also get better results when their foreign language anxiety diminishes in a relaxing learning environment. Therefore, the researchers conclude that teachers should do their best to create opportunities to increase the enjoyment of their students and reduce their anxiety level during language learning classes.

### **2.3.2 Relationship Between Motivation and Anxiety**

An important factor in the process of learning a language is motivation. Gardner and his colleagues (1985), define motivation as the feeling to how much a person works or tries to learn a language out of a desire to do so and the happiness received from doing so. If language teachers do not comprehend the connection between motivation and its impact on language acquisition, they will not be able to teach a language in an effective manner. What one may refer to as passion, which has to do with a person's inherently held objectives and

ambitions, lies at the heart of motivation. Successful learners are conscious of their preferences, advantages, and disadvantages, and they can use their strengths and weaknesses to their advantage. The learner's passion is related to successful language acquisition. Instructors should also discover ways to tap into this enthusiasm (Oroujlou & Vahedi, 2011).

Researchers have been examining motivation in the process of acquiring second languages for a number of years. The phrase is frequently used by educators and learners to describe the factors that lead to learning success or failure. Motivation serves as the major catalyst for the initiation of second or foreign language (L2) learning as well as the sustained engagement with the lengthy and frequently laborious process of language acquisition. Even people with exceptionally gifted abilities struggle to attain long-term goals in the absence of desire, and excellent instruction and curriculum alone may not ensure student success (Dörnyei, 1998).

For language learning to remain being motivational and progress, students require high-quality input, engagement, and chances for meaningful output. Therefore, a skilled educator needs to identify intrinsic motivating resources and find out how to link them to external motivational elements that can be included into a classroom setting. This is especially important when the students' immediate needs, other than passing tests, do not appear to depend on English. Teachers must comprehend the many goals and purposes that students have when learning a language in order to design lessons that will motivate them. Students should comprehend why they should exert effort, how long they should continue an activity, how intensely they should pursue it, and other related concepts.

Anxiety is widely regarded as a kind of negative emotion that brings negative effects on language learning. On the contrary, motivation is defined as a personal and internal desire to learn a foreign language. Both terms are significant factors in language proficiency in terms of linguistic results. In other words, they both have a significant impact on language learning outcomes since anxiety and motivation are strongly tied to each other in the acquisition of second and foreign languages. As a result, a number of studies have been conducted about the relationship between language learning anxiety and motivation.

In their large scale study, Liu and Huang (2011) tried to investigate the correlation between these two important variables in second language learning. 980 undergraduate students from three different universities in China took part in the study. They were all

enrolled in compulsory English courses of their universities and responded to a 76-item survey about the role of anxiety and motivation in their language learning process. According to the findings of this study, the majority of the respondents reported feeling somewhat driven to study English and not feeling nervous when speaking it. There was a substantial negative correlation between the motivation to learn English and anxiety connected to foreign languages and students' performance in English was strongly connected with their anxiety for learning a foreign language as well as their motivation to study the language.

## **2.4. Related Studies on Kahoot**

In order to improve the communication skills of individuals in the field of language learning, many different methods and approaches have been used in order to teach the words that are frequently used in daily language and have functional features in a more permanent way. The common purpose of these different methods and approaches used in vocabulary teaching is to blend language learning with the most up-to-date and modern techniques and to try to fulfill the requirements of the age. While computer-based vocabulary learning methods were frequently preferred at the beginning of the 21st century, in recent years, when portable devices have become much more integrated into our daily lives, mobile-assisted language learning has come to the fore as it can be used in extracurricular times and provides students with the opportunity to work independently. For this reason, different studies have been carried out by many researchers at home and abroad in order to examine the contribution of mobile devices to vocabulary learning.

A game-based learning application called Kahoot is employed to evaluate students' knowledge, to review their understanding, or just to provide a change of pace from routine lessons. With 70 million unique monthly active users each month, it is one of the most popular game-based learning systems (Wang & Tahir, 2020). Numerous research on the impact of utilizing Kahoot in the classroom have been published since the platform's beginning in 2013.

### **2.4.1. Studies Conducted in Turkey**

Biçen and Karakoyun (2018) carried out a study to investigate the effect of gamification on student achievement via Kahoot platform. Sixty-five students who were studying at Preschool Teaching at Ataturk Faculty of Education took part in this research. Their findings indicate that the Kahoot program can be used to successfully include gamification into lessons. One of the main benefits of Kahoot is how simple it is to use.

Students claimed that gamification could be easily applied to all areas and that it helped them study more in advance of classes. Students also believed that they become more ambitious when gamification techniques are used in the classroom, which motivates them to work harder on their studies.

Çetin (2018) aimed at determining how well the digital evaluation application Kahoot worked in elementary schools. With this respect, 23 elementary school students were selected to participate in the research. The survey technique was preferred in her study to gather data about participants' beliefs, assumptions and comments about Kahoot platform. The findings indicate that most of the students defined Kahoot as informative, amusing, useful and perfect. Although some of them stated minor problems as internet connection, reaching to Kahoot website or the difficulties about reading the board, the general impression was positive about the program.

With the aim of looking into how gamification activities that are utilized as a formative assessment tool based on academic performance and student engagement in learning environments are perceived by participants, Göksun and Gürsoy (2019) carried out a six-week long study with 71 pre-service teachers. They also intended to look at whether using the gamification tool affected student involvement and academic performance. Despite being statistically insignificant, the gamified Kahoot exercises had a greater favorable effect on student involvement and academic performance in their research. The participants also expressed their appreciation about using this enjoyable technique.

Ekinci (2020) stated that despite the abundance of instructional games that can be used to enhance language acquisition; there aren't many studies in the literature discussing how gamification affects language learning. Therefore, in an effort to bridge this gap, he carried out a study with a greater emphasis on the application, advantages, and difficulties of the educational game Kahoot in the language learning process. He also aimed to understand how EFL students perceived the linguistic objectives created through Kahoot's use in the classroom and to shed light on the difficulties EFL students encountered while playing Kahoot in the classroom. He used a mixed-method approach to determine whether Kahoot implementation in the classroom boosts EFL students' engagement and enthusiasm towards studying English. 73 university EFL students participated in his study. All of them filled in a questionnaire and 19 of them participated in the semi-structured interview. Findings of the study revealed that Kahoot has a lot to offer EFL students, including improving their ability to

think quickly, increasing their interest in the material, and fostering a fun and engaging learning environment. Additionally, it has been shown that using Kahoot boosts students' motivation and excitement for language study.

Sercanoğlu et al. (2021), conducted a study to shed light on how motivation, test anxiety, and attitude about the EFL course are affected by the gamified response system Kahoot. An embedded mixed design which combines the use of quantitative and qualitative methods was preferred for this aim. 88 ninth grade students participated in the research and they were all vocational high school students. Motivation, attitude and anxiety scales were applied to the participants both as a pre-test and as a post-test. According to the findings of the study, Kahoot raised the students' motivation in the EFL course more in the experimental group than in the control group. However, it didn't help students to diminish their exam anxiety as the results of the post-tests pointed out that there were no experimental outcomes, demonstrating how Kahoot! reduces exam anxiety.

#### **2.4.2 Studies Conducted Abroad**

With the purpose of investigating how students perceive and use the Kahoot platform in their English language classrooms, Kaur and Naderajan (2019) carried out a study with 50 students in Malaysia. They were all selected from the secondary level and their ages ranged from 9 to 11. To collect data, they used a questionnaire that included ten questions. The purpose of the questionnaire was to gather student opinions and experiences about the use of the Kahoot program in their language learning. The results of the study indicated that students regarded Kahoot platform as an innovative tool which helps them to be effective in their learning. It also proved that Kahoot is a great option for educating all student levels in any subject, but it's extremely effective when used in language classrooms. Students are ready to utilize their smartphones or tablets in class and incorporate technology.

Chiang (2020) conducted a research on Kahoot whose major goal was to comprehend how Chinese students felt about using Kahoot, a mobile game-based learning app, in a Taiwanese college EFL class. Convenience sampling and quantitative methods were applied in this study and sixty-five sophomore students took part in it. The findings indicated that Kahoot platform encouraged learners and highly increased their motivation. The participants also agreed that they could reach richer content via this program.

In their study, in order to determine whether and how games might enhance students' classroom learning, Tao and Zou (2023) focused on Chinese students' perceptions of utilizing Kahoot in instruction. In this study, 80 first-year students from an international institution in mainland China took part. Thirteen students were chosen from among those who completed an anonymous questionnaire to participate in an in-person interview. The findings showed that Kahoot is seen by Chinese students as a practical game-based tool that can improve students' motivation for learning, classroom engagement, learning efficacy, and classroom interaction. Consequently, it is advised that teachers make use of Kahoot as a facilitator to aid students' EFL learning. The study's results have significance for teaching methodology not only in the setting of higher education in China but also in other contexts where students are more likely to sit still and listen rather than speak and interact.

Quiroz et al. (2021) examined the benefits of using Kahoot to enhance learning English vocabulary in an EFL setting in their study. They preferred a quasi-experimental post-test design. Both the experimental group and the control group were comprised of ninth grade students. The findings of the study states that the experimental value's are higher and the outcomes are notably different from those of the control group. It can be concluded from this result that Kahoot is useful to enhance learners' vocabulary in English.

The objective of the study conducted by Zulfirah and Darmawan (2023) was to discover whether using the Kahoot game can help students become more proficient with vocabulary. They used a quasi experimental design in which participants are divided into two groups as experimental and control groups. A pre- and post-test were administered during the first and last sessions was used to gather data. The experimental group was then the only one to get the treatment. The scores of the experimental group outperformed the control group in the post-test. In conclusion, it was found that Kahoot is effective in acquiring new vocabulary and it is advised to benefit from this game-like application in the language teaching area.

## CHAPTER 3

### 3. METHODOLOGY

The main objective of this research is to discover how using a digital tool, Kahoot, improves the vocabulary knowledge of secondary school students who are studying English as a second language in the spring term of the 2023–2024 academic year. Besides measuring the vocabulary achievement of the participants, the study also aims at investigating whether using Kahoot is beneficial in reducing students' language learning anxiety.

This chapter presents the methodology of the study by describing the research design, participants, data collecting tools, data collecting procedure, and data analysis parts.

#### 3.1. Research Design

This study is designed to examine the effect of Kahoot application on the vocabulary achievement and anxiety levels of secondary school students. In this respect, it is a quasi-experimental research design and mixed method approach in which both quantitative and qualitative methods are used to strengthen the results of the study.

The quantitative part aims to study the effect of a controlled variable (Kahoot application) determined by the researchers on the dependent variable (vocabulary achievement and anxiety). Since the quantitative findings involve a larger, randomly selected sample, they are likely to be generalizable to the entire population or a subpopulation. That's why, the study included quantitative methods to examine the results of implementing Kahoot on both vocabulary achievement and foreign language learning anxiety.

In the qualitative part of the study, the researchers used reflective journals in an attempt to gather information about the opinion and general overview of the participants of experimental group about the treatment. Students in the experimental group recorded their feelings, experiences, and ideas about using Kahoot to acquire vocabulary in their reflective journals. It provided in-depth data about general understanding and reactions of experimental group students to treatment of a MALL application with the purpose of enhancing vocabulary knowledge and reducing anxiety.

**Table 1.** Research design of the study

	Groups	
	Experimental	Control
Pre-test	X	X
Treatment	X	
Post-test	X	X
Anxiety Scale	X	X
Reflective journals	X	

### 3.2. Research Context and Participants

The study was carried out in the spring semester of 2023-2024 academic year. In the study group, there were a total number of 45 students. 23 students took part in the experimental group and 22 students were in the control group at Gazi Mustafa Kemal Secondary School in Çay, Afyonkarahisar where the researcher had been working about 11 years. All the students were 8th grade students and their ages ranged from 13 to 14. These students began learning English when they were 2nd grade students at primary schools and since 5th grade, they were all being taught English by the same instructor with almost the same methods. Likewise, they all lived in a small district where it was nearly impossible to practice English outside the classroom. To sum up, they had almost similar English backgrounds.

Convenient sampling was used to select the research participants so that the researcher could readily contact them. In other words, the researcher had the advantage of having students enrolled in his classes. By using the convenient sampling, two pre-prepared classes, in which the students were placed in the classrooms by the school administration, were involved in the study.

Firstly, as all the participants aged fewer than 18, necessary permission was taken from their parents for the six-week long treatment. Then the experimental group was informed about the implementation of Kahoot during this six-week long treatment period. The participants of this group were eager to take roles in integrating technology into classes via their mobile devices. The control group was also enlightened about the procedure in which they were going on acquiring the target words through conventional pen and paper vocabulary exercises. In brief, experiment groups learned and practiced the target words using Kahoot

whereas the control group were instructed with printed worksheets during the treatment phase.

The experimental group were also anticipated to write reflective journals about what they think and how they feel about the integration of a mobile application into language learning setting. During the six-week treatment period, the participants of the experimental group noted down their opinion and feeling into their reflective journals every two weeks. In total, they wrote three journals throughout the treatment procedure.

### **3.3. Data Collection Tools**

In this study, two different data collection tools were used to gather quantitative data. A vocabulary achievement test and an anxiety scale were conducted at the beginning of the study as a pre-test and the same tools were used as the post-tests after the Kahoot process.

#### **3.3.1 Vocabulary Achievement Test**

According to Schmitt (2010, p.179), it is difficult to determine if post-test knowledge represents new information acquired by students or merely prior knowledge if the students' pre-existing vocabulary is not evaluated at the beginning of the study. He also states that the importance of implementing pre-test is obvious since it is a useful method for figuring out how the groups differ from one another because it's critical to identify any differences and establish that the groups are similar in their surroundings prior to the treatment. Keeping in mind Schmitt's point of view, a multiple-choice vocabulary test consisting of 30 questions was implemented as a pre-test and a post-test in an attempt to find out and examine the vocabulary gains of the students before and after the application of Kahoot. The 30 questions vocabulary achievement test was prepared by the researchers in accordance with the participants' proficiency level. As the six-week treatment procedure took place in February and March, target words were chosen among the sixth and seventh units of 8th grade coursebook.

After the pre-test, while the experimental group was revising the target words through implementation of Kahoot in the classroom, the control group went on practising the words with the similar methods prior to the post-test. In other words, the experimental group used a MALL application to enhance their vocabulary knowledge. However, the control group used the same conventional methods to improve their vocabulary knowledge during the six-week treatment period.

First, following the conclusion of the treatment period, the experimental and control groups' pre- and post-test outcomes were assessed. Prior to the study, no pilot testing was done. Therefore, internal consistency was used to gauge the test's reliability using the participants' existing scores. Results of an internal consistency study using Cronbach's alpha indicated that there were statistically significant correlations between the pre- and post-tests. The findings showed that the pre-test ( $\alpha = 0.882$ ) and post-test ( $\alpha = 0.914$ ) had acceptable reliability. Three English teachers were also consulted to verify the validity of vocabulary achievement tests and their approval was received.

### **3.3.2. Foreign Language Learning Anxiety Scale**

Foreign Language Learning Anxiety Scale developed by Başı (2013) was used in this study to measure the anxiety levels of the students. Foreign Language Learning Anxiety Scale is a five-Likert scale consisting of 27 items and 3 sub-dimensions (personality, communication and evaluation). Item factor loadings are between 0.817 and 0.433 and item total correlation is between 0.67 and 0.41. Total scale Cronbach's Alpha value is 0.93.

The foreign language learning anxiety questionnaire was used in an effort to figure out the extent to which the students' anxiety levels responded to the implementation. As a result, before and after Kahoot treatment, the anxiety questionnaire was administered to the control group as well as the experimental group. The questions in the questionnaire were in Turkish in order to help participants feel secure to respond to the questionnaire in their mother tongue.

### **3.3.3. Reflective Journals**

Quantitative studies focus on facts that can be stated statistically, whereas qualitative research seeks to understand the underlying beliefs and causes of the issues being studied in more detail. Combining quantitative and qualitative research can strengthen the conclusions and compensate for the limitations of each approach. From this point of view, the current study employed reflective journals in order to integrate quantitative and qualitative approaches. The journals were written in every two weeks of the process and gathered qualitative data about the general opinion and emotions of the experimental group about the implementation of a mobile application in their language learning setting.

### **3.4. Data Collection Procedure**

This study was carried out in the 2023-2024 academic year and the data collecting procedure took place in the first two months of spring term of this academic year, February and March. Necessary permissions were obtained from the Ministry of National Education to implement this study at a state secondary school. As the participants were the 8<sup>th</sup> graders at this secondary school, their ages were below 18. As a result, it was compulsory to get permission from their parents with official documents. All the parents voluntarily gave consent to their children to participate in the study. Likewise, in order to use Foreign Language Learning Anxiety Scale in the study, permission was obtained from the author of the scale.

In the beginning, all the participants were informed about the purpose of the research. In addition, the participants in the experimental group were informed about the content, use and purpose of the Kahoot application. Both groups had 4 English classes in their weekly schedule. After the pre-tests for vocabulary achievement and language learning anxiety questionnaire were applied to all the participants, experimental group conducted a series of vocabulary activities on Kahoot application for 1 lesson every week. In the control group, no treatment was made other than traditional teaching. In other words, the experimental group brought their mobile devices to the classroom and used the gamified application Kahoot to practice target vocabulary in a competitive atmosphere whereas the control group went on doing pen and paper vocabulary exercises known as the conventional method to revise the target vocabulary. Experimental group also stated their opinion and feelings by writing reflective journals about their vocabulary learning process via a mobile mobile application in every two weeks.

During the treatment period, the researcher prepared 20 questions Kahoot every week for the experimental group. Each question included target words. The participants took their smartphones or tablets with them to school every Tuesday and competed with each other through Kahoot to get the highest points and appear on the stage. They didn't need to download the application as they could join the game only with a PIN code. This procedure lasted for 6 six weeks. During this six-week period, experimental group also wrote reflective journals in every two weeks; in other words, they expressed their thoughts and emotions by writing three reflective journals in total. After six-week implementation period, both groups

took the same vocabulary achievement test as the post-test and they filled in the language learning anxiety questionnaire again.

### **3.5. Data Analysis**

Both the experimental and control groups took a pre-test prior to treatment process and a post-test after the implementation to see if there was any statistical difference in their vocabulary achievement results. As the participants of each group consisted of small samples, Shapiro-Wilk test was used to check the normality of the data. Moreover, kurtosis and skewness values were also examined as an other effective method of testing normality. The results of the normality tests showed that both groups verified the assumption of normality.

With the aim of testing if there is any significant difference between the pre-tests of two groups, independent samples t-test was employed. Likewise, the same procedure was implemented to post-tests to check if there was any important difference between the post-test results of the participants. The experimental and control group students' pre- and post-test scores were compared using the paired sample t-test to see if there was a statistically significant difference. To find an answer to the second research question, both groups filled in a foreign language learning anxiety scale both as a pre-test and a post-test. Shapiro-Wilk test was used to control the normality of the tests. In addition, skewness and kurtosis values are also evaluated to check the normality of the gathered data. According to the results, both groups showed normal distribution. The independent paired t-test was utilized to check the difference between pre-tests and post-tests of experimental and control groups. The experimental group students' anxiety scale pre- and post-test scores were compared using the paired sample t-test to see if there was a statistically significant difference.

In the qualitative part of the data analysis, reflective journals are assessed through content analysis. First, the perceptions of the participants of experimental groups were translated into English and they were collected under four major categories. These categories were named as vocabulary learning, anxiety, motivation and learner autonomy.

## CHAPTER 4

### 4. RESULTS

This chapter presents the results of the research which attempted to find out the impact of Kahoot application on vocabulary achievement and foreign language learning anxiety of Turkish EFL learners. Appropriate analyses were carried out on the data from the experimental (Kahoot) and the control (traditional) group.

#### 4.1. Findings related to students' vocabulary achievement

To determine if there is any statistical difference between the vocabulary achievement scores of the experimental and control group, both groups were conducted a pre-test and a post-test. First of all, normality of the data was tested via Shapiro-Wilk test, which is one of the most powerful tests of normality, particularly for small samples (Ricci, 2005). Checking kurtosis and skewness values is another way of testing normality. Tabachnick & Fidell (2013) consider kurtosis and skewness values between -1.5 and +1.5 as acceptable for normality. Accordingly, the current study utilized kurtosis and skewness values along with Shapiro-Wilk test to check normality assumption. Table 2. shows the results of Shapiro-Wilk test for the pre-tests of experimental and control group.

**Table 2.** Shapiro-Wilk test for the pre-tests of experimental and control group

		Shapiro-Wilk test		
	Groups	Statistic	df	Sig.
Pre-test	Experimental	.907	23	.036
	Control	.924	22	.091

It can be seen from the data in Table 2. that pre-test scores of experimental group did not display normal distribution ( $p < .05$ ) whereas data from the control group was normally distributed ( $p > .05$ ). To determine the normality of the data skewness and kurtosis values were also examined. Table 3. presents skewness and kurtosis values of pre-test scores for both groups.

**Table 3.** Skewness and kurtosis values of pre-test scores for both groups

	Groups	Skewness	Kurtosis
Pre-test	Experimental	.528	-1.015
	Control	.090	-1.244

Skewness and kurtosis values presented in Table 3 are between -1.5 and +1.5 for both groups. As a result, it can be assumed that data from both groups met normality assumption. To test if there is any significant difference between the pre-test scores of experimental and control group before the Kahoot treatment, independent samples t-test was employed.

**Table 4.** Independent samples t-test results for the pre-test of vocabulary achievement for the control and experimental group

Groups	N	Mean	sd	t	p
Experimental	23	16.69	7.11	.363	.719
Control	22	15.95	6.56		

As shown in Table 4, the mean for the experimental group and the control group is 16.69 and 15.95, respectively. According to independent samples t-test results, no statistically significant difference was found between pre-test scores of experimental and control group before Kahoot treatment.

To evaluate the difference between post-test scores of experimental and control group, the first step was to test normality assumption for post-test scores for both groups. Table 5 provides the results of Shapiro-Wilk test for the post-tests of experimental and control group.

**Table 5.** Shapiro-Wilk test for the post-test of experimental and control group

	Groups	Statistic	Shapiro-Wilk test df	Sig.
Post-test	Experimental	.877	23	.009
	Control	.921	22	.080

Table 5 reveals that post-test scores of experimental group did not show normal distribution ( $p=.009 < .05$ ). On the other hand, data from the control group was normally

distributed ( $p=.080>.05$ ). Skewness and kurtosis values of post-test scores for both groups are presented in Table 6.

**Table 6.** Skewness and kurtosis values of post-test scores for both groups

	Groups	Skewness	Kurtosis
Post-test	Experimental	-.643	-.961
	Control	-.761	.182

From the table above we can see that skewness and kurtosis values are between -1.5 and +1.5 for both groups which means data from both groups show normal distribution. Therefore, in order to check if there is any significant difference between the post-test scores of experimental and control group after Kahoot treatment, independent samples t-test was used.

**Table 7.** Independent samples t-test results for the post-test of vocabulary achievement for the control and experimental group

Groups	N	Mean	Sd	t	p
Experimental	23	23.74	6.02	1.285	.206
Control	22	21.18	7.29		

It is apparent from the Table 7 that there is a difference of 2.56 points between the mean post-test score ( $X=23.74$ ) for the experimental group and the mean post-test score ( $X=21.18$ ) for the control group. However, independent samples t-test results indicated that the difference between post-test scores of experimental and control group after Kahoot treatment was not statistically significant. Contrary to expectations, this study did not find a significant difference between post-test scores of experimental and control group after Kahoot treatment.

To compare the pre-test and post test scores of vocabulary achievement in control group paired samples t-test was used. Paired samples t-test can be used either the pretest and the post-test scores are both normally distributed or the differences between these two show normal distribution. Table 8 shows the Shapiro-Wilk test result for the differences between pre-test and post test scores of vocabulary achievement in control group.

**Table 8.** Shapiro-Wilk test for the differences between pre-test and post test scores of vocabulary achievement in control group

Shapiro-Wilk test		
Statistic	df	Sig.
.980	22	.923

Table 8. shows that the differences between pre-test and post test scores of vocabulary achievement in control group displayed normal distribution ( $p=.923 >.05$ ). Skewness and kurtosis values which were found .031 and .077, respectively, are in line with this result. Consequently, it was appropriate to use paired samples t-test for the analysis.

**Table 9.** Paired samples t-test for the pre-test and post test scores of vocabulary achievement in control group

Control group	N	Mean	sd	t	p
Pre-test	22	15.95	6.56	6.970	.000
Post-test	22	21.18	7.29		

The results, as shown in Table 9, indicate that the difference between the mean pre-test score ( $X=15.95$ ) and mean post-test score ( $X=21.18$ ) is 5.23 which is statistically significant according to p value ( $p=.000 <.05$ ). This finding suggests that traditional teaching method had a positive impact on vocabulary achievement scores of the control group.

Table 10 shows the Shapiro-Wilk test result for the differences between pre-test and post test scores of vocabulary achievement in experimental group.

**Table 10.** Shapiro-Wilk test for the differences between pre-test and post test scores of vocabulary achievement in experimental group

Shapiro-Wilk test		
Statistic	Df	Sig.
.925	23	.086

According to Table 10 the differences between pre-test and post test scores of vocabulary achievement in experimental group showed normal distribution ( $p=.086 >.05$ ).

Skewness and kurtosis values which were found -.154 and -1.303, respectively, support this result. To see if there is any statistical difference between pre-test and post test scores of vocabulary achievement in experimental group paired samples t-test was run.

**Table 11.** Paired samples t-test for the pre-test and post test scores of vocabulary achievement in experimental group

Experimental group	N	Mean	sd	t	p
Pre-test	23	16.69	7.11		
				6.863	.000
Post-test	23	23.74	6.02		

The results reported in Table 11. demonstrate that the difference between the mean pre-test score ( $X=16.69$ ) and mean post-test score ( $X=23.74$ ) is 7.07 which is statistically significant according to p value ( $p=.000 < .05$ ). This finding confirms that Kahoot treatment had a positive increase on vocabulary achievement scores of the experimental group.

#### 4.2 Findings related to the impact of Kahoot on language learning anxiety

To find out if there is any statistical difference between the foreign language anxiety levels of the experimental and control group, both groups were conducted the foreign language anxiety scale as a pre-test and a post-test. Table 12. presents the Shapiro-Wilk test for pre-test scores of FLLAS for both experimental and control group.

**Table 12.** Shapiro-Wilk test for the pre-tests of FLLAS for experimental and control group

		Shapiro-Wilk test		
	Groups	Statistic	df	Sig.
Pre-test	Experimental	.944	23	.215
	Control	.973	22	.769

According to Table 12. the pre-test scores of FLLAS for both groups displayed normal distribution ( $p > .05$ ). Skewness and kurtosis values were also assessed to check the normality of the data. Table 13. presents skewness and kurtosis values of pre-test scores of FLLAS for both groups.

**Table 13.** Skewness and kurtosis values of pre-test scores of FLLAS for both groups

	Groups	Skewness	Kurtosis
Pre-test	Experimental	.415	.055
	Control	-.281	-.502

From the table above we can see that skewness and kurtosis values are between -1.5 and +1.5 for both groups which means data from both groups show normal distribution. Thus, independent samples t-test was used to check if there is any significant difference between the pre-test scores of FLLAS for experimental and control group before Kahoot treatment.

**Table 14.** Independent samples t-test results for the pre-test of FLLAS for experimental and control group

Groups	N	Mean	sd	t	p
Experimental	23	83.43	9.85	.096	.924
Control	22	83.13	10.99		

Table 14. shows that there is a slight difference between the mean scores of FLLAS for the experimental and the control group before Kahoot treatment. According to independent samples t-test results, no statistically significant difference was found between pre-test scores of experimental and control group before Kahoot treatment ( $p=.924 > .05$ ). This result indicates that two groups were equal in terms of their foreign language anxiety level before the treatment.

To test if there is any statistical difference between post-test scores of FLLAS for experimental and control group after Kahoot treatment, initial step was to check normality assumption for post-test scores for both groups. Table 15. presents the results of Shapiro-Wilk test for the post-tests of FLLAS for experimental and control group.

**Table 15.** Shapiro-Wilk test for the post-test of FLLAS for experimental and control group

		Shapiro-Wilk test		
	Groups	Statistic	df	Sig.
Post-test	Experimental	.960	23	.472
	Control	.959	22	.478

Table 15. reveals that post-test scores of FLLAS for both groups were normally distributed ( $p > .05$ ). Table below illustrates the skewness and kurtosis values of post-test scores for both groups.

**Table 16.** Skewness and kurtosis values of post-test scores of FLLAS for experimental and control group

	Groups	Skewness	Kurtosis
Post-test	Experimental	.025	-.630
	Control	.021	.075

Skewness and kurtosis values presented in Table 16 are between -1.5 and +1.5 for both groups meaning that data from both groups show normal distribution. Therefore, it is appropriate to run independent samples t-test to check if there is any significant difference between the post-test scores of FLLAS for experimental and control group after Kahoot treatment.

**Table 17.** Independent samples t-test results for the post-test of FLLAS for experimental and control group

Groups	N	Mean	sd	t	p
Experimental	23	80.39	9.64	-.948	.349
Control	22	83.27	10.74		

According to Table 17 the difference between the post-test mean scores of FLLAS for the experimental and the control group after Kahoot treatment was 2.88 in favor of experimental group. However, independent samples t-test results revealed that the difference

between post-test scores of FLLAS for experimental and control group was not statistically significant ( $p=.349 >.05$ ).

Finally, pre-test and post test scores of FLLAS for experimental group were compared to see if there is any statistical difference between the mean scores before and after the implementation. To be able to employ paired samples t-test, normality assumption was tested. Table 18 shows the Shapiro-Wilk test result for the differences between pre-test and post test scores of FLLAS for experimental group.

**Table 18.** Shapiro-Wilk test for the differences between pre-test and post test scores of FLLAS for experimental group

Shapiro-Wilk test		
Statistic	Df	Sig.
.966	23	.600

As shown in Table 18. the differences between pre-test and post test scores of FLLAS for experimental group displayed normal distribution ( $p=.600 >.05$ ). Skewness and kurtosis values which were found .329 and .981, respectively, confirm this result. Accordingly, paired sample t-test was used and results were reported in Table 19.

**Table 19.** Paired samples t-test for the pre-test and post test scores of FLLAS in experimental group

Experimental group	N	Mean	sd	t	p
Pre-test	23	83.43	9.85		
Post-test	23	80.39	9.64	1.121	.275

The results reported in Table 19 indicate that the mean post-test score of FLLAS ( $X=80.39$ ) for experimental group was lower than the mean pre-test score ( $X=83.43$ ). Nevertheless, this result is not statistically significant according to p value ( $p>.05$ ). This result suggests that there was no drastic change in anxiety level of experimental group after Kahoot treatment.

#### **4.3. Findings related to the views of students about using Kahoot as a learning strategy**

The students in the experimental group (n=23) were asked to express their opinion and feelings about the implementation of a mobile device by means of reflective journals every two weeks and these journals were assessed through content analysis. The perceptions of the students were collected under four titles. These titles were named as: Vocabulary, Motivation, Anxiety and Learner Autonomy.

When using the Kahoot platform in their language classes, the majority of participants reported that Kahoot was a great incentive for them to revise vocabulary and acquire new words and they were able to participate actively in the instruction. In addition, most of the students stated that using Kahoot in language classes was beneficial as they could actively participate in their language learning processes with the use of adaptive software and platforms like Kahoot, which makes language learning more colorful and engaging. The students' perceptions about vocabulary learning via Kahoot are presented below:

*It was a different experience for me to compete with my classmates while learning some new words. I did my best to appear on the stage. I felt unhappy when I gave the wrong answers but I learned from my mistakes and I'm sure I will never forget those words. (Reflective journals, S11)*

*The new words of this unit was a bit difficult to memorize, but it was obvious that by seeing them many times on the screen in different contexts, I learned them permanently and I got the second highest point in the class. (Reflective journals, S8)*

Students pointed out that their motivation level increased throughout the implementation process whereas their anxiety never seemed to disturb them as they felt relaxed during the classes. Students were excited to integrate technology into the classroom and use their tablets or smartphones. These online learning resources boosted enthusiasm, created a great learning atmosphere, and made learning more enjoyable. Some comments about the motivation and anxiety of students from the reflective journals are below:

*I felt excited in the morning because it was our Kahoot day. I feel privileged when I bring my smartphone to school. I feel as if I am in the amusement park, not in the classroom, while competing with my friends through Kahoot. It enhanced my vocabulary knowledge in a short time. (Reflective journals, S21)*

*We already love playing online games but it was the first time to have a chance like this in the classroom for an educational purpose. I sometimes feel worried in the language classes but we competed in a totally stress-free atmosphere while playing Kahoot and trying to get higher points to have a better ranking. (Reflective journals, S9)*

Learner autonomy is another crucial element in the language learning process. Most of the students mentioned the contribution of Kahoot to their autonomous learning. Following their own pace during the competition gave them flexibility. Some of their ideas are presented below:

*I like working on my own to have a better understanding of the subjects. Kahoot was an opportunity for me to learn and revise the unknown words individually as I took the responsibility of my wrong answers during the game. It was not important for me to win the game as I focused on learning something as well as having fun. (Reflective journals, S16)*

*I had great fun when we found nicknames before the competition. As I didn't like competing in groups, I chose to respond to the questions alone. In the end, I was satisfied with my score because I was in the third position. In my opinion, this method should be tried in all lessons. (Reflective journals, S7)*

To sum up, reflective journals indicate that EFL students think that playing Kahoot has improved their language skills and classroom engagement. Students' motivation and excitement for language learning and growth can be increased through the usage of Kahoot. Similarly, it has been demonstrated that EFL students can increase their language competency by utilizing Kahoot as a tool for language learning.

## CHAPTER 5

### 5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Firstly, the discussion and conclusions of the research were presented in this chapter. Subsequently, limitations and implications for additional research were discussed.

#### 5.1. Discussion

This study aimed to find out the effects of integrating a mobile application tool into language learning settings with regard to vocabulary achievement and foreign language learning anxiety. This part discussed the results of Kahoot application as a teaching strategy on learners' vocabulary acquisition and their level of anxiety towards language learning.

##### 5.1.1. The impact of using Kahoot as a teaching strategy on students' vocabulary achievement

Since the launch of the platform in 2013, a large number of studies have been released regarding the effects of using Kahoot in the classroom. Tao and Zou (2021) conducted a study whose results showed that Kahoot can improve students' motivation for learning, classroom interaction, learning efficacy, and classroom engagement. The goal of Zulfirah's et al. (2023) study was to find out if playing the Kahoot game with students could improve their vocabulary. In the post-test, the experimental group's scores outperformed those of the control group. In other words, it was discovered that Kahoot is a useful tool for learning new vocabulary, and that language teachers should take use of this game-like application.

In an attempt to investigate the effect of using Kahoot as an alternative teaching strategy to conventional methods, this study used a pre-test post-test design and compared the results through SPSS program. The quantitative data showed that the pre-test scores of the experimental groups and the control groups did not differ significantly as they were almost equal to each other. They also showed normal distribution.

The findings of the research indicated that difference between the mean pre-test score ( $X=16.69$ ) and mean post-test score ( $X=23.79$ ) of the experimental group is 7.07 and it is statistically significant. Likewise, the difference between the mean pre-test score ( $X=15.95$ ) and mean post-test score ( $X=21.18$ ) is 5.23 and it is also statistically significant.

The results showed that as both experimental and control groups increased their vocabulary scores, both Kahoot technique and the traditional vocabulary teaching technique were found to be beneficial in terms of vocabulary achievement. Although the difference between the pre-test and post-test scores of experimental group ( $X=7,07$ ) outperformed the scores of the control group ( $X=5,23$ ), these scores did not create a statistically significant difference. The most probable reason behind this result is that not only the Kahoot strategy but also the conventional vocabulary teaching methods served the purpose while teaching new vocabulary and the traditional pen and paper vocabulary exercises also increased the scores of control group.

Göksun and Gürsoy (2019) obtained a similar result in their study. They conducted a six-week study including 71 pre-service teachers and planned to examine the potential impact of the gamification tool on academic performance and student involvement. The gamified Kahoot exercises had a stronger positive impact on student involvement and academic achievement in their research. However, they were statistically insignificant. In conclusion, it is indisputable that Kahoot contributes to vocabulary achievement of the learners but the point that whether it can outperform the traditional vocabulary teaching techniques statistically is still open to debate.

Ünal (2018) had a related study in which the findings of the research has similarities with the present study. In her study, quantitative data were gathered using a pretest-posttest control group methodology. The experimental group used Kahoot to practice the target words while the control group used traditional exercises. The results of the independent-samples t-test showed that there was no statistically significant difference between the groups in terms of vocabulary retention although in the qualitative part, the survey's findings showed that the students found the procedure enjoyable and they wanted to play Kahoot once more and they added that Kahoot made it easier for them to remember words.

### **5.1.2. The impact of Kahoot on lowering language learning anxiety**

In his study, Yılmaz (2014) points out that since anxiety can have a significant impact on the outcomes of learning and the process itself, it makes it more difficult for children to concentrate, process information, and retain new language skills. Likewise, according to Ali and Anwar (2021), foreign language anxiety may have a negative effect on language learners and may cause the entire process of learning English to be delayed due to the negative effects of students' worries about learning a foreign language. Kahoot has a good impact on students'

anxiety, according to Wang and Tahir (2020). They discovered that learners who utilize it in English classes are not worried since they find Kahoot entertaining.

With growing concern being devoted to foreign language learning, anxiety has been ranked to be a crucial challenge to language learners. MacIntyre and Gardner (1989) point out in their study that there exists a direct correlation between foreign language proficiency and anxiety related to learning a foreign language. From this point of view, the second part of the quantitative part of this study aimed to investigate the effects of Kahoot on reducing learners' anxiety by motivating them with a gamified application and increasing their classroom engagement.

According to the independent paired t-test, there was not a significant difference between the mean scores of the pre-tests of experimental and control groups. In other words, the groups had similar results prior to Kahoot treatment and they were equal in terms of foreign language anxiety level. Moreover, the normality tests revealed that both groups showed normal distribution.

After the six-week Kahoot implementation, both groups filled in the foreign language anxiety scale again as a post-test in order to investigate whether there is a significant change in their anxiety levels. The results of the post-tests showed that experimental group's anxiety level decreased ( $X=3.04$ ) while the control group's anxiety level witnessed a slight increase ( $X=0.14$ ). The difference between the post-test scores of the groups was 2.88 in favor of experimental group. However, this was not enough to regard as a statistically significant result. In other words, the study indicated that Kahoot treatment helped the experimental group diminish their anxiety level but the amount of decrease was not sufficient to have a statistical significance.

The findings of the second research question are in line with the study conducted by Sercanoğlu et al.(2021). They carried out their study to investigate the effects of the gamified response system Kahoot on test anxiety, motivation, and attitude toward the EFL course. The results revealed that Kahoot increased the students' motivation more in the experimental group than in the control group. Even though Kahoot is known to lower exam anxiety, the findings of the post-tests indicated that there were no experimental outcomes. As a result, it did not assist students in reducing their exam anxiety.

### **5.1.3. The views of students about using Kahoot as a learning strategy**

Besides the vocabulary achievement tests and foreign language anxiety scale for quantitative data, the study also employed reflective journals as a qualitative tool to obtain detailed information regarding to the perceptions of students about Kahoot treatment. Reflective journals provided the students to express their opinion and emotions with own their sentences in their mother tongue.

The data from the reflective journals verified the study by Çetin (2018) whose results indicated that the majority of students thought Kahoot was enjoyable, helpful, and educational. The perceptions in the journals revealed that Kahoot motivated students into language learning process as most of the students stated that they felt excited to compete with their classmates via this online game.

Despite being statistically insignificant, the results of the anxiety scale displayed a decrease in experimental group's anxiety level. This can be verified by the reflective journals as none of the students complained about any worries or anxiety stemming from this gamified application. On the contrary, according to their views, students felt relaxed during the treatment thanks to the flexibility of using mobile devices in educational settings and competitive but friendly atmosphere created by integrating Kahoot into language classes.

## **5.2. Conclusion**

In order to address the research questions, a mixed-method strategy was selected for this study. For the quantitative part of the study, a quasi-experimental research design was employed. In total, 45 students participated the research. 23 of them were in the experimental group and 22 of them took part in the control group. All the students were 8th grade students at a state secondary school in Çay, Afyonkarahisar. Kahoot application was used in the experimental group for vocabulary learning and revision while the control group practised vocabulary through conventional pen and paper exercises. The treatment process lasted for six weeks and after this period, both groups took vocabulary achievement tests and they filled in a questionnaire to measure their foreign language learning anxiety level. With the purpose of obtaining qualitative data, the experimental group expressed their positive or negative experiences about using Kahoot in language classes to practise vocabulary in their reflective journals every two weeks. In other words, they kept three journals in total.

To ascertain the significance of the variations in vocabulary achievement and language anxiety levels between the experimental and control groups, quantitative data from the pre- and post-tests were examined using SPSS program. The reflective journals were analyzed with the content analysis approach by creating categories and using data description to check the results.

In terms of the vocabulary achievement tests, the analysis results indicated that both groups increased their scores significantly in the post-tests. However, although the experimental group outperformed the control group in the post-test ( $X=2.56$ ), it did not mean a significant difference according to the statistics, so the study did not figure out a significant difference after Kahoot treatments.

The foreign language anxiety level of the participants was also measured by pre- and post-test design. The results of the post-test pointed out that the experimental group's anxiety level decreased from 83.43 to 80.39 whereas the anxiety level of control group slightly increased from 83.13 to 83.27. In other words, Kahoot application helped the participants of the experimental group reduce their anxiety level to some extent. However, contrary to expectations, the independent t-test results indicated that the difference between the post-tests scores of two groups was not sufficient to be regarded as a statistically significant difference.

The third data collection tool was the reflective journals. Despite the quantitative methods' findings being statistically insignificant, the data collected from reflective journals showed that the implementation of Kahoot increased students' motivation considerably and played a positive role in their classroom engagement. The students felt relaxed while learning and revising the vocabulary through Kahoot as the integration of a mobile device into an educational setting reduced their anxiety and assisted them in focusing on the material better by creating a stress-free atmosphere.

### **5.3. Pedagogical Implications**

The current study provides some useful insights for incorporating a mobile assisted language learning (MALL) system for vocabulary instruction, practice, and learning into classroom settings. The findings of the study showed that using Kahoot in language classes contributed the vocabulary achievement of the participants. It is undeniable that the conventional pen and paper vocabulary exercises also enhanced participants vocabulary knowledge. However, the scores of the experimental group outperformed the control group despite not having statistical significance.

The qualitative data obtained from the reflective journals is important with regards to Kahoot's contribution to the motivation and its assistance in reducing language learning anxiety among students. The perceptions of the students indicate that using a mobile application in teaching vocabulary in an educational setting provides them with the flexibility of making mistakes and the joy of competing with their classmates through an online game accompanied by an instructor inside the classroom.

#### **5.4. Recommendations for Further Research**

This study can provide some suggestions for additional investigation. First, just a small number of participants all of whom studied at the same grade of secondary level were employed in the study. Therefore, in a similar study, conclusions would be more meaningful if a bigger sample of individuals studying at varied proficiency levels were used. It is obvious that there will be more insightful outcomes from higher numbers of students taking part in experimental studies (23 in the experimental group, 22 in the control group). There may be more participants in the upcoming studies.

In addition, Kahoot was employed as a mobile application tool for the treatment group in order to investigate the impact of mobile device use on learners' anxiety and vocabulary development. However, it is advised that other kinds of mobile application tools be used in further research in order to obtain unique and complementary findings from the present study.

## GENİŞLETİLMİŞ TÜRKÇE ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi AnaBilim Dalı  
İngiliz Dili Eğitimi Bilim Dalı  
Yüksek Lisans Tezi

### **KAHOOT UYGULAMASININ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN KELİME BAŞARISI VE DİL ÖĞRENME KAYGILARI ÜZERİNDEKİ ETKİSİ**

Mustafa AKCAN

Gelişen teknoloji ile birlikte İngilizce öğretiminde dört temel beceri olan dinleme, konuşma, okuma ve yazma becerilerinin ediniminde mobil uygulamaların etkinliği üzerine birçok çalışma yapılmış olsa da kelime öğreniminde oyunlaştırmanın etkisi üzerine yapılan çalışmalar oldukça yenidir. Bu araştırmanın temel amacı, dijital bir araç olan Kahoot uygulamasının 2023-2024 akademik yılı bahar döneminde ikinci dil olarak İngilizce öğrenen ortaokul öğrencilerinin kelime bilgisini nasıl geliştirdiğini ortaya çıkarmaktır. Çalışma, katılımcıların kelime başarılarını ölçmenin yanı sıra, Kahoot kullanımının öğrencilerin dil öğrenme kaygılarını azaltmada faydalı olup olmadığını da araştırmayı amaçlamaktadır. Bu bakımdan, çalışmanın sonuçlarını güçlendirmek amacıyla hem nicel hem de nitel yöntemlerin kullanıldığı yarı deneysel bir araştırma deseni ve karma yöntem yaklaşımı kullanılmıştır.

Araştırma sorularını ele almak amacıyla bu çalışma için karma yöntem stratejisi seçilmiştir. Çalışmanın nicel kısmı için yarı deneysel bir araştırma tasarımı kullanılmıştır. Araştırmaya toplam 45 öğrenci katılmıştır. Bunlardan 23'ü deney grubunda, 22'si ise kontrol grubunda yer almıştır. Öğrencilerin tamamı Afyonkarahisar'ın Çay ilçesindeki bir devlet ortaokulunun 8. sınıf öğrencileridir. Deney grubunda kelime öğrenme ve tekrar için Kahoot uygulaması kullanılırken, kontrol grubunda geleneksel kağıt kalem alıştırmaları ile kelime pratiği yapılmıştır. Uygulama süreci altı hafta sürmüş ve bu sürenin sonunda her iki gruba da kelime başarı testleri uygulanmış ve yabancı dil öğrenme kaygı düzeylerini ölçmek için bir dil öğrenme kaygısı anketi uygulanmıştır. Nitel veri elde etmek amacıyla ise, deney grubu kelime pratiği yapmak için yabancı dil sınıflarında Kahoot kullanımına ilişkin olumlu ya da olumsuz deneyimlerini yansıtıcı günlüklerine iki haftada bir not etmişlerdir. Başka bir deyişle, toplamda üç defa yansıtıcı günlük tutmuşlardır.

Deney ve kontrol grupları arasındaki kelime başarısı ve dil kaygısı düzeylerindeki farklılıkların anlamlılığını tespit etmek için ön ve son testlerden elde edilen nicel veriler SPSS programı kullanılarak incelenmiştir. Yansıtıcı günlükler, kategoriler oluşturularak ve sonuçları kontrol etmek için veri betimlemesi kullanılarak içerik analizi yaklaşımıyla analiz edilmiştir. Analiz sonuçları, kelime bilgisi başarı testleri açısından, her iki grubun da son testlerde puanlarını önemli ölçüde artırdığını göstermiştir. Ancak, deney grubu son testte kontrol grubundan daha iyi performans göstermesine rağmen istatistiklere göre anlamlı bir fark oluşmamıştır, bu nedenle çalışma Kahoot uygulamalarından sonra anlamlı bir fark bulamamıştır.

Katılımcıların yabancı dil kaygı düzeyleri de ön ve son test ile ölçülmüştür. Son test sonuçları, deney grubunun kaygı düzeyinin 83.43'ten 80.39'a düştüğünü, kontrol grubunun kaygı düzeyinin ise 83.13'ten 83.27'ye hafif bir artış gösterdiğini ortaya koymuştur. Başka bir deyişle, Kahoot uygulaması deney grubundaki katılımcıların kaygı düzeylerini bir ölçüde azaltmalarına yardımcı olmuştur. Ancak, beklentilerin aksine, bağımsız t-testi sonuçları iki grubun son test puanları arasındaki farkın istatistiksel olarak anlamlı bir fark olarak kabul edilebilecek seviyede olmadığını göstermiştir.

Üçüncü veri toplama aracı ise yansıtıcı günlüklerdir. Nicel yöntemlerin bulguları istatistiksel olarak önemsiz olmasına rağmen, yansıtıcı günlüklerden toplanan veriler Kahoot uygulamasının öğrencilerin motivasyonunu önemli ölçüde artırdığını ve derse katılımlarında olumlu bir rol oynadığını göstermiştir. Mobil bir cihazın eğitim ortamına entegrasyonu kaygılarını azalttığı ve stressiz bir ortam oluşturarak materyale daha iyi odaklanmalarına yardımcı olduğu için öğrenciler Kahoot aracılığıyla kelime öğrenirken ve tekrar ederken kendilerini daha rahat hissetmişlerdir.

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## APPENDICES



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-49809702-605.01-92205643  
Konu : Mustafa AKCAN'ın Araştırma İzni

15.12.2023

NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) Valilik Makamı'nın 15/12/2023 tarihli ve E-49809702-605.01-92135930 sayılı Oluru.  
b) 24/11/2023 tarihli ve E-48178250-300-430666 sayılı yazımız.

Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Mustafa AKCAN'ın "The Impact of Kahoot on Vocabulary Achievement and Foreign Language Learning Anxiety of Turkish EFL Learners" konulu tez çalışmasında kullanılmak üzere 2023-2024 Öğretim Yılı içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde belirtilen okullarda araştırma çalışması yapabilmesine dair ilgi (b) talebinde bulunulmuştur.

Müdürlüğümüz AR-GE Birimi tarafından "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü" 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı ile yayımlanan 2020/2 No'lu Genelge doğrultusunda incelemiş olup ilgi (a) "Valilik Oluru" ve onaylanmış veri toplama aracı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Miraç SÜNNETCİ  
İl Millî Eğitim Müdürü

**Not: Çalışmalar tamamlandıktan sonra sonuçlarının birer örneğinin İl Millî Eğitim Müdürlüğüne teslim edilmesi zorunludur.**

**EKLER:**

- Makam Onayı ve yazı ekleri



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-49809702-605.01-92135930  
Konu : Mustafa AKCAN'ın Araştırma İzni

15/12/2023

VALİLİK MAKAMINA

- İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/2 sayılı Genelgesi.  
b) Necmettin Erbakan Üniversitesi Öğrenci İşleri Daire Başkanlığı'nın 24/11/2023 tarihli ve E-48178250-300-430666 sayılı yazısı.

Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Mustafa AKCAN'ın "The Impact of Kahoot on Vocabulary Achievement and Foreign Language Learning Anxiety of Turkish EFL Learners" konulu tez çalışmasında kullanılmak üzere 2023-2024 eğitim-öğretim dönemi içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde ismi belirtilen okullarda ilgi (a) genelgenin hükümleri doğrultusunda araştırma çalışması yapması, çalışmalarını tamamladıktan sonra sonuçlarının birer örneğini İl Millî Eğitim Müdürlüğüne teslim etmesi şartıyla, araştırma yapmaları Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarımıza arz ederim.

Miraç SÜNNETCİ  
İl Millî Eğitim Müdürü

OLUR

<...>

Mehmet KEKLİK  
Vali a.  
Vali Yardımcısı

Ek:  
- İlgi Yazı ve Ekleri (36 Sayfa)

## VOCABULARY TEST

**ADI:**

**SOYADI:**

1. **Bob**-----movies do you like watching?

**Mert** : I'm really interested in science so I prefer sci-fi movies.

- A) How often      B) What kind of  
C) What time      D) How much

2. **Henry** : I have two tickets for a jazz concert. Would you like to come with me?

**David** : That sounds awesome but I can't - - - . I have to study for my English exam.

- A) accept your offer    B) tell the truth  
C) miss this chance    D) make an excuse

3. **Joe** : Can you inform us about the - - - - of the activity?

**Liz** : Sure. It is going to be at Happiness Cafe.

- A) time                      B) event  
C) date                      D) location

4. I have tactful friends around me. They - - - - my birthday every year

- A) support  
B) refuse  
C) celebrate  
D) apologize



5. **Merve** : There is a great Turkish restaurant on the corner. How about having a mixed kebab there?

**Larry** : Thanks for your nice offer but I'm

- - - - . I can't eat anything at the moment.

- A) hungry                      B) alone  
C) stuffed                      D) helpful

6. **Brad** : When do you meet up with your close friends?

**Sam** : Usually on Sundays. We sit at a cafe and about daily matters.

- A) pick up            B) chit-chat  
C) count on         D) get on well

7. **Eda** : Our favorite - - - - is going to perform at the concert hall tonight. Shall we go there together?

**Bob** : Why not? I don't have anything better to do.

- A) music band        B) bowling alley  
C) tram station      D) shopping mall

8. **Duygu** : Ayça is not a true friend for me. She often tells lies.

**Sinem** : Do you mean she is    ?

**Duygu** : Absolutely, yes. I can't trust her.

- A) amusing            B) relaxed  
C) attractive         D) unreliable

9.

1 *Dear John*

2 *We are organizing a computer game tournament on Sunday. Would you like to join us?*

3 *Cheers*

4 *Samuel*

Part 4 gives information about - - - - .

- A) excuse of the invitee  
B) time of the activity  
C) name of the sender  
D) good wishes of the receiver

10. **Mary** : Alison is having a slumber party tonight. Would you like to - - - - it?

**Sude** : No, thanks. I can't get on well with her.

- A) bring                B) attend  
C) miss                 D) trust

11. **Hande** : In my opinion, Merve is an ideal friend.

**Semih** : Why do you think so?

**Hande** : Because we share \_\_\_\_\_ with her.

I mean we have similar hobbies.

- A) same interests      B) family ties  
B) jealous people      D) invitation cards

12. **John** : I'm bored at home. How about going shopping together?

**Sam** : That would be great. Can your father take us to the shopping mall?

**John** : I'm afraid, he is ----- at the moment. Why don't we cycle there?

**Sam** : OK, that's a good idea.

- A) early                  B) busy  
C) ready                 D) generous

13. I don't have a good relationship with Emily because - - - - .

- A) it is really fun to be with her  
B) I can count on her all the time  
C) we can call each other day and night  
D) she shares my secrets with her classmates

14. **Sally** : I'm going to meet with my classmates at my place tomorrow. Would you like to  
- - - - ?

**Emily** : Sure but I must ask my parents first.

- A) come over              B) depend on  
C) get bored              D) walk alone

15. I spend great time with my buddies after school. We enjoy - - - - most.

- A) skating  
B) drawing  
C) cycling  
D) painting



16. **Martin** : Look! There is an invitation card on the table.

**Oliver** : Who is the \_\_\_\_\_ ?

**Martin** : It is from Sheila. She is inviting us to her birthday party.

- A) sender                      B) waiter  
C) receiver                    D) customer

17. **Demet** : What is your deskmate like? Does she back you up?

**Leyla** : Sure. She always \_\_\_\_\_ me when I need her help.

- A) supports                    B) refuses  
C) argues                        D) decides

18. **Tom** : Shall we watch the soccer match at the city stadium tonight?

**Sam** : That sounds great but I don't know the place.

**Tom** : - - - - . I can pick you up at 7.

**Sam** : Thanks a lot.

- A) I'm sorry                    B) Don't worry  
C) Why not                     D) Not at all

19. We attach great importance to family ties so we meet with our relatives and - - - - every weekend.

- A) see a movie  
B) forget our birthdays  
C) make sculpture  
D) have barbecue



20. I'd like to have understanding and helpful people around me. I don't like laid-back people - - - - they don't mind other people.

- A) so                                B) but  
C) because                        D) however

21. **Brad** : Who likes----- most in your class?

**Lisa** : My deskmate, Sarah. She is online all the time.

- A) going to concerts
- B) surfing the Internet
- C) watching movies
- D) preparing dinner

22. **Cenk**----- do you go to school?

**Sude** : My father drives me to school every morning at 8:30.

- A) What
- B) Why
- C) How
- D) Which

23.



My grandparents live in the countryside of Konya. We visit them on Saturdays and Sundays. I mean we spend time with my grandparents - - - -

- A) every day
- B) twice a day
- C) on weekdays
- D) on weekends

24. **Eda** : What kind of music do you like?

**Bob** : I prefer listening to techno music because I think it is - - - - .

**Which of the following is NOT suitable for the blank?**

- A) fun
- B) trendy
- C) ridiculous
- D) exciting

25. Sandra is in the school volleyball team. She has \_\_\_\_\_ from 3 to 5 every day.

- A) vacation
- B) history
- C) relatives
- D) training



26. **Henry** : What do you think of the teenagers in your country?

**James** : I think being honest is very important for them because they always prefer----- friends.

- A) reliable                      B) selfish  
C) jealous                        D) amusing

27. **Sam** : What is your favourite-----?

**John** : English. It is fun to learn a second language and practise it with my classmates.

- A) school subject              B) outdoor activity  
C) cultural heritage          D) traditional meal

28.

I love going to  
Yıldız Tilbe's concerts -I  
love



- A) so                                B) but  
C) because                        D) however

29. **Ezgi** : How do you spend your weekends?

**Can** : We love being in nature so we - - - - as a family on Saturdays.

- A) go camping                  B) watch television  
C) read newspaper          D) listen to music

30. **Brad** : Are you -----playing basketball?

**John** : Of course. I am the captain of school basketball team.

**Which of the following is NOT suitable for the blank?**

- A) good at  
B) skilled at  
C) interested in  
D) worried about

## E) ANXIETY SCALE

Maddeler	Faktörler	
	Kişilik	İletişim Değerlendirme
M25. Okulda, daha fazla yabancı dil dersinin olması beni rahatsız ederdi.	0.817	
M8. Yabancı dil dersinde genellikle rahatımdır.	0.817	
M3. Yabancı dil dersinde oldukça heyecanlanırım.	0.768	
M26. Yabancı dile karşı yeteneğim olmadığını düşünürüm.	0.767	
M6. Yabancı dil dersinde hata yapmaktan oldukça korkarım.	0.616	
M1. Yabancı dil dersinde konuşurken kendime fazla güvenirim.	0.613	
M7. Okulda yabancı dil derslerinin daha fazla olmasını isterdim.	0.599	
M2. Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.	0.563	
M11. Kendimi yabancı dil konuşan insanlar arasında bulsam asla tedirginlik duymam.	0.433	
M20. Yabancı dil dersinde herhangi bir konuda konuşmam gerektiğinde kendimden emin olamam.		0.741
M27. Sınıfta arkadaşlarımla yabancı dilde benden daha iyi iletişim kurduklarını düşünürüm.		0.741
M23. Yabancı dil dersinde, hazırlık yapmadan konuşmak zorunda olduğumda çok endişe duyarım.	0.702	
M12. Yabancı dil dersinde konuşurken kendime oldukça güvenirim.	0.667	
M16. Diğer öğrencilerin yanında yabancı dilde konuşurken rahatsız olmam.	0.629	
M9. Öğretmenim, sınıfta bana yabancı dilde soru sorduğunda cevap vermekte zorlanırım.	0.587	
M15. Yabancı dil dersinde geçen her kelimeyi veya cümleyi anlayamazsam tedirgin olurum.	0.575	
M14. Yabancı dilde konuşurken diğer öğrencilerin beni anlamayacağından korkarım.	0.523	
M4. Yabancı dil dersinde konuşurken heyecanlanır ve tedirgin olurum.	0.473	
M13. Yabancı dil dersinde gönüllü olarak sorulara cevap vermekte istekliyimdir.	0.455	
M21. Yabancı dil dersinde sınıfta kalmak beni endişelendirir.		0.711
M22. Yabancı dil dersindeki sınavlarda kendimden emin ve rahatımdır.		0.679
M10. Yabancı dil sınavlarında oldukça heyecanlıyım ki, sınavlarda bildiklerimi de unuturum.		0.650
M17. Yabancı dil sınavlarına hazırlanmak beni oldukça heyecanlandırır.		0.569
M5. Yabancı dil dersinde başarısız olmam durumunda karşılaşılabileceğim sorunlar beni endişelendirir.		0.562
M18. Yabancı dil dersinin sınavlarına iyi hazırlansam bile, yine de kaygı duyarım.		0.505
M19. Yabancı dil sınavlarında hazırlıklı olmadığım konulardan soru sorulduğunda kendimi rahatsız hissederim.		0.459
M24. Yabancı dil sınavlarına girmekten oldukça mutlu olurum.		0.444

Re: Ölçek izni



Gokhan Bas



Kime: Siz

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Merhaba,

Tarafımca geliştirilen "Yabancı Dil Öğrenme Kaygısı Ölçeği"ni yapacağınız çalışmanızda kullanabilirsiniz. Ölçeğin elimde -ne yazık ki- doc (word) hali yok. Bu sebeple, ölçeği ekteki makalenin bulgular kısmındaki maddeleri kopyala-yapıştır yaparak rahatlıkla oluşturabilirsiniz. Ölçeğe ilişkin tüm bilgiler makale içerisinde mevcuttur. Başarılar dilerim.

Doç. Dr. Gökhan BAŞ

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