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**ONLINE GAME-BASED LEARNING TO INCREASE
PRIMARY SCHOOL LEARNERS’ INTEREST IN ENGLISH
LEARNING VIA KAHOOT AND QUIZIZZ**

Bachelor’s thesis

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PREFACE

In the current era of globalisation, the tendency towards early learning of foreign languages is a well-recognised phenomenon (Almusharraf, 2023). The need in language learning and the change in the way and volume of information processing, require new e-based approaches to teaching English. In response to this factor and children's needs, parents and educational institutions alike are concerned with the introduction of more in-depth methods of learning a foreign language applying new technologies, even in modern society where online education has become a common practice (Fauzi et al., 2022). Online game-based learning tends to be the most beneficial way to be applied (Almusharraf, 2023). In addition, the relevance of the game in contemporary society is increasing due to the overabundance of information received from sources such as television, advertising, social networks, mass media, etc. Therefore, diverse electronic learning tools, and online games as a part of this process that have already been implemented in the educational system in different countries, is becoming an excellent source to introduce in classroom (Harman, 2023).

The research problem of the study is to investigate why primary school EFL teachers in Estonia still tend to avoid the use of Kahoot and Quizizz in classroom to sustain students' interest in EL in primary school despite the fact of using these apps for a long time and having positive feedback from teachers and students.

One of the aims of this work is to determine what, in particular, a game-based learning implies and what is considered under the concept of interest in EL learning. Another aim is to discover the changing paradigm of learning in the face of the increasing digitalization of English language teaching and the emergence of online games, as well as analyze the advantages and disadvantages of using educational games on online platforms during English lessons in primary school. The main aim is to reveal benefits and drawbacks of using Kahoot and Quizizz in class, as well as the criteria to apply Kahoot and Quizizz to increase students' interest towards English language learning by conducting an interview with Estonian primary school EFL teachers.

This thesis consists of four parts: the Introduction, Chapter I, Chapter II and the Conclusion. The Introduction presents an overview of English learning outcomes at the first stage of education and main benefits of using online game-based learning during English lessons.

Chapter I “Teaching English Based on Online Educational Games in Primary School” considers the main concept of interest and characteristic features of online platforms and their role in the process of learning English language at the primary school stage. Chapter II “The Use of Kahoot and Quizizz to Foster Students’ Interest to Learn English” introduces the analysis of opinions and recommendations of Estonian primary school EFL teachers’ regarding the use of Kahoot and Quizizz in classroom, the criteria to consider during English language learning with the most preferable techniques and common difficulties encountered to increase primary school students’ interest to learn English. The Conclusion summarizes research outcomes.

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INTRODUCTION

English Language Learning Outcomes in the First Stage of Study

In Estonian schools, the inclusion of foreign language studies is mandatory, with the specific language courses varying based on the school's preferences. Typically, schools provide courses in English, Russian, German, and French. The mandatory foreign language courses in Estonian schools follow a naming convention: the initial language studied is referred to as Foreign Language A, and these studies commence in the early stages of the educational curriculum (Kingisepp & Luure, 2010). According to the Estonian National Curriculum for Basic Schools (2014), one of the learning outcomes regarding foreign language studies in primary school stage is to exhibit a positive approach towards the learning of foreign languages. The primary emphasis lies on the sense of playfulness that is highly important in the first stage of education, with a significant focus on introducing songs and verses. Within the framework of the learning outcome the major focus is on developing listening and speaking skills, enabling students to acquire fundamental vocabulary, whereas reading and writing activities are predominantly linked to orally acquired content, with essential learning strategies involving repetition and the association of learned material. Another learning outcome is stimulating collaborative learning, with students guided to engage both in pairs and groups (Estonian National Curriculum for Basic Schools, 2014).

Game-based Learning as a Modern Trend

English language teaching in primary school is directly linked to the preparedness of schools and the availability of necessary educational materials. If educational institutions provide enough English language teachers, media, textbooks, and additional necessary materials, they will be ready to teach English (Cahyati & Madya, 2019). However, it is necessary to monitor new trends in the field of education and select the appropriate methodology (Cahyati & Madya, 2019).

According to Carnaga (2016), the primary idea of keeping pupils interested and engaged in the process of language acquisition is the game-based learning, since games play a decisive role in foreign language teaching and acquisition contexts in various fields. Carnaga (2016) claims that games tend to be useful and efficient tools for both teachers and students that provide

favourable and reliable environment which increases positive and pleasant feelings, improves self-esteem, credibility and satisfaction, as well as reduces sense of concerns, stress and fear.

Secondly, games assist to interact students into the educational process, raising their interest in language learning. Furthermore, games enable great practice of the language with fun for all the participants of the learning process in the case of the right approach and rationally set targets. In addition, the teacher should comprehend the fact in what period of the lesson it is more reasonable to apply games – as an introduction part, the development of the lesson, or as a conclusion (Carnaga, 2016).

In the contemporary digital age, game-based learning, and gamification, while not synonymous, have emerged as significant trends in education due to their demonstrably more positive impacts compared to conventional learning approaches. In general, gamification refers to integrating games or digital activities into classroom settings. While game-based learning environments (GBLEs) are not novel, they have evolved into a transformative teaching and learning methodology capable of capturing students' attention and interest more effectively than many traditional pedagogical strategies, provided they are utilized appropriately (Almusharraf, 2023).

The use of online platforms in education has become a worldwide phenomenon and many perceive it as having the potential to enrich the quality of education at several levels (Cornillie et al., 2012). It offers numerous benefits and contributes to the language learning process by making it pleasant and enjoyable (Lim & Yunus, 2021). Furthermore, online game-based learning may provide information in a distinct and more effective way that can seem more attractive for learners. E-learning climate has different factors that motivate learners to work, supports a variety of interactive study environments, as well as helps to provide collaborative and meaningful learning experiences. Moreover, it may be beneficial as it has immediate contextual feedback (Lim & Yunus, 2021).

The development of interactive technologies has also allowed to diversify the possibilities of this form of activity. In addition, researchers have identified the need to use a new type of teaching game-based learning that can be improved due to the development of technology in response to the opportunities provided by the above-invented digital games (Goksun & Gursoy, 2019). The positive shift made in educational gaming through digital games is not only

embraced by stakeholders of the education system, but projected a positive attitude among the students (Goksun & Gursoy, 2019). Prensky (2001) explains that the students might be receptive to game-based learning due to their widespread preoccupation with mobile gadgets, the enjoyment they get from these activities, and game-like aspects. Hence, despite the playful character, online instruments are adapted for education in order to encourage the learner's active involvements and interest.

The Role of Technology in English Language Learning

The irrefutable truth of technology's crucial role in language acquisition in the twenty-first century is universally accepted. It is suggested that using technology into language learning improves the process overall and produces more favourable outcomes (Ebadi et al., 2021). Technology is beneficial to language learning in many ways, such as in vocabulary growth, writing ability, listening comprehension, oral feedback delivery, reading comprehension, grammatical mastery, and spoken language development (Ebadi et al., 2021).

As the use of mobile devices in the field of EL has increased significantly over the past ten years, the language learning process has become even more simplified (Cornillie et al., 2012). The use of mobile phones to learn the language has a number of advantages that include portability and accessibility of devices, the ability of the Internet to provide real-world tasks and resources, encouraging students to practice reflexively, possible planning flexibility, and increased motivation to learn a language (Ebadi et al., 2021).

Mobile phones could only be used with the software that came pre-installed on them in the past. On the other hand, since smartphones are so common in contemporary world, it is simple to install extra software applications on mobile phones. Mobile applications have been shown to be beneficial for language acquisition and are primarily used for activities including viewing movies, listening to music, utilising dictionaries, and accessing social media when learning English (Ebadi et al., 2021).

Online Game-based Learning in Estonia

In the Republic of Estonia, Game-based learning (GBL) is the application of both serious and entertaining games to a learning goal. The educational purpose can be both the content of the

game and the action (Education and Youth Board of Estonia, n.d.). In fact, game-based learning has long been common in the field of Education in Estonia. Although the game does not require the implementation of technology, there is still help from the computer to make certain processes easier. With the help of technology, it is possible to provide immediate feedback to a larger group of users, monitor the progress of players more accurately, provide support or slow down if necessary – this is a good environment in which to organize personalized learning. Likewise, teachers can also enter rules and manage the content of the game.

According to Education and Youth Board of Estonia (n.d.), game-based learning is primarily implemented in primary school and kindergarten. 87% of the teachers from Estonia are applying game-based learning in their school. In the field of education, the most prominent environment for playing is Kahoot (Education and Youth Board of Estonia, n.d.). Kahoot is credible and reliable in its functionality, but still only the simplest form of the game (quiz) for achieving the lowest level learning goals (factual knowledge). In some schools, teachers use Kahoot so often that it becomes repugnant to students. One important element of the game is missing variety.

Other similar environments may be applied to increase variability. For instance, Quizizz, Quizlet, Quizalize, and Gimkit offer other playful elements in addition to the possibility of testing students (Education and Youth Board of Estonia, n.d.).

Online Game-based Platforms as a Key to Gaining Children’s Attention and Interest

Language can be perceived as a type of knowledge, but achieving proficiency in it necessitates the cultivation of specific skills. Those who exclusively concentrate on imparting language knowledge, as seen in education centered around exams, will never fully develop the necessary skills. Online game-based learning provides the ability to evoke fundamental yet vital human emotions as a feeling of accomplishment and excitement that brings joy and satisfaction to learners. Besides, this kind of learning promotes emotional wellbeing of pupils and helps them acquire new skills and maintain course content (Zhang & Crawford, 2023).

Hang (2017) has found that the more interesting and attractive a learning activity is, the more children will pay attention to it and become involved in the learning process. Furthermore, young primary school pupils will learn the language better if they immerse themselves in fun

of the game during the English lesson. From this point of view, the 'game' in this regard can be considered as a base for testing both language skills and reasoning skills. It should be noted that among all the most exciting ways to encourage such learning, the best means can be considered educational games, which include flashcards, contests, races, quizzes, brainstorming, etc. Hang (2017) explains that game-based learning is inevitably a part of every student's life, regardless of their level of training and knowledge, as children face games all day long at home, on the computer, on the phone, etc. Moreover, Hang (2017) believes that regarding language learning most language games allow learners to use the language immediately avoiding the process of thinking about how to learn the correct form. In addition, games act as these activities which reduce anxiety levels, which in turn contributes to faster and more likely assimilation of the material.

Hang (2017) highlights several advantages of using games for language learning. The first advantage is that games are student-oriented, secondly, they develop communicative capability, thirdly, games encourage creativity and spontaneous use of language, as well as educate the learners in a participatory attitude, increasing their interest to study.

Online game-based learning can combine the content of a subject with the activities present in a game. While playing the game, learners apply the knowledge and practice it in real situations. As a result, the learning experience becomes enjoyable and exciting to the participants because they are having fun. However, learners still face obstacles in the process and challenges that force them to work harder. In turn, it might be assumed that they derive satisfaction and increased self-worth when they overcome these challenges (Nadeem et al., 2023). Games also allow students to interact with one another and create a safe online society. This is important because of the social distance aspect of distance learning. In addition, if students explore the learning process as enjoyable moment, they are more likely to sustain motivation for continuous learning. Besides, game-based activities are introduced as an effective method for engaging and motivating students, encouraging deeper investment in their learning endeavors, and ultimately leading to improved outcomes (Nadeem et al., 2023).

The flexibility is a key element of online game-based learning. It is an efficient learning tool as it is simply adjustable and quickly updated to new trends and tendencies in teaching language (Nadeem et al., 2023). There are diverse online platforms as Kahoot, Bamboozle, Quizizz, etc. accessible that may be used in conjunction with conventional face-to-face games to teach

English and make classes entertaining and engaging. Different components seen in online games, such as badges, leaderboards, scoring systems, and other features, are largely employed to increase player involvement and attention. Hence through playing online games children become familiar with a virtual environment that they can manage and customize to their own preferences, as well as learn about the fundamentals of computers and how to operate them (Nadeem et al., 2023). Students can compete against one another using Kahoot and Bamboozle since they receive points for each accurate response. For instance, Bamboozle has an interesting feature that allows players to trade and steal points from their classmates. Teachers can find a variety of games available for every topic, including listening and selecting, memory exercises, word games, grammar and spelling practice, sentence construction games, question-and-answer exercises, speaking tasks, etc (Kilbane, n.d.). For that reason, teachers become to use different interactive online platforms like Kahoot, Bamboozle, Quizizz, etc. more frequently in their language sessions. For instance, more than 6 million teachers across 200 states worldwide use Kahoot in class (Tao & Zou, 2023).

Kahoot and Quizizz are currently the most widely applied platforms that are available on the internet (Goksun & Gursoy, 2019). These renowned e-learning platforms offer a solid set of quizzes that teachers and learners can implement during lessons. Teachers can share the quizzes or make them accessible anytime and anywhere. Likewise, Quizizz is a free platform, and has a user-friendly interface with convenient access to teachers. Teachers can create their own tests and quizizz based on students' preferences and their specific needs (Lim & Yunus, 2021).

Kahoot as the game-based learning platform is a deviation from the traditional way of teaching that can assess perception of students in the classroom (Kaur & Naderajan, 2019). It is filled with appealing features that grasp students' interest and make them enthusiastic to interact with the learning materials with a goal of becoming a winner of the game. Through Kahoot, students can gain knowledge, increase attendance and participation, own motivation, and concentration to achieve satisfaction (Zhang & Yu, 2020). With the help of Kahoot it is possible to gain knowledge in an interactive manner, increase attendance, engagement, motivation, focus, and overall student satisfaction (Shakmalova & Zotova, 2023).

It can be claimed that the use of Quizizz and Kahoot in EL teaching also reflects teachers' perspectives on how they can help motivate students to acquire the language. Interest is like a driving force in a learning process. Lack of interest can lead to students not being able to

understand the importance of mastering English or any other subject, for that matter. In the realm of education, regarding English language teaching, Quizizz within Kahoot present a positive and promising prospect for classroom use (Goksun & Gursoy, 2019).

It can be emphasized that gamification has become a feature of modern education and language learning with the increase of online gamification due to its mobile and interactive, easily accessible nature with a number of flexible features (Ebadi et al., 2021). The variety of online games that provide learning platforms and programmes, Kahoot and Quizizz in particular, are some of the most popular and well-used for many reasons. Online game-based learning via Kahoot and Quizizz in primary school English language classes support students' interest differently due to the specific features of their application (Goksun & Gursoy, 2019).

In this research the following questions are explored:

1. What are the benefits and drawbacks of using online Kahoot and Quizizz in learning English in primary school to support students' interest of EL studies?
2. What are teachers' perspectives on the use of Quizizz and Kahoot in teaching English in primary school to support students' interest?

CHAPTER I TEACHING ENGLISH BASED ON ONLINE EDUCATIONAL GAMES IN PRIMARY SCHOOL

1.1 The Concept of Interest in EL Learning

According to Tianjuan (2019), in the process of learning English, it is essential to stimulate the interest of students; for this reason, every teacher should pay attention and focus on the interest of students in the entire teaching and learning process. In addition, interest is defined as the main factor that influences the emergence of motivation for EL (Shari, 2023). To arouse students' interest in learning English, teachers should guide their students in the way of stimulating their interest, help set realistic goals to gain self-confidence, increase students' awareness of learning English and awaken their desire for knowledge and skills. They should also establish good relations between students and teachers, use the media and various training tasks (Tianjuan, 2019).

It can be argued that the first main point in teaching English is how a teacher is able to inspire his students to learn and develop their learning initiative. Since each child is unique, and students might be characterized by emotional instability and unstable interest, teachers should take full advantage of their students' interest so that they can actively participate in learning. To achieve such a result, teachers should fully fulfil their leadership role and guide their students (Tianjuan, 2019).

Even though students are full of curiosity, they often have difficulty with concentrating on completing any tasks for a long time. However, having a clearer understanding of the purpose of learning can increase the level of awareness of students when learning English, which will allow students not only to increase their enthusiasm and engagement, but also to maintain interest for a long time. Thus, to raise students' awareness and encourage their initiative in learning English, all teachers should take all possible measures to increase the sense of responsibility in teaching (Tianjuan, 2019).

Similarly, it is very crucial for the teacher to set realistic goals for students before starting learning English so that students could achieve more success in the learning process. In the very process of language learning, teachers should create opportunities for students to help them succeed, not fail, and do not doubt their abilities. It is also important to be able to identify and emphasize students' strengths because this can become a kind of incentive for confidence

(Tianjuan, 2019). If in the process of learning English, the teacher encourages students rather than criticizes them, they will have more confidence and interest in learning English. However, it is vital to note and make it clear to students that making mistakes in the learning process is normal and acceptable (Tianjuan, 2019).

The student-teacher relationship is another important factor. To maintain and develop interest in learning English, teachers should respect their students, constantly communicate, and establish good relationships with them, determining their preferences and desires regarding learning (Tianjuan, 2019). Therefore, it is crucial to find a common language with students, despite the personal characteristics of each, then students will actively participate during English lessons and will be happy to study it in class with a sense of pleasure and enjoyment (Sari, 2023).

Despite all the above-mentioned aspects, an attractive and favourable language environment for students using modern technologies is the most significant factor that can foster students' interest in learning English. The use of multimedia materials saturated with pictures and colours, sound effects and other interface features can successfully attract the attention of students, because it is much easier to attract them to what they see, for instance, to an object, picture, or video, and better understand the meaning or context. Due to the visual materials, students begin to voluntarily learn English and arouse interest in finding and memorizing new words and sentences, as well as communicating with classmates. Using technologies and multimedia in such activities as quizzes, crosswords, riddles, and other types of learning can fully unleash the creative potential of each student individually and competitiveness, as well as create a positive and relaxing atmosphere (Tianjuan, 2019).

Thus, interest in the context of EL can be considered as the main element of a student's tendency towards the activity that learners favour with pleasure, engagement, and attention that directly leads to an immediate motivation that stimulates learning, which depends on several aspects (Sari, 2023). It can be argued that teachers play a guiding role in the process of increasing students' interest in learning English, since they enhance their consciousness, build self-confidence, and encourage their pursuit of new knowledge and skills. Likewise, teachers establish positive teacher-student relationships, and set realistic goals with the help of multimedia to create a climate of engagement, enjoyment, and eagerness to learn English and experience participation in different activities (Tianjuan, 2019).

1.2 Particularities of Primary School EL Learning Through Game-based Learning

Teaching English in primary school using the example of a game-based learning should be considered by teachers as an educational idea in which games should be examined from the point of view of learning with pleasure, with interest and successful teaching. Game-based learning does not mean humour or low-level funny things and aimless entertainment, but rather a unique style of teaching (Wang, 2018). Giving students the opportunity to acquire some basic skills in the classroom and form a mindset when studying English is the key goal of teaching English in elementary schools (Hu, 2021). Through game-based learning in primary school, attention should be paid to stimulating students' strong desire to learn English, to arouse their willingness to learn; and maintaining interest in learning that largely depends on the effect of learning and whether students will be able to feel their achievements (Wang, 2018).

The application of the game-based learning entails a number of aspects that contribute to the development of interest in learning English in primary school (Wang, 2018). According to Wang (2018), the key aspects can be divided into the following disciplines:

1. Emotionality – due to the fact that the consciousness of elementary school students has not yet been formed, they do not understand the real purpose and needs of learning English, so teachers need to constantly guide children and introduce them to it. For this reason, during the game, children perceive most of the information based on their emotions and sensations like pleasure, happiness, or sadness instead (Wang, 2018).
2. Integration – Such parameters of elementary school students as language intelligence, musical intelligence, visual-spatial intelligence, motor potential, intrapersonal intelligence, interpersonal intelligence, etc., play an important role during English language teaching using game-based learning. Moreover, these parameters will be improved through observation, listening, speaking, writing, collaboration with partners, thinking and other forms that improve student academic performance through integration (Wang, 2018).
3. Knowledge – The game is considered as a means to acquire knowledge and skills that can be useful for further communication. Rich content of the game, its colours and visual elements help students integrate into specific circumstances of the lesson's environment. When teaching English in primary school, teachers must ensure that learners acquire extensive knowledge over time, including comprehensive practice of such skills as reading, writing, listening, speaking, vocabulary, sentence structure,

pronunciation skills, developing a sense of language, oral and written communication, etc (Wang, 2018).

4. Humanism – In the process of game-based English learning in elementary school, teachers should teach students to respect, listen, express their thoughts, cooperate, and appreciate. Humanism while learning English is interconnected with other disciplines so that it could develop the sense of competitiveness of children and responsibility (Wang, 2018).
5. Development – Game-based English language teaching in elementary school affects the individual development of students and inspires them to further study English, improves their independent work skills, laying a certain foundation for lifelong learning (Wang, 2018).
6. Transfer – In elementary school, games during English classes can be combined with teaching other educational disciplines, thereby developing a broad outlook and comprehensive thinking of children through playful environment (Wang, 2018).

It should be noted that the game-based learning method makes full use of the curiosity of primary school students, the psychology of rivalry and the annoyance of the competition game in order to increase students' interest in EL learning. Particularly, English language teaching in primary schools should focus on educating students to be ready to learn, have the courage to speak and actively participate in the process. At the primary school stage, the main aspect is to give students the opportunity to enjoy learning English based on the main criteria of specificity (Wang, 2018).

1.3 Kahoot as a Tool to Use in Classroom

Educational scholars are progressively examining Kahoot from different perspectives as an application for game-based learning to increase the interest of EFL students (Tao & Zou, 2023). Kahoot is a free online game-based service that teachers use test knowledge or as a break from the daily routine and habitual activities in class. This online platform is categorized as a Student Response System (SRS) that allows learners to respond to questions of different format, and receive immediate. It can be used on any gadgets (Gebbers 2018).

In recent years, Kahoot has become globally popular in the quality of an e-learning tool, an e-learning platform, and a digital gaming resource (Ebadi et al., 2021). According to Chen

(2021), it is simple and straightforward to use. The only thing needed is the availability of internet connection. Students can engage in the game using either the Kahoot app or the website on their PC or smartphone. To enter Kahoot teachers must join into the platform, whereas students do not require to log in; instead, they just input a PIN number for the game they wish to play, along with a nickname that reflects their identity on the platform. The ability to maintain pupil's level of anonymity serves to avoid exposure to the rest of the class, which is especially useful for primary school children (Sevim-Cirak & Islim, 2023).

Considered as one of the most widespread game-based learning platforms, Kahoot includes practically every aspect of game-based learning in contemporary digital era. Kahoot offers such forms of assessments as survey, quiz, jumble, and discussion. Users are able to select any of the four types of evaluation to consolidate vocabulary, grammar, reading, writing, etc. based on their priorities and requirements. For creating Kahoot games, teachers require to go to Kahoot's official website and log in. Then, using the available functions, teachers can create questions related to the learning topic. They can present new content or review previous material being discussed in classroom (Chen, 2021).

Furthermore, as a Norwegian application, founded in 2012 by Morten Versvik, Johan Brand, and Jamie Brooke, Kahoot not only promotes collaborative learning and challenges the conventional teacher-centred classroom paradigm, but also employs solely fun ways to increase student engagement (Zhang & Yu, 2021). Using the platform's web-based interface, game can be customized with cheerful music, sound effects, images, videos, colourful backgrounds, and other multimedia elements accompanying prepared questions to create a fun and entertaining learning environment (Tao & Zou, 2023). Moreover, Kahoot can promote more active participation while learning. Each response option is distinct in colour and shape, which supplements the game excitement. Students' gadgets display just the colours and shapes that reflect the possible response possibilities. Students select the shape and colour that reflect the choice they believe is accurate. Besides, Kahoot enables teachers to choose the response time for each inquiry. However, this has to be set with caution since too much time might detract from the exercise's fun, whilst lack of time can inhibit students from applying their knowledge to the issue (Sevim-Cirak & Islim, 2023). In addition, the quiz delivers immediate feedback, including scores and ranks, integrating gaming dynamics into the language learning process (Gebbers 2018). Hence, incorporating Kahoot learning into the classroom may result in a shift in the teacher-student interaction (Chen, 2021).

Statistics demonstrates that Kahoot as a widely recognised digital learning application has over 70 million subscribers worldwide (Tao & Zou, 2023). Additionally, Kahoot tends to be the most frequently used application compared to other available online game-based platforms due to a number of amenities and resources for implementation (Kaur & Naderajan, 2019). Specific characteristic features of Kahoot, such as its interface and possibilities of live effects, music and ranking, supports students' interest and makes them involved into the process (Kaur & Naderajan, 2019).

1.4 Quizizz as a Tool to Use in Classroom

Quizizz is an interactive educational game-based platform with multiplayer activities that evokes students' engagement and enjoyment in classroom. Deepak Joy Cheenath and Ankit Gupta founded Quizizz in 2015. Students can use Quizizz on their personal devices to engage in-class activities. Quizizz differs from other educational apps in such game features as avatars, themes, meme feedback, and music settings that can be disabled to create a more academic learning environment. These features make the learning process more exciting and fun. (Zhao, 2019). Furthermore, Quizizz also encourages healthy rivalry among pupils, which raises their enthusiasm in studying. Teachers may monitor the procedure and evaluate students' performance by downloading the final report, and students can examine their real-time rankings on the scoreboard during the quiz (Shukhmalova & Zotova, 2023).

Teachers can use this platform for free, just like Kahoot and take prepared tests or create their ones at any time. Lim and Yunus (2021) stated that users can test in various forms, such as multiple-choice, true or false, and students' "related activities". In total, there are 18 different question types for creating tests and quizzes. Likewise, teachers can also attach some pictures, audio and video. Besides, they can import previously made quizzes from devices or Google Drive (Zhang & Crawford, 2023). Nevertheless, the main difference of this platform is artificial intelligence. This is a personalized teaching assistant that is included in the service. The primary function of this feature is to apply the most recent trends and achievements in AI. This function also allows teachers to create a test in a few minutes. Teachers are only required to type a search phrase online or insert the link to YouTube. There is also a possibility to improve tests, when it is relevant, to make them more engaging and informative and translate them (Zhang & Crawford, 2023).

Teachers can decide whether to conduct group tests or individual ones. Users can also share the tests with others if they are publicly available. In classroom, teachers can start a quiz by providing students with a game code that is automatically generated by the website that students can enter and simply join the game on their mobile devices, as in the case of Kahoot (Lim and Yunus, 2021). Despite similar characteristic features with Kahoot, the main difference lies in the reflection of questions and answers on the screen. If in Quizizz each student sees a question on a mobile phone and can calmly answer at his own pace, then in Kahoot this is impossible, since for everyone the same question is broadcast on the screen at the same time (Wang & Tahir, 2020).

Each student participating in the game is assigned an unambiguous avatar, which generates excitement among them (Wang & Tahir, 2020). Instructors have the ability to monitor students joining the game, displaying their names and avatars on the screen, and can commence the game once all students have joined. There are several ways in which the teachers can customize the game. The music, background music on or off; ranking students based on either their correction rate alone or both; also show ranks for all students or only the top five (Zhang & Crawford, 2023). Besides, teachers can give Quizizz as an in-class task or as a homework assignment. During the quiz students receive instant feedback with humorous images, memes, and jokes on the screen with some motivating phrases such as “good job” and “try again” to encourage children to feel good about themselves before answering the next question. This helps to create an atmosphere where one feels at ease when tackling subsequent questions and motivates students even more. Moreover, teachers can easily identify important questions based on correction rates and assist students in identifying areas for improvement. Quiz reports are accessible on the website and can be downloaded as Excel files (Lim & Yunus, 2021).

Quizizz helps to achieve self-satisfaction during the game. Furthermore, Quizizz allows to choose learners own pace to answer questions and not hinder the development of intellectual abilities and memory skills. This aspect helps them to remember the material of the lesson better and foster students' interest and overall engagement (Shukhmalova & Zotova, 2023).

1.5 Benefits and Drawbacks of Kahoot and Quizizz

According to Goksun and Gursoy (2019), both Kahoot and Quizizz have certain advantages and disadvantages that depend on specific application criteria. This comparison criteria can be

categorized into several aspects: question presentation, game development, feedback, technical requirements, question length, formation, and selection. Kahoot and Quizizz can be used in different contexts of educational learning due to the number of differences (Sevim-Cirak & Islim, 2023).

The first significant difference is the presentation of questions. It is necessary to note that while playing Kahoot, the question is displayed to everyone with the help of a projector or computer screen, and the question itself is shown only by the answer options on the phone screen for the participants. While in the Quizizz, both questions and answer options are displayed on users' screens separately, each in different variants and sequences. In addition, when playing Kahoot, all participants can move forward to the next question only after all participants have answered the previous question or after the time that is left for answering has elapsed. Whereas in the Quizizz, each participant can answer the question at their own pace and do not need to wait for the others (Goksun & Gursoy, 2019). Another difference is the length of the question. In the case of Quizizz, there is no character limit, while in Kahoot, the limit for each question is 95 characters, and the answer is 60 characters. Thus, teacher can use Quizizz to solve more complex problems (Goksun & Gursoy, 2019). Among other features, Kahoot offers only four possible answers, while in Quizizz teachers can change the number of answers depending on the set parameters. However, both Kahoot and Quizizz allows to use different visual elements. In Kahoot, there is no preview when teachers create questions, while Quizizz offers a preview option (Sevim-Cirak & Islim 2023). Nevertheless, the key difference between these platforms is that Kahoot focuses on such an aspect as an exciting competitive gameplay, while Quizizz has a targeted approach on mastering the material (Sevim-Cirak & Islim 2023).

Despite the positive aspects and benefits of using Kahoot and Quizizz in learning English as a foreign language (EFL), there are also certain problems that need to be addressed (Sevim-Cirak & Islim 2023). For example, technical problems such as unstable internet connection and long loading times have been identified as potential demotivating factors for Quizizz and Kahoot users. Researchers Goksun and Gursoy (2019) reported the impact of negative interference that results from displaying questions and answer choices on different screens, which can negatively affect student satisfaction. Tahir and Wang (2021) warned that misuse of names on the playing field can lead to depression and distraction, and games that rely on the use of pseudonyms may be perceived by students as purely entertaining, which may undermine their interest in learning. According to Kohnke and Moorhouse (2022), excessive competition

among students may also raise concerns. It is worth noting that some teachers express concerns about the introduction of competitive games such as Kahoot and Quizizz into the educational process due to concerns about increasing student anxiety (Kohnke & Moorhouse, 2022).

Another difficulty identified by Wang and Tahir (2020) that teachers face in creating and using Quizizz games is disinterest due to lack of familiarity with the platform. Such aspects as the age and lack of time are similarly reasons that are frequently cited why teachers do not use Quizizz and Kahoot in the teaching and learning process. Furthermore, it is important to mention that the implementation of Quizizz may limit the opportunities for learners' verbal interaction; therefore, it is recommended to add the activities that involve speaking, such as role-play or discussion, to provide oral practice. Similarly, the free version of Kahoot can only be appropriate to obtain the answers to closed-ended questions, whereas other activities as the polls, puzzles, or short answers options creation requires the "pro" or "premium" subscription (Kohnke & Moorhouse, 2022).

Negative aspects of Kahoot and Quizizz can interfere with the learning process in primary school. Children can use other applications and social networking sites during Kahoot and Quizizz, they may get bored once they get used to the learning environment in the form of games (Rajabpour, 2021). In addition, children may burn out and lose interest in learning English due to problems accessing applications, inappropriate design, a meager set of available functions, which can greatly affect the dynamics of classroom activities and the emotional state of children (Rajabpour, 2021). Moreover, students' disinterest and anxiety may influence the involvement of such disciplines proposed by Wang (2018) as humanism, development, integration, and emotionality.

Due to both positive and negative aspects of using Kahoot and Quizizz, it can be claimed that teachers should consider design of quizzes, game development, feedback, technical requirements, and different contexts of educational process to maintain students' interest in learning English (Goksun & Gursoy, 2019). For that reason, teachers can select between Kahoot and Quizizz, whether these applications seem familiar to their students and correspond to their actual capabilities and the scope of the lesson, considering drawbacks and benefits of available features (Sevim-Cirak & Islim 2023).

1.6 The Role of Kahoot and Quizizz in the Process of Learning English

It can be stated that both Kahoot and Quizizz play significant roles in the process of learning English since they provide interactive and engaging platforms that enhance various aspects of language learning (Goksun & Gursoy, 2019). These platforms contribute to the learning of English by offering dynamic, interactive, and enjoyable tools that address different language skills including listening, writing, reading, and listening at different level and engage learners in the language acquisition process (Kohnke & Moorhouse, 2022).

Based on the capabilities of the interface and characteristic features of Kahoot and Quizizz, they can be applied during English lessons in primary school for multiple purposes:

1. Introduction of new topics,
2. Vocabulary, terminology, and grammar learning,
3. Opinion polling,
4. Homework review,
5. Consistent learning,
6. Engagement of participation,
7. Real-time assessment,
8. Repetition of the material,
9. Discussion encouragement,
10. Interactive lessons (Kaur & Naderajan, 2019).

In order to maintain a number of aspects that contribute to the development of interest in learning English in primary school suggested by Wang (2018), Kohnke and Moorhouse (2022), and Carnaga (2016), to keep students involved in the game-based learning process, to promote favourable and reliable environment for students which increases positive and pleasant feelings with a sense of healthy competition among learners, it can be suggested that introduction of

new topics, vocabulary, terminology and grammar learning as well as consolidation of material via Kahoot and Quizizz appear to be the most beneficial ways to be applied to keep students interested in English learning.

Due to the variety of features available, Kahoot and Quizizz might be useful tools during primary school English lessons (Goksun & Gursoy, 2019). Nevertheless, the number of cases to use Kahoot and Quizizz in classroom completely depends on the objectives of the lesson and teacher's preferences (Ebadi et al., 2021).

However, since pros and cons of using online games like Kahoot and Quizizz should be related to the teacher's role, preferences, strategies and planning priorities during English lessons in accordance with the curriculum, taking into account the unique characteristics and capabilities of students, there is a need to investigate the views and opinions of teachers working with primary school students to specify the criteria for fostering students interest towards learning English via Kahoot and Quizizz (Cahyati & Madya, 2019). Likewise, the concept of interest should be considered as the key factor in the process of learning English (Tianjuan, 2019).

For that reason, the second chapter of the thesis demonstrates the analysis of Estonian primary school EFL teachers' opinions regarding the use of Kahoot and Quizizz in classroom for English language learning and introduction of results of the interview. Such aspects as the role of Kahoot and Quizizz, the most preferable techniques and common difficulties encountered with online platforms during lessons to increase primary school students' interest in learning English are presented.

CHAPTER II THE USE OF KAHOOT AND QUIZIZZ TO FOSTER STUDENTS' INTEREST TO LEARN ENGLISH

Benefits and drawbacks of using Kahoot and Quizizz in the English language class at primary school as well as the variety of ways to apply them to increase students' interest towards English language learning are the aspects that help to reveal teachers' opinions on how these applications might support students' interest in EL studies. Thus, to answer the research questions of the study about practical use of Kahoot and Quizizz and teachers' perspectives on how these applications can support students' interest in English language class, a survey among English language teachers was conducted by means of interviews.

2.1 Teachers' Interviews

An individual in-depth interview allows to delve deeper into the research problem and receive a wider range of answers, a qualitative research method was chosen to answer research questions. Individual interviews allow to explore in more depth the various aspects of the study and focus on the most important details (DiCicco-Bloom & Crabtree, 2006).

Interviews with EFL teachers in primary school were conducted in April 2024. A meeting was organised with each interviewee at a time convenient for the respondent. About a week before the meeting, interview questions were presented to the interviewees so that they had an opportunity to prepare for the interview. At the beginning of the interview, the aims of the study were outlined.

The interviewees were fourteen primary school EFL teachers to receive a deeper insight of implementing online games and focus on the main components and criteria for applying Kahoot and Quizizz in class. Four teachers refused to answer questions due to the lack of use of Kahoot and Quizizz in classroom during English lessons. Thereby, interviewees were ten primary school EFL teachers with different teaching experience, of which four were from Ida-Viru County schools and six were from Harju County schools. Work experience of responding teachers ranged from 4 to 22 years.

For one interview was planned about 30-40 minutes, as questions were quite extensive. As the mother tongue of all respondents was Russian, each respondent was given the opportunity to

answer in English or Russian. However, everyone answered in English. Since respondents were already familiarised with the questions in advance, the respondents were able to address the topics in more detail and share their examples, which certainly made their answers more objective, thus, giving more value for the research.

To better understand and gain the experience of how online game-based learning helped primary school learners in Ida-Viru County and Harju County schools feel more interested in learning English, it is crucial to investigate the results of the interviews with English as a foreign language teachers. The interview was conducted based on the insights and experience of how the application of Kahoot and Quizizz influenced students' interest. The method of qualitative content analysis allowed assessing the perceptions of the teachers who took part in the interview on how Kahoot and Quizizz helped in supporting students' interest in learning English in primary school.

The results of the survey with primary school English foreign language teachers of Ida-Viru County and Harju County schools that were analysed by the method of qualitative content analysis, provide insights and experiences of using online game-based learning to increase students' interest to learn English through Kahoot and Quizizz (Appendix 2). The method of qualitative analysis was used to focus on the meaning of the text content to understand teachers' opinions, perceptions, and suggestions (Erlingsson & Brysiewicz, 2017).

After the interview, the conclusions were drawn and findings were divided into seven groups: frequency of using Kahoot and Quizizz, advantages of using Kahoot and Quizizz, difficulties reasons to avoid using Kahoot and Quizizz, purposes for using Kahoot and Quizizz, criteria for planning the use of Kahoot and Quizizz, advice for using Kahoot and Quizizz. Results of the interview findings are presented in the form of six charts with a number of teachers answered inside the graphs.

2.2 The Structure of the Interview

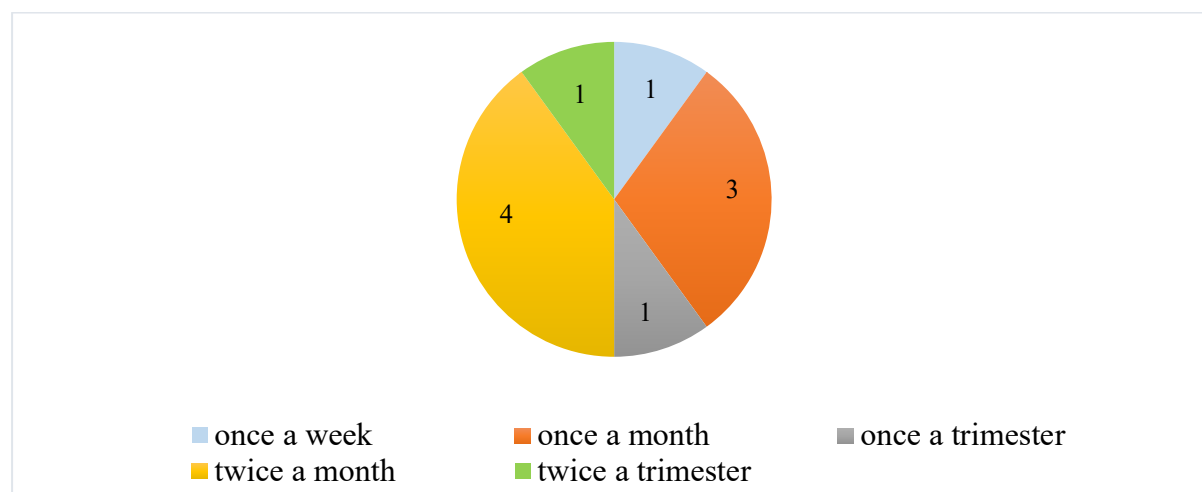
The interview was semi-structured, and seven guiding questions were used for the interview to discover advantages and challenges of applying Kahoot and Quizizz, the criteria to consider when planning, the role of Kahoot and Quizizz in classroom and teachers' recommendations for implementing online games during lessons to foster students' interest to learn English. The guiding questions were the following:

1. How often do you include Kahoot and Quizizz in your English lessons?
2. What criteria should be considered when planning Kahoot and Quizizz in classroom?
3. For what purpose do you use Kahoot and Quizizz to maintain students' interest?
4. What advantages have you noticed when using Kahoot and Quizizz in classroom, and how do these advantages contribute to students' interest?
5. What difficulties have you encountered when using Kahoot and Quizizz during your English classes? In your opinion, for what reasons do teachers avoid using Kahoot and Quizizz to increase students' interest towards EL learning?
6. Could you share any ideas or recommendations for implementing Kahoot and Quizizz during English lessons to increase students' engagement and interest?

2.3 Teachers's Responses to Interview Questions

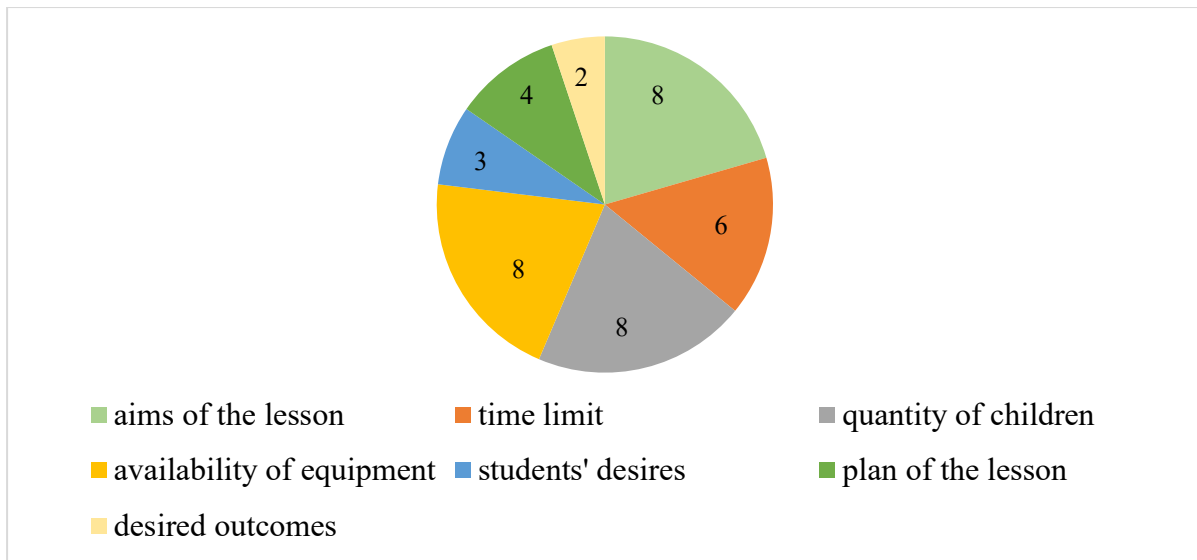
In the course of the study, it was discovered that teachers were actively applying online game-based learning tools such as Kahoot and Quizizz during English classes (Graph 1).

Graph 1. Frequency of using Kahoot and Quizizz



It can be emphasized that the frequency of using Kahoot and Quizizz during English lessons varies from once a week to several times a trimester. Four EFL teachers highlighted the use of Kahoot and Quizizz during English classes twice a month. Three teachers use Kahoot and Quizizz once a month. The minority of teachers try to apply Kahoot and Quizizz at least once or twice a trimester.

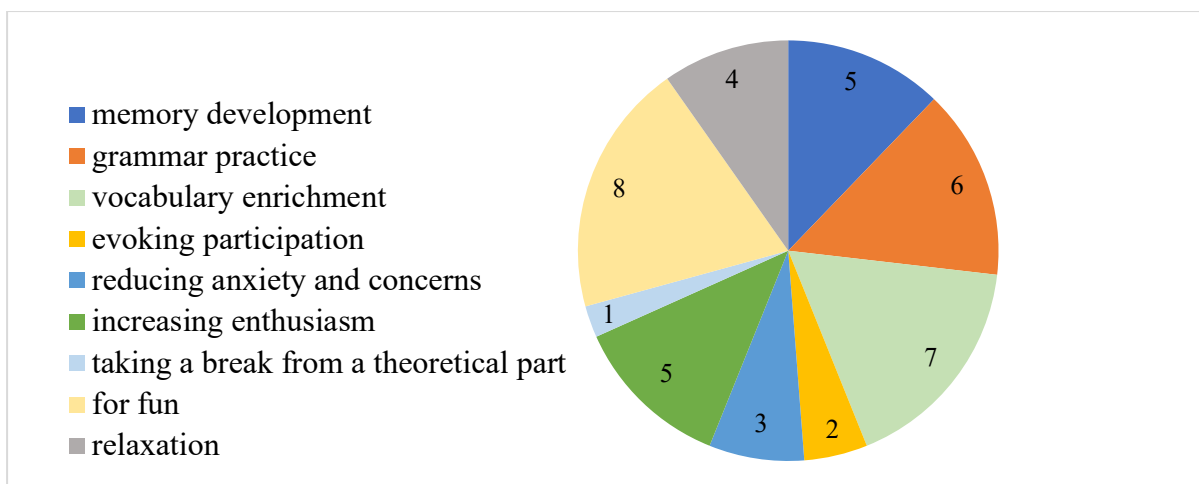
According to the respondents, online game-based learning can increase primary school students' interest in learning English under certain conditions (Graph 2).



Graph 2. *Criteria for planning the use of Kahoot and Quizizz*

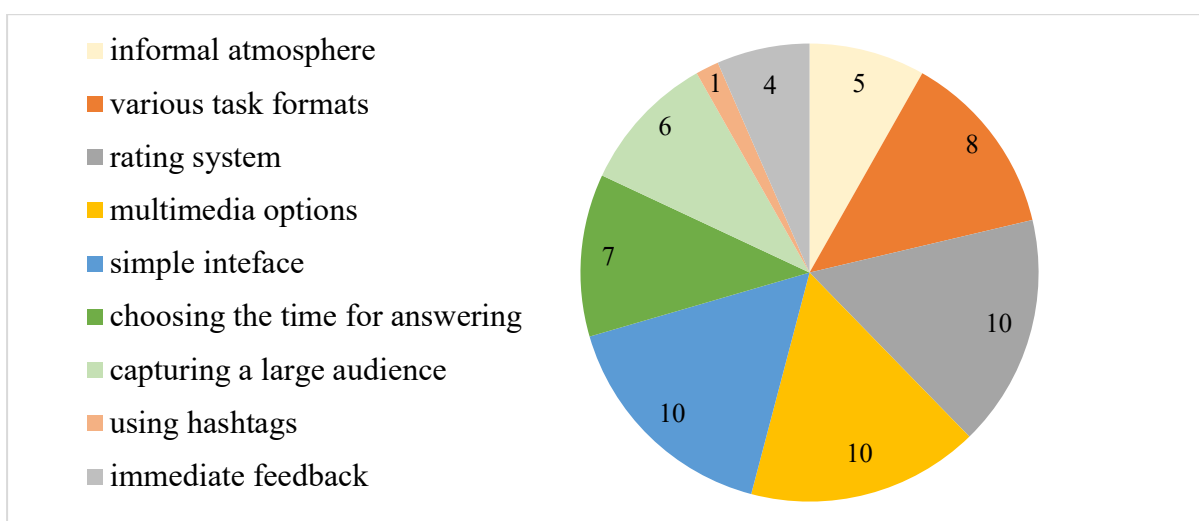
It may be argued that among the most common criteria for planning the use of Kahoot and Quizizz in class tend to be aims of the lesson, availability of equipment including phones, projectors, computers, and quantity of children emphasized by eight EFL teachers in total. Six EFL teachers stressed time limit as the most important criteria to consider while planning the use of Kahoot and Quizizz as an introductory part or consolidation of the lesson. Students' desires, the plan of the lesson, and desired outcomes of the lesson are among the least examined criteria while planning the use of Kahoot and Quizizz to increase students' interest towards English learning in primary school.

Apart from that, respondents believe that interactive features of Kahoot and Quizizz provide the opportunity for students to create games based on specific purposes of the lesson. For eight teachers the key purpose for implementing Kahoot and Quizizz tends to be the sense of fun. Another crucial aspect is vocabulary enrichment and grammar practice of students during the lesson that aligned with suggestions of Kaur and Naderajan (2019). In confirmation of the likelihood of interest, teachers in the classroom noticed that thanks to Kahoot and Quizizz, students develop memory and grab attention, increase the level of involvement in the process, as well as reduce anxiety and concerns being in a favourable gaming environment, relax and take a break from a theoretical part (Graph 3).



Graph 3. Purposes for using Kahoot and Quizizz

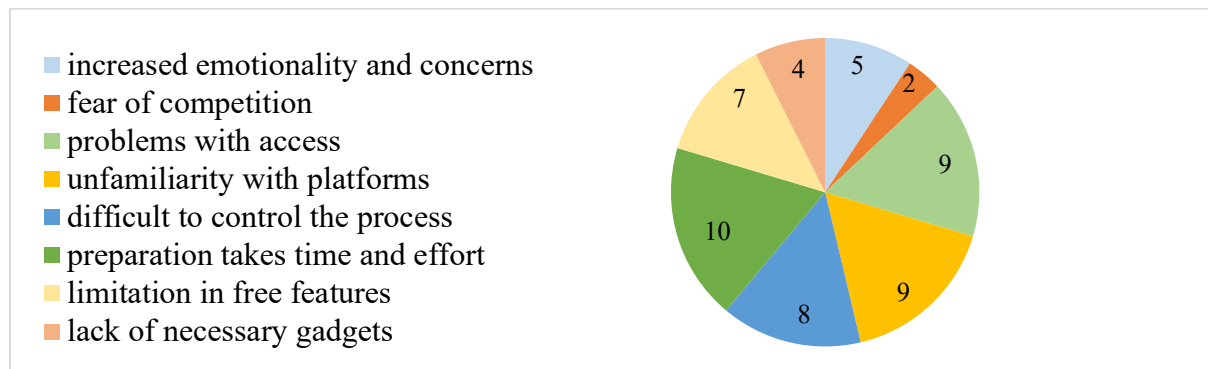
It can be claimed that all the above-mentioned objectives can be achieved due to the list of benefits offered by Kahoot and Quizizz. Teachers identified a number of amenities while using Kahoot and Quizizz to increase students' interest towards English learning (Graph 4).



Graph 4. Advantages for using Kahoot and Quizizz

Among the benefits of Kahoot and Quizizz of EFL teachers were aforementioned by Sevim-Cirak and Islim (2023) the opportunity to relax a little in an informal atmosphere and take a break from standard teaching methods, the capability of implementing various task formats with videos, pictures and music, the girth of a large audience during the lesson, a rating system with the opportunity to compete in the name of a good result. Likewise, the majority of EFL teachers highlighted simple interface of Kahoot and Quizizz and the availability to choose the appropriate time for answering questions. One of the teachers noted that the unusual possibility to embody in elementary school is to create your own Kahoot or Quizizz together with children based on the studied topic and using hashtags as #primaryschool, #englishgrade1, #englishA1, etc. for searching some needed material.

Nevertheless, taking into account all the benefits emphasized, it can be claimed that teachers encountered some common difficulties and obstacles while implementing Kahoot and Quizizz learning in their English classes to foster students' interest towards English learning (Graph 5).

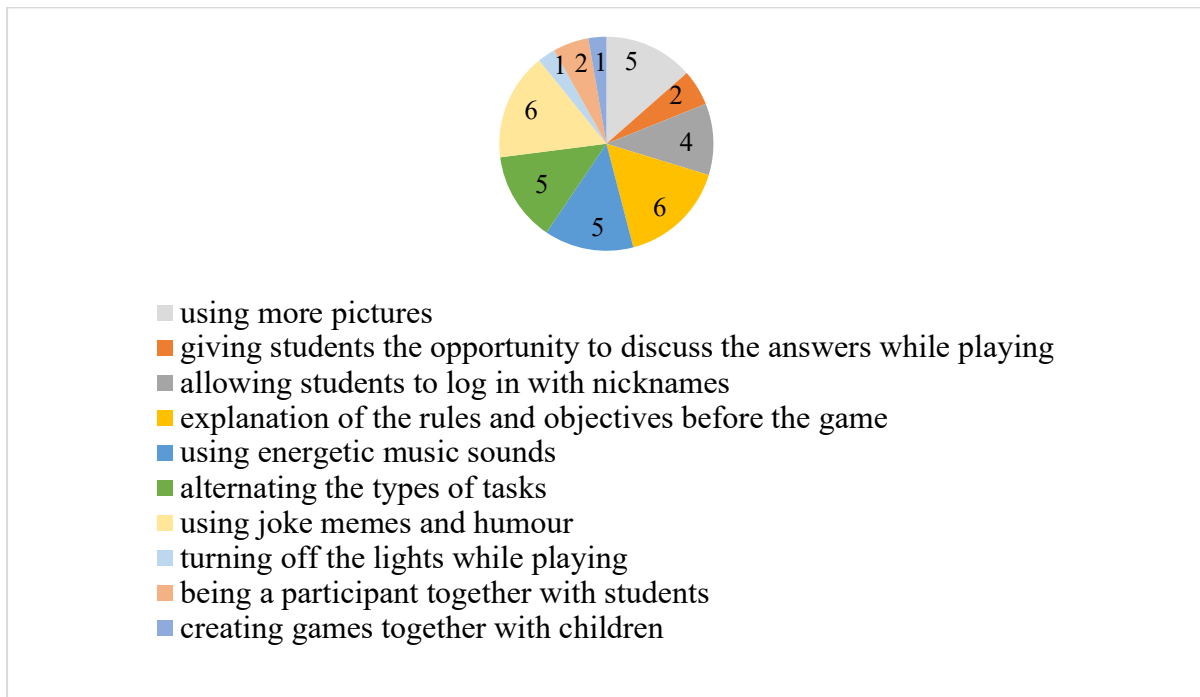


Graph 5. Difficulties and reasons to avoid Kahoot and Quizizz.

It can be mentioned that Estonian primary school teachers aligned with Kohnke and Moorhouse (2022) and Rajabpour (2021) referring to access problems, fear of competition, increased emotionality, and anxiety to make mistakes, as well as the difficulty of controlling the process while using Kahoot and Quizizz during English lessons to increase students' interest to learn English in primary school. Problems with access and learners' unfamiliarity with the platforms were the most frequently encountered challenges. Besides, all the teachers emphasized the fact that using Kahoot and Quizizz in classroom requires thorough preparation and effort and takes time to create games for students. Seven teachers stressed the limitation in free features that might be the key reason for avoiding the use of Kahoot and Quizizz. Due to the fact these aspects have a great impact on classroom dynamics and emotional state of children (Rajabpour, 2021), primary school teachers in Estonia seem to avoid using Kahoot and Quizizz to foster students' interest in learning English.

In order to avoid abandoning the use of Kahoot and Quizizz in the future, participants of the survey shared some tips and recommendations that could be taken for reasonable and thoughtful use of games in class to consider the concept of students' interest while learning English (Graph 6). According to teachers' responses, it may be argued that the main suggestions to apply while using Kahoot and Quizizz to foster students' interest in English learning tend to be an explanation of the rules and desired objectives before the game, as well as using sense of humour through joke memes. Five teachers underlined the use of pictures and energetic music sounds as a recommendation to increase students' interest and to create a favourable and attractive atmosphere for learning and the use of different types of tasks to make the learning process diverse and not boring. As for four teachers, students should have an

opportunity to log in using nicknames to feel themselves in the role of their favourite hero. Another two respondents highlighted the need of turning off the lights while playing and creating games together with children to focus students' attention on aspect that seem interesting to them and to attract them to participate. Likewise, two of the teachers shared the idea of being a participant with students during the game; in this way, set an example for students and motivate them to become involved in the game and compete (Graph 6).



Graph 6. *Suggestions and recommendations of using Kahoot and Quizizz*

Based on the respondents' responses, it can be emphasized that Kahoot and Quizizz are used mostly once or twice a month to foster students' interest towards EL learning. The main criteria when using Kahoot and Quizizz include aims of the lesson, availability of necessary equipment, and the quantity of children in class. Furthermore, vocabulary enrichment, grammar practice and providing fun atmosphere are among the key purposes of using Kahoot and Quizizz. Regarding the benefits of using Kahoot and Quizizz, teachers noted the availability of rating system and multimedia options within the simple interface. Among the difficulties and possible reasons for avoiding the use of Kahoot and Quizizz, teachers stressed such aspects as the time and effort spent on preparation, problems with access and unfamiliarity with these platforms. Moreover, the respondents recommended to explain all the rules and objectives before playing, students' discussion of the answers during the game, the use of energetic sounds, pictures and joke memes to ensure favourable and attractive environment for learning to increase primary students' interest to learn English.

CONCLUSION

The application of online learning based on games has become a global phenomenon in the field of education, which offers many benefits including motivational aspects, interactive environment, promotion of collaborative and meaningful learning (Cornillie et al 2012; Lim and Yunus 2021).

The concept of interest in learning English can be considered as a key element of the student's tendency towards the activity in class that leads to an immediate motivation promoting learning (Sari, 2023). Teachers' guiding role, the establishment of positive student-teacher relationship and realistic targets, the use of multimedia in the process of learning can create a climate of engagement and enjoyment with experience of participation through different types of activities to foster students' interest to learn English (Tianjuan, 2019). At the primary school stage, the main objective for teachers is to provide students with the opportunity to enjoy learning English within the main criteria that covers emotionality, knowledge, integration, and development (Wang, 2018). Kahoot and Quizizz seem to be beneficial tools during primary school English lessons due to the flexibility, the appropriate design of the interface, and the diversity of available features (Goksun & Gursoy, 2019).

Based on the conducted semi-structured interview findings of Estonian primary schools EFL teachers who participated in the survey, it can be assumed that Kahoot and Quizizz are used with a frequency of one or two times a month for grammar practice, the enrichment of vocabulary and creation of the funny atmosphere to increase student interest in learning at school. The main criteria that are considered for using Kahoot and Quizizz includes lesson's targets, availability of necessary equipment, and the number of children in class. Among the benefits of using Kahoot and Quizizz, teachers stressed the presence of a rating system, multimedia capabilities and simple interface. According to the interviewees, drawbacks and possible reasons for avoiding Kahoot and Quizizz in class are problems with access, student's unfamiliarity with these platforms, the time and effort spent on preparation. The main recommendations for the further use of Kahoot and Quizizz to foster students' interest towards English learning included the explanation of the rules and tasks before the game, students' discussion of answers during the game, using energetic sounds, pictures and joke memes to create a favorable and attractive learning environment and increase the interest of primary school students in learning English.

SUMMARY IN ESTONIAN

Käesoleva lõputöö teema on „E-MÄNGUPÕHINE ÕPE, ET SUURENDADA ALGKOOLIÕPILASTE HUVI INGLISE KEELE ÕPPIMISE VASTU KAHOOTI JA QUIZIZZI KAUDU.“

Lõputöö uurimisprobleemiks on uurida, miks vaatamata Kahooti ja Quizizzi pikaajalisele kasutamisele ning õpetajate ja õpilaste positiivsele tagasisidele väldivad Eesti algklasside inglise keele õpetajad siiski nende rakenduste kasutamist klassiruumis, et säilitada õpilaste huvi inglise keele õppimise vastu algkoolis.

Käisoleva töö juures oli analüüsitud, et õpetajate juhtroll, positiivse õpilase ja õpetaja suhte loomine ja realistlikud eesmärgid ning multimeedia kasutamine õppeprotsessis võib luua kaasamise ja naudingute õhkkonna koos osalemiskogemusega erinevate tegevuste kaudu, et suurendada õpilaste huvi inglise keele õppimise vastu (Tianjuan, 2019). Algkooliastmes on õpetajate peamine eesmärk anda õpilastele võimalus nautida inglise keele õppimist peamiste kriteeriumide raames, mis hõlmavad emotsionaalsust, teadmisi, integratsiooni ja arengut (Wang, 2018). Kahoot ja Quizizz tunduvad olevat kasulikud vahendid algkooli inglise keele tundide ajal paindlikkuse, liidese sobiva kujunduse ja olemasolevate funktsioonide mitmekesisuse tõttu (Goksun ja Gursoy, 2019).

Eesti algklasside inglise keele õpetajate läbiviidud poolstruktureeritud intervjuuleidude põhjal võib eeldada, et Kahooti ja Quizizzi kasutatakse grammatikapraktikaks, sõnavara rikastamiseks ja naljaka õhkkonna loomiseks sagedusega üks-kaks korda kuus, et suurendada õpilaste huvi koolis õppimise vastu. Kasutamise peamised kriteeriumid hõlmavad õppetunni eesmärgi, vajalike seadmete kättesaadavust ja laste hulka klassis. Kahooti ja Quizizzi kasutamise eeliste hulgas rõhutasid õpetajad hindamissüsteemi, multimeedia võimaluste ja lihtsa liidese olemasolu. Intervjueeritavate inglise keele õpetajate sõnul on Kahooti ja Quizizzi vältimisel tunnis puudusteks ja võimalikeks põhjusteks juurdepääsuprobleemid, õpilase tundmatuse nende platvormide suhtes, ettevalmistusele kuluv aeg ja pingutus. Peamised soovitusel Kahooti ja Quizizzi edasiseks kasutamiseks, et edendada õpilaste huvi inglise keele õppimise vastu, olid reeglite ja ülesannete selgitamine enne mängu, õpilaste arutelu vastuste üle mängu ajal, kasutades energetilisi helisid, pilte ja naljameeme, et luua soodne ja atraktiivne õpikeskkond ning suurendada algkooliõpilaste huvi inglise keele õppimise vastu.

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APPENDICES

Appendix 1. An invitation letter to participate in the interview.

Hello,

My name is Diana Gurova and I am currently writing my bachelor's thesis on the topic of "ONLINE GAME-BASED LEARNING TO INCREASE PRIMARY SCHOOL LEARNERS' INTEREST IN ENGLISH LEARNING VIA KAHOOT AND QUIZIZZ". The thesis focuses on the concept of interest to apply online game-based learning to increase students' interest in learning English in primary school, as well as benefits and drawbacks of using Kahoot and Quizizz during lessons.

I would really appreciate it if you could take the time to meet with me and help me answer a few questions related to my area of research for my undergraduate paper and share your ideas.

Here are the questions for familiarization:

1. How often do you include Kahoot and Quizizz in your English lessons?
2. What criteria should be considered when planning Kahoot and Quizizz in classroom?
3. For what purpose do you use Kahoot and Quizizz to maintain students' interest?
4. What advantages have you noticed when using Kahoot and Quizizz in classroom, and how do these advantages contribute to students' interest?
5. What difficulties have you encountered when using Kahoot and Quizizz during your English classes? In your opinion, for what reasons do teachers avoid using Kahoot and Quizizz to increase students' interest towards EL learning?
6. Could you share any ideas or recommendations for implementing Kahoot and Quizizz during English lessons to increase students' engagement and interest?

Please let me know what time would be convenient for you to meet.

Best regards,

Diana Gurova

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Appendix 2. Responses to the interview questions

TEACHER 1.

1. Kahoot and Quizizz can be considered permanent assistants in my lessons. I try to use them at least twice a month. Kahoot provides a good opportunity to consolidate the rules of grammar, Quizizz, in turn, helps to develop students' vocabulary.

2. In my opinion, the most important criteria that need to be taken into account and not only when using online games, but in principle each lesson includes clear goals and objectives of the lesson, a structured lesson plan, and the number of children in the class at the time of the game. Time plays a very important role, too. As far as the lesson plan allows the teacher to conduct the game. Another point is the availability of the necessary attributes and a stable Internet connection. From my experience, I can say that it is very important to rely on the wishes of children, their needs, and the final results that the teacher wants to achieve.

3. I can define any specific purposes since Kahoot and Quizizz always cover a range of aspects. Probably pupils' enthusiasm is the major ones. I use games just for fun. Sometimes for grammar or vocabulary practice, as there are many possible versions to examine.

4. I evaluate the advantages of these electronic platforms positively, but only in combination with other manuals (textbooks, workbooks, presentations, games, etc.) and a consistent transition from one manual to another, I believe that they should not be used on a regular basis in training. Kahoot and Quizizz have different multimedia options and informal background to apply. Besides, the interface of both platforms is very simple. It is possible to receive an immediate feedback and capture many pupils in class.

5. Not everybody has internet on their phones (or so they claim). Some don't want to participate in games like Kahoot because they are afraid of becoming losers. When working on computers by themselves, some tend to get distracted and start doing whatever they want. Thus, teacher becomes to be unable to monitor the process itself. Doing a Kahoot or Quizizz may take a long time, and some students try to stall for time registering for the game. If it's at the end of the lesson, then they may not have the time or will to finish – had quite a few instances where students just stopped playing and started getting ready to leave a couple of minutes before the end of the lesson. But the main problem is that teachers have to take effort and prepare for these games and consider all the possible troubles and disorders in class.

6. I would recommend differentiating game formats and music sounds of the game, include memes or jokes, funny pictures, nicknames to feel like a hero and discuss the answers.

TEACHER 2.

1. *I often include online game-based learning tools such as Kahoot and Quizizz in my English lessons. Of course, it is not possible to do this every lesson, but once a week I try to integrate online game-based programs into education.*

2. *First and foremost, of course, is time. Very often there is not enough time at all. So, this is the first thing to consider. The number of students in class and the availability of phones with internet access – without these factors it is impossible to run any online game. As for me it is also necessary to define the lesson plan in order to understand whether to play the game at the beginning or at the end. However, this depends mainly on the wishes of my pupils, how it would be more convenient for them.*

3. *These games are good tools to provide children with fun, pleasure emotions and enthusiasm. I always create only grammar or vocabulary quizzes.*

4. *Kahoot and Quizizz are useful when conducting lessons and classes with a large number of students in the classroom or online, as it is possible to reach many children, choose the appropriate time for answering the question based on students' needs and level of knowledge. Informal environment, media features, rating system and feedback, a range of task formats to choose from. I guess there are even more advantages to be named. These platforms have a precise design that would be easy for every teacher to comprehend.*

5. *I can't really say since in my experience there are mostly two types of primary school students – those who are interested in learning in general and those who don't want to do it regardless of what method you try. In addition, some children do not have phones at all, so there can be problems with access. At the same time some parents block the internet and games usage on their kids' phones during school hours, and also, kids are mostly pretty clueless about using their phones aside from games, social media and some basic functions. Using Kahoot or Quizizz with them takes a very long time for the game itself as well as for preparing, so by the time everyone has successfully registered and is ready to start at least half a lesson has passed. And it is always difficult to control the whole class and their steps. And lack of free functions. That's a drawback. I guess these can be the reasons why teachers do not use these games in class.*

6. *The major think to start with is to explain the rules and objectives of the game in order to avoid misunderstandings. I would rather recommend using humorous tasks, allow student to discuss any questions while playing and use nicknames to become more self-confident. The use of provocative sounds and pictures can help focus on the game itself and serve as a source of inspiration for some students as well.*

TEACHER 3.

- 1. I usually use Quizizz or Kahoot approximately twice a month as a tool to revise the units or as a preparation for upcoming tests.*
- 2. From my point of view, every teacher should consider aims of the game, desired outcomes, the possibility to use phones, projectors, computer, etc. Moreover, while thinking about individual tasks or group quizzes, I consider the number of children in class and possible division.*
- 3. Just to have fun and relax. Feel enthusiastic and free from grades and standard tests. Kahoot and Quizizz can be useful for grammar or vocabulary improvement.*
- 4. I'd rather name rating and feedback option, variability of quizzes, straightforward and user-friendly interface with pictures, music, and question types to apply. You can always choose the time needed for answering. From my point of view, children are used to these games just for their simplicity and informal environment.*
- 5. I dare to assume that the main reasons are problems with access and lack of gadgets, emotional concerns, unavailability to monitor the process in class and for some students unfamiliarity with these two platforms since other teachers do not use them at all. Also, I think lack of diversity due to a paid server of Kahoot and Quizizz.*
- 6. I can suggest implementing a variety of activities, and every time use different to maintain students' multifaceted development in many areas, and accustom to the diversity of our life through games in general. Teacher can always show examples and give some beneficial tips. Humour and jokes are always welcome.*

TEACHER 4.

- 1. I use Kahoot and Quizizz primarily when reviewing a topic and after completing it. On average two times a month. For instance, I used Kahoot for themed games on St. Patrick's Day and Valentine's Day.*
- 2. I'd rather say that the most essential things in any interaction in the classroom, regardless of the method, are the number of children and the time limit.*
- 3. As for me, children's' enthusiasm and relaxing emotional state during the process of learning, memory, grammar, and vocabulary enrichment seem to be major objectives and desired goals.*
- 4. It is a rather controversial question. What comes to my mind now... Well, probably accurate design with different game options, media and music options, fast feedback, rating system. Maybe the possibility to capture a large audience even if you have more than 20 children in class.*

5. It goes without saying that primary school students have always problems with logging in since these platforms are new for them. Another aspect is precise preparation and teachers' energy. Moreover, the most attractive and useful features are paid, and you may need a subscription. For some children playing Kahoot or Quizizz may seem like an emotional challenge that increases concerns and anxiety. I would add fear of competition and participation here as well. But it seems to me as a global phenomenon that teachers tend to encounter more and more in rapidly progressing society.

6. It would be priceless if teacher could become a participant in the process with children. So, it will be fun for children and they will feel relaxed, and it will be effective and beneficial for the teacher to dilute his routine with interactive and show an example to the students.

TEACHER 5.

1. I try to alternate various teaching methods. For this reason, I use Kahoot or Quizizz mainly at the end of the month for consolidation activities since it is fast and convenient.

2. I usually try to examine my personal goals of the game, the availability of time and needed equipment, because not always there is a possibility to use the projector, then the number of children and their preferences towards the format of the game.

3. Using Kahoot and Quizizz tends to create the positive and friendly environment in classroom and break up the monotony in class, thereby regulating the classroom dynamics and reducing anxiety. These games are excellent for grammar and vocabulary practice.

4. The use of hashtags as #primaryschool, #englishgrade1, #englishA1, etc. to search for the material already available on Kahoot or Quizizz. Secondly, pretty simple interface and available formats of activities, a possibility to receive immediate feedback and rate your students, the use of media including memes. I feel myself comfortable when I can choose time for answering myself so that students would not worry about their results.

5. Preparation. It takes time. A lot of time. Access problems, increased concerns in terms of participation, limitation in free features, lack of phones... While playing teacher has to focus on many requests of pupils. Thus, the process of the game is getting out of control. Perhaps these reasons are forcing teachers to refuse more and more.

6. I would recommend use more visual attributes, nicknames and music to create a unique playful atmosphere.

TEACHER 6.

- 1. I use Kahoot and Quizizz maybe once a month at most, depending on the class and topics we cover. I'd like to start using Kahoot a little more.*
- 2. Regarding Kahoot and Quizizz, I have discovered that it takes time to play the game, even when students are not prepared for it. Secondly, not every primary school student has own phone. In this case teacher should consider the possibility to share own phone or allow this student to work in pairs. Aims of the lesson, I guess the most common thing or more like a teaching habit already.*
- 3. Undoubtedly, involvement increases since such a lesson is rare and children know after the first time that it will be fun. This works especially well for primary school students, since they are restless and tired of sitting still and constantly writing in a notebook, they need somewhere to put this energy, not necessarily physically, but emotionally, this is where you can take Kahoot and Quizizz. I'm sure these are nice platforms to develop memory skills throughout various quizzes formats.*
- 4. The advantages of Kahoot and Quizizz for learning English among elementary school students are that they raise interest and the desire to get a good result, especially among first graders who have not yet received grades. Seeing the count of correct answers, children are more inclined to improve. This friendly, funny and relaxing atmosphere of informal learning helps to introduce specific topics more deeply with a special focus on needed criteria. Pictures, music, design of these games – these are the advantages students stressed.*
- 5. I may stress the emotional state of children and their mood, their inner concerns. Time and diligent teacher training, which requires a lot of effort and attention, without which the game will not take place. I can emphasize the problems with logging in, fear of making mistakes and being defeated by rivals, and lack of knowledge of how to use these apps.*
- 6. Depending on your goals, you need to choose different types of tasks and insert more visual elements. And also, as a very cool opportunity that I have been using for 5 years - to become a participant of the game together with students and participate in the process. The children will definitely take an example from the teacher and I will be active all the time.*

TEACHER 7.

- 1. To be perfectly honest, it depends. I guess that at least two times per one trimester to relax and have fun.*
- 2. The major thing for Kahoot and Quizizz is the time limit. You have to plan all the other activities so that to manage play Kahoot or Quizizz. Before preparation, the teacher should ask*

children whether they have phones with internet access. If not, then I try to make some quizzes in groups or in pair.

3. The absolute majority of students would play along with pleasure when you suggest doing Kahoot or Quizizz. Because of having fun, relax and participation with others. Nevertheless, it should not be the main tool of teaching as far as I am concerned because students easily get carried away by playing and are willing to do it every single lesson, which is not appropriate for learning the subject. I try to combine grammar and vocabulary exercises with some form-memory extension and training.

4. I really like that Kahoot and Quizizz offer a versatile task format, as well as the ability to insert different pictures, videos, change music according to the topic of the lesson, set the speed of completing tasks at the discretion of students or teachers. Depending on the functions, students will develop certain skills - for example, reading and visual memory, concentration on certain words that they will memorize, etc. Nice design within the atmosphere attract students more and more to participate.

5. Children do not know how to use and enter the system, they experience stress and kind of depression and aggression if something does not work out and when competing with each other, therefore in this case it is necessary to take into account the moral preparation of the teacher for the lesson with all costs. When the teacher is unable to control the process, he himself begins to wonder why he even started these games.

6. A clear explanation of rules and requirements, joking while playing, the use of nicknames to log in, can help foster students' interest toward the learning process. Moreover, varying task formats and games itself can deliver much more valuable things to students and focus their attention on different topics.

TEACHER 8.

1. The frequency of using may vary depending on factors such as lesson objectives, students' preferences, and available class time. But usually, I guess, twice a month I try to take a break from standard teaching methods and use Kahoot or Quizizz instead.

2. In my opinion, the main criteria are educational objectives of the lesson, the number of present children, availability of needed digital tools in classroom and other material. I always tell my students to choose the format of the game themselves, for instance, pair or individual, so that the guys could be more motivated and involved into the process.

3. *There can be different objectives to name. These platforms suggest funny games with media elements as music that always help take a break from theoretical part, reduce anxiety, stress, and concerns. Nevertheless, I think that these games are suitable only for grammar exercises.*
4. *I appreciate task formats, the attachment of media, and functions available as rating system, music, and tests that are already available for the public. This can help to manage with different troubles that can occur during the lesson.*
5. *I have to spend a lot of time preparing these games. Children are often afraid of each other, afraid to compete and lose. They have different experiences due to the fact that they see some functions for the first time and may not have time to log into the system at all. I also hate not free services.*
6. *Children need a variety and alternation of games and game themes. They need clear instruction and an explanation of the goals that the teacher generally requires. It seems to me that for a special atmosphere of intrigue, it is necessary to turn off the lights in the classroom so that all attention is on the screen and on the task. You can also add melodies here. Energetic, dynamic, and suitable for the task.*

TEACHER 9.

1. *Since the school curriculum is very intense, there is almost no time for games and their preparation, especially in elementary school, when most of the time has to be devoted to discipline and behaviour in classroom. Therefore, on average, about once a trimester as a bonus.*
2. *Frankly, it can be aims of the lesson, plan of the lesson, the number of children, equipment.*
3. *I have noticed that students' visual memory with attention improves, and their vocabulary increases while using Kahoot and Quizizz.*
4. *I can highlight the most common advantages. These include question format, an opportunity to apply group tasks with a larger number of present children, multimedia opportunities and rating as a part of the interface.*
5. *Moral training of the teacher. Emotional experiences of children and teachers together for the result. That's the main thing. In addition, it is a limit in the use of free game formats, difficulties with discipline and regulation of the order in class.*
6. *We need to focus on visual attributes. Add more pictures, memes that children really like and make them smile and show their joy, add funny live music to the background.*

TEACHER 10.

- 1. I use games, including Kahoot and Quizizz, approximately once a month to revise the material and create tests for my students, so that they could feel more comfortable while answering online with other classmates.*
- 2. There are many criteria to cite, since the learning environment is changing and the available functions suddenly become paid, limiting teachers in choosing task formats. Therefore, I would single out three main ones: aims and accurate plan of the lesson, the number of students and their preferences towards the format of these games.*
- 3. The main purpose is to reduce anxiety and concerns, evoke participation, train memory and communication abilities.*
- 4. I still take Kahoot and Quizizz more as a fun activity, something relaxing helping students cool off after a previous class, for instance or just change the environment. However, I like the activity of creating Kahoot or Quizizz because of the rating system, appropriate design and various activities.*
- 5. Preparation and instruction of these games takes time. I usually face problems with access, unfamiliarity with these services. We know exactly that students are different, and their behaviour is absolutely unpredictable. Concerns, emotions, panic, competition...Limits of free functions.*
- 6. Teachers need to include jokes, memes, more pictures and videos, and music to form a favorable atmosphere and to win the attention of children at the game.*

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