An Investigation of Teachers' Opinions about Usıng Kahoot! to teach Vocabulary to Young Learners

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Abstract

Educators, who are in a constant search to increase students' interest and motivation, use technology more in their lessons with the influence of advances in ICT. Language learning tools based on game mechanics hold promise for getting students more involved, making the classroom a better place, and improving overall learning experiences. This research investigates the facilitating effect, advantages and disadvantages of using Kahoot! in teaching vocabulary to young students. The research uses a quantitative method. Data were collected using semi-structured interviews with 10 English teachers working in various primary schools in Kars and analyzed using the thematic analysis method. Findings from the study show that Kahoot! facilitates learning words and also increases students' vocabulary, participation, motivation and self-confidence. Moreover, the study found that Kahoot is more effective than traditional vocabulary teaching methods, but it is insufficient in word studies that require using the word in context and productivity, and traditional methods should be used in a balanced manner in lessons. Despite all its advantages, Kahoot also has disadvantages such as connection problems, speed-oriented learning and technology limitations.

Keywords: Kahoot!, vocabulary instruction, young learners, teacher opinions

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1. INTRODUCTION

Educational technology has been popular globally, enabling new ways to improve teaching and learning (Kimmons, 2020). Popular game-based learning (GBL) platform Kahoot! engages and motivates students. There is a growing corpus of research on Kahoot!'s usefulness in many educational contexts; however, more research needs to be done on teachers' perceptions of its use for teaching vocabulary to young learners in different regions of Turkey.

Language learning, especially in early childhood, depends on vocabulary growth (Chamberlain et al., 1999). However, teaching approaches can considerably affect young learners' language retention and application. Traditional methods like rote memorization and flashcards may not engage students in language acquisition. Thus, alternate methods that encourage active engagement, interaction, and fun while teaching young learners vocabulary are needed. To fill this gap, this study examines teachers' views on using Kahoot! to teach young learners vocabulary. This study examines the pros, cons, and efficacy of Kahoot! in vocabulary teaching by interviewing teachers who have used it.

This research examines teachers' opinions on Kahoot! for teaching kids vocabulary. As educational technology becomes more accessible, it would be beneficial to apply more GBL approaches such as Kahoot! to increase young learners' vocabulary. This study assesses teachers' perceptions of Kahoot!'s vocabulary teaching competence, benefits and disadvantages to guide language teaching technology integration.

Considering the advantages and disadvantages of Kahoot! vocabulary instruction is one of the primary aims of this study. Teachers' feedback is analyzed in the study to identify the advantages and disadvantages of Kahoot! for vocabulary development in young learners, thereby examining student engagement and vocabulary knowledge. This endeavor attempts to improve the language of young learners.

This study is vital for language teachers, curriculum designers, and researchers. This project will explain and demonstrate how to use Kahoot! to teach young learners vocabulary and besides, this study examines teachers Kahoot! opinions to integrate this application in

educational technologies for vocabulary instruction of young learners. The data will show if GBL systems like Kahoot! improve vocabulary acquisition. This study can help educators and curriculum designers understand the pros and cons of using Kahoot! in language instruction.

Language acquisition relies on vocabulary growth, and this study tries to improve young learners' vocabulary. This study examines teachers who have used Kahoot! to teach vocabulary to find successful methods that encourage active participation, motivation, and retention. This study can enhance vocabulary teaching and language learning for young learners.

Teachers' thoughts and experiences using Kahoot! for vocabulary teaching might affect their professional growth. This research can assist teachers identify areas where they need more support, training, or resources to integrate GBL platforms like Kahoot! into their lessons. This research can help teachers improve professionally and use educational technology in the classroom. Research questions for this study are :

1) To what extent does Kahoot! facilitate young learners' L2 vocabulary learning as perceived by teachers?

2) To what extent does Kahoot! increase young learners'' engagement in class as perceived by teachers?

3) What are the advantages and disadvantages of using Kahoot! in vocabulary teaching with young learners as perceived by teachers?

2. REVIEW OF LITERATURE

2.1. Games and Teaching Vocabulary

Although language structure is called "the skeleton of the language," vocabulary is considered the vital organs and flesh (Harmer & Khan, 1991). The foundation of language learning is vocabulary. Cameron (2001) says words matter to youngsters learning a new language. Cameron adds that children in their first language see words as linguistic units, which helps them notice and pay attention to words in both languages.

Huyen and Nga (2003) claimed that games provide an enjoyable, calm environment that helps young learners acquire words quickly and retain them. Taştekin (2020) found that games are motivating, engaging, and low-stakes, helping students practice English. Games are also extremely informative, efficient, and practical teaching tools that help teachers motivate and reinforce learning. Lewis and Bedson (1999) say youngsters love games because they love to play. Games allow young learners to explore, experiment, and engage with their surroundings. Games boost students' enthusiasm and encourage active language usage (Baksh, 2016).

McCarten (2007) believes that learning vocabulary is difficult owing to the task's breadth and the variety of vocabulary categories. These categories include words, phrases, collocations, strategic vocabulary, grammatical patterns, idioms, and fixed expressions. Repetition is key to vocabulary learning because students must encounter a word or phrase multiple times. Different exercises are needed to keep students engaged and fit different learning styles. This keeps vocabulary teaching new, active, and successful.

GBL and gamification are two philosophies on using games in education. GBL uses educational games to improve teaching and learning. GBL allows students to participate in projects and obtain experiences that would otherwise be difficult owing to cost, time, safety, or other constraints (Vasiliou & Economides, 2007). A research by Öztürk (2018) found that using GBL approaches to teach vocabulary to young learners is more successful than teaching without it. Öznar (2022) found that GBL leads to improved vocabulary acquisition and interest among students, as reported by teachers.

Gamification uses game features in non-game contexts to boost motivation and engagement (Karatekin, 2017). Gamification improves user engagement and makes learning more memorable. Gamification may make education more relevant by improving motivation and engagement. It captures students and encourages active engagement, enhancing instructional efficacy (Deterding et al., 2011).

Language teachers are increasingly using Kahoot!, Socrative, Plickers, and Quizizz to incorporate gamification. These platforms provide many online tools to enhance language learning and engage students in interactive, gamified activities (Kıyançiçek & Uzun, 2022). Gamification boosts user engagement and makes learning memorable. Gamification in

school is promising since it boosts motivation and engagement. Kapp (2014) highlights that gamification may make education more practical and useful by engaging and promoting active involvement.

2.2. Teachers' Opinions about Teaching Vocabulary

A qualitative descriptive case study conducted by Deni and Fahriany (2020) examined teachers' views on vocabulary teaching methods for young learners. Teachers believed teaching tactics were crucial to teaching young learners vocabulary, according to the study. Thus, these teachers use games, songs, and other interactive approaches to teach vocabulary. They also use engaging material like films, real-life items, and photos to help kids learn new English words.

Kontaş (2023) conducted a study that highlighted the importance of vocabulary in teachers' ideas and behaviors. Data was collected through semi-structured interviews and analyzed using content analysis. The study found that teachers all agreed that language instruction was crucial. The results also showed that vocabulary education is complex. Teachers use a variety of methods to teach vocabulary due to their unique experience and knowledge.

Another mixed research study investigated both the effect of vocabulary centered strategy and teachers' views on how an approach affected students' vocabulary development. Interviews showed instructors preferred the vocabulary centered strategy. These findings fell into three categories: motivation, memory, and self-confidence and autonomy. A comparison examination of the study's two portions strengthened its findings.

2.3. Young Learners

According to Philips (1993), young learners are children from the first year of formal education (around five or six years old) to eleven or twelve years old. However, in the classroom, maturity, which can be influenced by culture, environment, gender, and peer and parent expectations, is more important than chronological age. Young learners develop quickly and like routines. Listening, imitating, watching, and doing affect their learning.

The Critical Period Hypothesis indicates that infants use their memory and intrinsic language acquisition abilities to learn language before age 12, stressing a holistic rather than analytical approach (Ioannou-Georgiou, 2003). However, there is no scientific evidence that early English language acquisition in foreign language environments improves proficiency (Nunan, 1999). Slattery & Willis (2001) highlighted some innate features of young learners. They are inherently curious, inventive, and fun.

Due to their distractibility, young learners are harder to educate than teens or adults. Teachers must use strategies that match children's natural desire for joy and play. Teaching with games helps minimize classroom boredom and engage young learners (Bakhsh, 2016). Teachers must find captivating methods. Harmer (2008) advises teachers of young learners to spend time observing and understanding their students' operational and cognitive processes.

When learning a language, young learners label first, then categorize (Thornbury, 2002). Young learners may build complex ideas by building a network of interrelated concepts, according to Thornbury. They also learn about synonyms and antonyms, improving their vocabulary.

2.4. Kahoot!

Rapid ICT improvements have changed teaching and learning settings, replacing conventional techniques with new technologies. Scholars agree that governments and school systems worldwide realize ICT's significant impact on teaching and learning. Plomp et al. (2009) noticed this tendency over the previous 30 years, underlining ICTs' role in educational improvement. Educational games and game-based student response systems (GSRS) using gamification approaches boost student enthusiasm and engagement (Barrio et al., 2015).

Kahoot! is a GBL platform that makes it easy to develop, share, and play educational games and trivia quizzes. Kahoot! requires an internet-connected smartphone, tablet, or PC. Download the app or visit Kahoot!.it to play. Students enter the pin code and pick nicknames online. Students can see the questions and answers on a bigger screen projected from the teacher's computer. Players should swiftly and properly choose each option's symbol. Its accessibility and adaptability make Kahoot! a great tool. It's free to develop, play, and share,

making it perfect for many learning situations. According to Sabandar et al. (2018), Kahoot! is a fun and difficult technique to engage students and encourage active learning. Kapp (2012) found that immediate feedback from Kahoot! increases student metacognition. Kahoot! provides immediate feedback to help students improve their thinking and learning. This promotes pupil metacognition and self-regulation.

Kahoot!'s GBL platform and student feedback system make it a valuable formative assessment tool for teachers and students, according to Dellos (2015). Kahoot! helps kids remember things, understand others, and learn. Rosas et al. (2003) emphasize that online student interaction with Kahoot! can affect classroom dynamics. HoweCompetitiveness in Kahoot! may boost classroom involvement. Kahoot! games provide students immediate feedback on their answers, helping them improve. Kahoot!'s dynamic learning experience enhances classroom discussions and student attention.

3. METHODOLOGY

This term project paper section includes research methodology, participants, methods and procedures, data collecting, and analysis.

3.1 Research Model

A qualitative research examined teachers' perceptions on Kahoot!'s vocabulary development for young learners. The independent variable in this study was the use of Kahoot! in vocabulary teaching of young learners. The dependent variable measured the teachers' views on the vocabulary-building effects of Kahoot! on young learners. Tutors' judgements were important in mediating the independent-dependent link. These perspectives were crucial for understanding teachers' views, beliefs, and evaluations of Kahoot!'s vocabulary teaching success for young learners.

This research model will qualitatively examine the relationship between Kahoot! usage and teachers' evaluations of Kahoot!'s usefulness in teaching vocabulary to young learners. Teachers' perspectives are vital to this connection. Semi-structured interview questions, tailored to the research questions and the purpose of the study, explore the topic in depth and

collect teachers' opinions. This collected data provides a full examination of the teachers' perspectives, allowing for comments and interpretations to address the research issues about the effectiveness, integration, advantages and problems of Kahoot! for young learners' vocabulary learning. This qualitative analysis helps to explore the pros and cons of using Kahoot! to teach vocabulary by revealing the teachers' perspectives.

3.2. Data Collection Tools

The researcher prepared some open-ended questions to obtain qualitative data about the teachers' perspectives on the use of Kahoot! to teach vocabulary to young learners. The questions coincide with the research questions and objectives of the study.

3.3. The Participants

English teachers working in primary schools in Kars will participate in the study. Semi-structured interviews will be conducted with ten English teachers and diversity in participant selection will be sought in terms of teaching experience, education and integration of technology into language teaching. This diversity will help to capture a variety of views and experiences regarding the use of Kahoot! to teach vocabulary to young learners. Participants' privacy will be protected during the study. English language trainers are included in the study to get personal information from experts who teach young learners. Their feedback will strengthen the findings of the study and make it useful for teachers who want to improve language teaching using gamification. Demographic information of the teachers is shown in Table 3.1.

Table 3.1. Demographic information about the participants.

Demographic Information	n
Education	
- Bachelor's degree	7
- Master's degree	3
Total	10
Gender	
- Female	17
- Male	13
Total	10

Age	
- Under 30 years	4
- 30-40 years	4
- 41-50 years	1
- Over 50 years	1
Total	10
Experience	
- Less than 5 years	4
- 5-10 years	4
- 11-20 years	1
- Over 20 years	1
Total	10

3.4. Data Collection Process

For this study, teachers who expressed interest in participating were preferred. The teachers were asked to use Kahoot! in vocabulary teaching in their lessons for three weeks. At the end of these three weeks, semi-structured interviews were conducted to collect data from the participants. The researchers conducted pre-test interviews to assess the clarity of the questions and participants' comprehension. The credibility of the study was strengthened by encouraging participants to provide honest and complete comments about Kahoot!. The participants preferred to be interviewed face-to-face or via zoom, depending on their wishes. The researcher informed the participants about the subject of the research and the scope of the interview. Participants were asked to be honest and share their experiences of using Kahoot! to teach vocabulary to young learners.

The thematic analysis method was used to analyze and explain the findings. The researcher examined the teachers' thoughts about the effectiveness, integration, advantages and disadvantages of Kahoot! for teaching vocabulary to young learners. The study questions and objectives were used to analyze the results and reveal the teachers' perspectives. The data analysis answers the research questions and sheds light on Kahoot! as a vocabulary teaching tool for young learners. Ethical rules were complied with at all stages of the research

3.5. Data Analysis

Qualitative thematic analysis of the semi-structured interview data revealed the teachers' views on the effectiveness, integration, benefits and limitations of Kahoot! as a vocabulary teaching tool for young learners. The thematic analysis examined the tutors' comments to find recurring themes and categorized the data to provide patterns and important insights for each study topic. The study revealed themes. Kahoot! features that aided vocabulary acquisition were identified and analyzed. The study followed ethical guidelines during data collection and analysis and protected the anonymity of participants. Maintaining strong ethical standards protected the credibility of the research findings.

4. FINDINGS

This study investigated ELT teachers' opinions about utilizing Kahoot! to teach vocabulary to young learners. The themes obtained after thematic analysis of the data are presented in Table 4.1.

Table 4.1 Themes, descriptions and examples of themes

Theme	Description / Example
Facilitation of Learning	*Description:* This theme shows how Kahoot! enhanced vocabulary, comprehension, and learning speed. *Example:* Kahoot! increased active participation, word identification and retention.
Comparison with Traditional Methods	*Description:* This theme investigates the effect of Kahoot compared to traditional methods in terms of vocabulary instruction to young learners. *Example:* Kahoot! created a dynamic learning environment with enthusiasm and fast feedback, while older techniques ensured depth.
Enhancement of Engagement	*Description*: This theme investigatesKahoot!'s impact on engagement according to teachers' views. It encompasses changes in student engagement. *Example:* Kahoot! sessions increased student engagement and made learning more participatory.
Motivation and Student Confidence	*Description:* This theme explores how Kahoot! motivates vocabulary learning and boosts confidence.

	Example: Kahoot!'s sessions boosted young learners' vocabulary confidence and interest.
Advantages of Kahoot!	*Description:* This theme discusses the advantages of Kahoot! to improve vocabulary. *Example:* The immediate feedback, adaptability, diversity in question types, etc were the advantages.
Disadvantages of Kahoot!	*Description*: This theme discusses the disadvantages of using Kahoot! to teach vocabulary to young learners. *Example:* Kahoot!'s technology and time constraints when teaching vocabulary.

This study's theme analysis found six key themes indicating ELT teachers' opinions on utilizing Kahoot! to teach young learners vocabulary. First theme, "Facilitation of Learning" illustrates how Kahoot! enhanced vocabulary, comprehension, and learning speed. The second theme "Comparison with Old Methods" was comparing Kahoot!'s dynamic learning environment and immediate reaction to older techniques' depth. "Enhancement of Engagement" theme highlighted how Kahoot! sessions made learning more interactive. Another theme "Motivation and Student Confidence" illustrated how Kahoot! promoted vocabulary and student participation. The "Advantages of Kahoot!" theme included the advantages of using Kahoot like immediate reaction, flexibility, and variety of questions, while the "Disadvantages of Kahoot" theme listed technical and time constraints for using it for vocabulary study.

4.1. Kahoot's Facilitation of Young Learners' Vocabulary Acquisition

The first research question of this study was "To what extent does Kahoot! facilitate young learners' L2 vocabulary learning as perceived by teachers?" Ten teachers teaching English in primary schools in Kars agreed Kahoot! helped kids learn vocabulary better according to the data obtained from semi structured interviews. However they had various perspectives on Kahoot's facilitation of vocabulary learning and its comparison with traditional methods.

4.1.1. Facilitation of vocabulary learning

In the semi-structured interviews, teachers expressed their opinions about Kahoot's facilitation of vocabulary teaching as follows:PA5: "Yes, it facilitates vocabulary learning for sure. When it comes to play, they never forget a word they have seen once."

PA6: "Kahoot! is incredibly successful in teaching vocabulary. They learn faster. Interactive quizzes accelerated learning by increasing word recognition, active participation, and retention."

PA8: "Vocabulary learning increases with Kahoot! It facilitates learning since students appreciate participation and learn new terminology better."

PA9: "Kahoot! improves vocabulary. Quizzes that improve word memory and vocabulary help young learners learn."

PA5 confidently stated that Kahoot! facilitated vocabulary learning and pointed out that the games helped children to keep the words in their minds. PA6, similar to PA5, stated that Kahoot! was successful in teaching vocabulary and facilitated learning, and further emphasized that Kahoot! accelerated learning by improving word recognition, student engagement and retention. Agreeing with the other teachers about Kahoot!'s facilitation of vocabulary learning, PA8 stated that this was enhanced by the platform's ability to engage students and introduce new terms. PA9, like the others, praised Kahoot!'s success in vocabulary development and also emphasized that it increased young learners' vocabulary recognition, active engagement and retention. Teachers' views show the importance, facilitation and success of Kahoot! in vocabulary acquisition. Kahoot! engages students, increases active participation, accelerates learning, and improves students' vocabulary by enabling them to remember words better. Moreover, these views show that teachers use Kahoot! consciously and purposefully.

4.1.2. Comparison of Kahoot! with traditional methods in vocabulary learning

In the semi-structured interviews, teachers compared Kahoot's effectiveness in vocabulary acquisition according to traditional methods as follows:

PA1: "Kahoot! is good, of course, as time changes the methods are also changing."PA7: "Students adore Kahoot! I think it is better than the traditional methods."

PA3: "Kids enjoy Kahoot! Although enjoyable, it may not be profound enough to form meaningful sentences or grasp linguistic intricacies."

PA10: "Kahoot!'s questions and framework make vocabulary learning entertaining. But alone it is not sufficient. We still need old methods. Students should learn how to use a word in meaningful content, speaking or writing."

In his sentence, PA1 accepted that Kahoot! is more effective than traditional methods by referring to the need to adapt to different methods and strategies that develop over time. Similarly, PA7 also stated that Kahoot! is better than traditional methods and proved this assertion by stating that students are fond of Kahoot! PA3, like PA7, stated that the students liked Kahoot, but he said that it had no effect on students' writing meaningful sentences or language comprehension, showing that he trusted traditional methods in these areas. PA10, like everyone else, liked Kahoot!, but like PA7, he was not sure about it. He stressed the importance of finding a balance between Kahoot! and traditional methods in vocabulary learning and justified this by saying that traditional methods are still necessary for students to write and speak meaningfully, contextualize words, etc. The teachers' views differed when comparing Kahoot and traditional methods. While all teachers praised its effectiveness and student engagement, in comparison with traditional methods, some teachers stated that Kahoot cannot replace traditional methods in the acquisition of some competences and emphasized the need for a balanced approach that blends modern and classical teaching approaches for full vocabulary development.

4.2. The effect of Kahoot on Student Participation

The second research question of this study was "To what extent does Kahoot! increase young learners'' engagement in class as perceived by teachers?" Data from semi-structured interviews showcased Kahoot!'s great influence on participation of students in vocabulary learning activities. All teachers agreed that Kahoot is effective in increasing students' participation and offered student involvement in various ways.

4.2.1. Enhancement of engagement

In the semi-structured interviews, teachers expressed their opinions about enhancement of student engagement in vocabulary learning via Kahoot! as follows:

PA2: "Kahoot revolutionized vocabulary class engagement one hundred percent."

PA4: "Kahoot transformed vocabulary class participation! It significantly increased student engagement."

PA6: "Participation is definitely increasing, but because of the young age of the students, there are sometimes resentments due to competition. Students sometimes state that they will not participate."

PA2 reported that Kahoot has revolutionized young students' engagement in vocabulary teaching and that students are fully engaged. PA4 also agreed with Pa2 on this issue. He agreed, citing Kahoot!'s overhaul of vocabulary lesson attendance for higher student participation. PA6, like other teachers, stated that there was a significant increase in participation, but also expressed concerns. He stated that competitiveness sometimes creates disharmony among young students, and that competitive students sometimes do not want to participate in Kahoot quizzes because they get offended when they lose. While most comments about participation are positive when examining these views, PA6's nuanced observation reveals competitive dynamics that can lead to non-participation, especially among younger students.

4.2.2. Motivation and student confidence

In the semi-structured interviews, teachers expressed their opinions about students' motivation and confidence in vocabulary learning via Kahoot as follows:

PA3: "Kahoot! inspires kids. Interactive quizzes make vocabulary learning interesting and students' self confidence increases."

PA6: "Motivation of all students is great, better than traditional methods! For winners confidence is wonderful, however for losers it is the opposite."

PA10: "Generally speaking, motivation increases, but the motivation of those who do not win or do not get a good score can also decrease."

According to the data obtained from the teachers, PA3 thinks that Kahoot makes learning words fun through its interactive tests and therefore increases motivation. He also stated that Kahoot increased students' self-confidence. PA6 states that motivation increases when using Kahoot compared to traditional approaches and states that the self-confidence of those who win Kahoot quizzes increases, but those who fail lose their confidence. Here, a negative consequence of the competitive and competition-based method of implementation emerges. PA10, just like PA6, stated that the general motivation of the class increased, but the motivation of those who lost or did not get a good score decreased. These perspectives demonstrate Kahoot's ability to motivate and inspire young learners' vocabulary acquisition. However, it indicates a lack of confidence or low motivation based on performance in Kahoot.

4.3. Advantages and Disadvantages of Kahoot!

The third research question of the study is "What are the advantages and disadvantages of using Kahoot! in vocabulary teaching with young learners as perceived by teachers?" Kahoot! for vocabulary instruction has some advantages and disadvantages according to the data obtained from semi-structured interviews. Findings about benefits and challenges of utilizing Kahoot in vocabulary acquisition of young learners is presented here.

4.3.1. Advantages of Kahoot!

In the semi-structured interviews, teachers expressed their opinions about Kahoot's advantages in vocabulary acquisition as follows:

PA1: "I think the biggest advantage of Kahoot is that we can create the quizzes we want with different question types. The quizzes we prepare are stored in the library and we can make

modifications whenever we want. It is a great advantage that the material I prepared is always available on a smart board or in my phone."

PA3: "I also use Kahoot to give homework thus, students do their homework more enthusiastically. It is much more useful than preparing a worksheet and distributing photocopies, and it prevents paper waste and the quizzes in Kahoot don't get lost like photocopies."

PA9: "Kahoot! helps language learners. Instant feedback and the platform's flexibility in test design and question types improve vocabulary retention."

As the most important benefit of Kahoot, all teachers promote Kahoot's vocabulary enrichment, increasing the engagement and motivation. PA9 compliments Kahoot for its instant feedback system. Besides, the applications' adaptation to diverse learning techniques and question types make language learning fun and memorable for young learners. PA7 also points out that Kahoot increases interaction.

PA1 shows Kahoot's flexibility and accessibility. Creating quizzes with different question types and storing them digitally allows educators 24/7 access to pedagogical tools that function on smart boards and mobile devices for flexible learning. The teacher also points out that she can make any changes in the quiz she prepared in Kahoot anytime. PA3 encourages Kahoot's assignment metamorphosis. Using Kahoot! instead of worksheets engages students better and saves paper. Its digital archive maintains and makes quizzes available, unlike photocopies. Kahoot transforms vocabulary learning. Its versatility and eco-friendly digital footprint make it a vital educational tool that enriches and engages students.

4.3.2. Disadvantages of Kahoot!

In the semi-structured interviews, teachers expressed their opinions about Kahoot's disadvantages in vocabulary acquisition as follows:

PA1: "The fact that it is an online application is a disadvantage, if the internet connection is slow or gone suddenly, the game is interrupted and the students are very upset. Sometimes some students show the answers on her tablets' or mobile phone's screen late or he is kicked out of the game for no reason. These reduce motivation."

PA5: "Time and technology restriction is a problem. Waiting for students to connect takes some time. Sometimes students may not have a device that can connect to the internet. In such cases, I group the students in pair work and have them answer the questions together."

PA8: "Sometimes fun or competition can overshadow learning. Some students rush to answer a word or a question without looking at it fully in order to be the fastest."

PA1 stated that Kahoot is online and therefore the internet connection problem is a limitation. He stated that when there is an internet cut or slow down while taking a word quiz with Kahoot, students' motivation decreases and the game is interrupted. PA5 supports Kahoot's tech limits and adds that time restrictions. Students' connecting game needs time and some eruptions also waste time. Another limitation PA5 points out is that lack of technological devices prevents students from online participation. PA5 solves this problem with collaborative pair work supporting cooperation. Furthermore, enjoyment and competition might hinder comprehension and learning according to PA8. Learners who hurried to answer first without attentionally reading to get the best point might make mistakes. These disadvantages demonstrate Kahoot!'s contradiction. Its vibrant setting stimulates involvement, but internet access, time constraints, and the inadvertent emphasis on speed over substance impede vocabulary development.

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Conclusion

The facilitation, advantages, and disadvantages of using Kahoot! as a vocabulary teaching tool for young learners were investigated through interviews with 10 ELT teachers in Kars. Theme analysis of semi-structured interviews evaluated the effects of Kahoot! on vocabulary

learning. Kahoot! transforms children's language learning. All of the teachers who participated in the study appreciated Kahoot's vocabulary teaching permanence, students' active participation, and improvements in learning speed. Compared to traditional methods, Kahoot has been found to be effective in vocabulary acquisition but has some shortcomings. The effectiveness of traditional approaches to sentence construction and language comprehension in improving word recall and interaction is emphasized which Kahoot lacks. It was concluded that a balanced distribution of Kahoot and traditional methods will ensure complete learning.

According to this research, Kahoot motivates young learners to acquire vocabulary as an advantage of gamification, but the competitiveness as a result of gamification may reduce the motivation of some unsuccessful students or cause the students to answer questions without reading them correctly in order to collect the most points. The study demonstrates findings regarding Kahoot!'s adaptability, easy accessibility, and enjoyable, environmentally friendly vocabulary acquisition. However, the research emphasizes that time constraints and internet connection problems are disadvantages of using Kahoot. Teachers use Kahoot for giving homeworks which is more attractive for students, easier for teachers and eco-friendly. Students' lack of technological devices was also turned into an advantage with pair work supporting cooperation.

To sum up, this study indicates utilizing Kahoot with young learners to teach vocabulary has many positive impacts on students' learning, engagement, motivation, self confidence and retention although some restrictions. For teachers who admire making use of gamification in their classes could use Kahoot for vocabulary acquisition with young learners. However they should take some precautions for restrictions of utilizing Kahoot.

5.2. Discussion

The literature supports this study's finding that gamification changes language development. The findings of this study confirm Huyen and Nga (2003) and Öznar (2022)'s studies that Kahoot! enhances student involvement and vocabulary retention. While Öztürk (2018) supports GBL with a comparative study, our study explores the advantages and disadvantages of Kahoot utilizing interviews and collecting teachers' opinions. The same finding from two studies with different methodologies increases the accuracy of the findings.

This study suggested the mixture of different approaches for vocabulary teaching as a whole and confirms Kontaş's (2023) findings on teachers' different methods to teach vocabulary. Like this study Deni and Fahriany (2020) conducted a qualitative research with Elt teachers and found that teachers use games and interactive tools similar to the teachers participating in this study.

Like Slattery & Willis (2001) and Thornbury (2002), literature encourages young learners' inherent features and learning processes to have fun. Gamification tool Kahoot fulfills students' curiosity and enjoyment, according to this study. The findings of these two studies are similar. The findings of this study confirms the studies of Sabandar et al. (2018) and Kapp (2012) that Kahoot! boosts engagement and feedback.

Rosas et al. (2003) discovered that Kahoot! impacts classroom dynamics. This is supported by this study on Kahoot!'s competitiveness and student involvement. Different from Rosas et al.'s study, this study also found some negative consequences, including decreased motivation and vocabulary learning quality. This study shows that traditional methods and gamified elements of Kahoot must be balanced, notwithstanding the literature's optimism. As much as Kahoot!'s strengths, its shortcomings, such as internet connectivity and pedagogical balance between engagement and understanding should be considered.

5.3. Suggestions

Using gamification technologies like Kahoot! to teach vocabulary is hard and requires balance; teachers should exploit their strengths and rectify their weaknesses. Traditional and gamified techniques develop certain vocabulary features. Teacher training and seminars on gamification and course application are needed.

Further research may compare Kahoot, Quizizz, and Socrative to see how they affect vocabulary learning in different learner groups. Gamification may reveal vocabulary's long-term retention and transferability into real-world language. Comparing gamification to task-based learning or narrative may improve vocabulary. Due to educational technology, augmented reality or AI in gamified language learning may offer new study alternatives.

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APPENDICES

Appendix 1. Semi-structured Interview Questions

1. Does Kahoot! facilitate young learners' vocabulary learning?

a. Can you describe how Kahoot! helped your students learn vocabulary?

b. What characteristics of Kahoot! help or hinder young learners' vocabulary learning?

c. How successful is Kahoot! compared to traditional vocabulary teaching?

2. Does Kahoot! increase young learners' engagement in class?

a. Has using Kahoot! in vocabulary sessions changed student involvement and enthusiasm?

b. Can you describe how Kahoot! has increased vocabulary activity involvement in your class?

3. What are the advantages and disadvantages of using Kahoot! in vocabulary teaching with young learners?

a. What are Kahoot!'s main advantages for teaching young learners vocabulary?

b. How have you overcome any obstacles to using Kahoot! for vocabulary learning?

c. Given its pros and drawbacks in vocabulary learning, how do you balance Kahoot! with other methods?