



# The use of the Kahoot Platform in Teaching-Learning English Vocabulary for Second-Year Students, Faculty of Linguistics, Souphanouvong University

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## ABSTRACT

This study aimed to: (1) examine the efficiency of using the Kahoot platform in teaching English vocabulary based on the 70/70 criterion, (2) investigate its effectiveness in enhancing students' learning outcomes, and (3) explore students' attitudes toward its use. The target group consisted of 40 second-year students from the Faculty of Linguistics at Souphanouvong University in the academic year 2025–2026. The research instruments included lesson plans integrating Kahoot, pre- and post-tests, and an attitude questionnaire. Data were analyzed using efficiency values (E1/E2), mean, standard deviation, percentage, and the Effectiveness Index (E.I.).

The results showed that the efficiency of the Kahoot-based instruction was 80.5/90.5 (E1/E2), which exceeded the established 70/70 criterion. The Effectiveness Index was 0.6691 (66.91%), indicating a significant improvement in students' learning achievement after instruction. Regarding students' attitudes, the overall level was very high ( $\bar{X} = 4.13$ ,  $SD = 0.79$ ). Students reported very positive attitudes toward the learning environment, learning activities, and the application of Kahoot in vocabulary learning.

**Key words:** platform kahoot, English language instruction, Vocabulary Learning

## 1. Introduction

Vocabulary plays a very important role in language learning because it directly affects students' ability to understand and express their ideas effectively. Vocabulary can be encountered easily in everyday life and can be learned through various methods. In schools, teachers often introduce new vocabulary based on textbook content by using demonstrations or illustrations, reading passages, or listening activities, followed by practice exercises that help students apply the new words. In addition, students can learn vocabulary through novels, comic books, movies, and English songs. However, traditional vocabulary teaching methods often rely heavily on memorization and repetitive drills, which may cause students to feel bored and lose motivation to learn. (Syahputri, 2022).

The Ministry of Education and Sports has therefore established a 10-year Technology Strategy for Education (2025–2030) aimed at utilizing digital technology to improve the quality of education, ensure inclusive access, promote equity, and provide lifelong learning opportunities for all. The strategy seeks to transform education in the Lao People's Democratic Republic through the integration of technology into both formal and non-formal education systems. Its objective is to ensure equal access to educational opportunities and encourage participation in the digital transformation of the education sector. This strategy highlights the importance of sustainability, flexibility, and adaptability within the education system, enabling it to respond effectively to the changing demands

of society and technological advancement. (Ministry, 2024) established the Technology Strategy for Education with the aim of improving the quality and services of the education sector. The strategy supports the implementation of teaching and learning activities through the use of digital platforms and tools, while also enhancing educational services by providing access to information resources and promoting digital education. Digital education is becoming increasingly important in the lives of the Lao people. The government and relevant stakeholders have recognized the potential of digital education to improve the quality of education. The effective integration of digital technology into the education system can enhance students' learning outcomes, increase access to educational resources, and improve the efficiency of educational management. Today, technology plays a vital role in all areas of education. It enables quick and easy access to information and knowledge. Furthermore, smartphones, computers, and tablets have become essential components of teachers and students. Therefore, it is necessary to incorporate technological devices into the classroom in order to create meaningful learning experiences for all learners. The use of various forms of technology in the classroom can Kahoot! enables learners to acquire knowledge while enjoying the learning process, thereby reducing boredom and creating a stimulating sense of challenge through gamified learning experiences. The platform incorporates elements of competition, instant feedback, and rewards, which have been found to increase student engagement,

motivation, and participation in classroom activities (Wang, 2020) Such game-based learning platforms are particularly suitable for learners in the digital age, who are accustomed to interactive and technology-enhanced learning environments (Licorish, 2018). increase students' engagement with learning objectives and support the development of diverse teaching approaches that address the unique needs and learning styles of individual students within the classroom.

Among these technologies, Kahoot! is a platform that can increase student engagement through competition and provide an exciting and creative method of assessment. Furthermore, technology encourages innovation and development while making learning more enjoyable and engaging. By using platforms such as Kahoot!, This enables learners to acquire knowledge while enjoying the learning process, reducing boredom and creating a sense of challenge. Such platforms are particularly suitable for learners in the digital age. Kahoot! can be effectively applied to assess students' knowledge both before and after instruction. Teachers can design game-based quizzes and activities that increase enjoyment in learning while helping them identify students' strengths and weaknesses in each lesson. This information can then be used to improve teaching practices and enhance learning outcomes. At the same time, students can immediately view their assessment results, which can increase their motivation to learn and encourage them to remain prepared for future learning activities. In addition, the use of Kahoot! can help reduce costs associated with preparing printed tests and examinations, while maximizing the benefits of existing technology resources available in educational institutions. ETS Education (2021) Based on students' mobile phone usage behavior, most students are highly interested in using online social media, which often causes them to pay less attention to lessons and participate less actively in classroom activities.

Students majoring in English Teacher Education at the Faculty of Education, Souphanouvong University, face various challenges in developing their English-speaking skills. In English language classes at different levels, many students demonstrate a lack of enthusiasm for speaking English during classroom activities. Some students experience anxiety about making mistakes and fear losing face or being embarrassed when they speak incorrectly. Others simply lack the motivation and confidence to participate in speaking activities. As a result,

many students are not fully satisfied with their learning experiences and show limited participation in classroom activities organized by instructors. They often lack interest in speaking English and become discouraged in their studies, which negatively affects their language-learning progress and overall academic performance (Souliya, 2021). Based on the issues mentioned above, the researcher became interested in conducting a study entitled "The Use of the Kahoot Platform in English Vocabulary Teaching and Learning." The objectives of the study are: To investigate the effectiveness of using the Kahoot platform in teaching and learning English vocabulary among second-year students of the Faculty of Languages at Souphanouvong University. To examine the impact of using the Kahoot platform in promoting English vocabulary learning and teaching. To explore students' attitudes toward learning English vocabulary through the Kahoot platform. The study aims to contribute to the improvement of English vocabulary instruction by promoting high-quality and standardized teaching and learning practices. Ultimately, it seeks to support the development of education in Laos and help align educational standards with those of the international community

## 2. Research Materials and Methods

In conducting this study on the use of the Kahoot platform in English vocabulary teaching and learning among second-year students of the Faculty of Languages at Souphanouvong University, the researcher employed a quantitative research approach. The study focused on examining the promoting of using the Kahoot platform in English vocabulary instruction, as well as investigating students' attitudes toward learning English vocabulary through the Kahoot platform. Therefore, the researcher carried out the study using the following research procedures and methods:

### 2.1 Target Group

The target group for this study consisted of second-year students from the Faculty of Languages at Souphanouvong University. The researcher selected one class as the study participants, with a total of 40 students.

### 2.2 Research Methodology

This study employed a one-group experimental research design with a single target group. It used a One Group Pretest–Posttest Design, in which participants were tested before and after the experiment

| Pretest        | Experimental teaching | Posttest       |
|----------------|-----------------------|----------------|
| O <sub>1</sub> | X                     | O <sub>2</sub> |

## 2.3 Research Instruments

The research instruments used in this study consisted of three types as follows:

1) Lesson plans on the use of the Kahoot platform in teaching and learning English vocabulary. There were five lesson plans on English vocabulary using the Kahoot platform in teaching and learning as follows:

|                              |         |
|------------------------------|---------|
| Lesson 1 Hello everybody?    | 2 hours |
| Lesson 2 Meeting People      | 2 hours |
| Lesson 3 The world of work   | 2 hours |
| Lesson 4: Take it easy       | 2 hours |
| Lesson 5: Where do you live? | 2 hours |

The lesson plans were reviewed by the thesis advisor and submitted to three experts for evaluation of content validity, principles, and instructional management in teaching and learning through the use of the Kahoot platform. The experts also assessed the appropriateness of the lesson plans. The overall results indicated that the lesson plans were highly appropriate.

2) Pre-test and Post-test instruments

The test instrument was a multiple-choice test with four options, consisting of a total of 40 items. The test was analyzed using the Index of Item-Objective Congruence (IOC). The results showed that the IOC values ranged from 0.65 to 1.00, indicating that the test items were appropriate and could be used. The item difficulty index ( $p$ ) ranged from 0.37 to 0.78, and the discrimination index ( $r$ ) ranged from 0.23 to 0.52. The reliability coefficient of the test was 0.75

3) Students' Attitude Questionnaire

The students' attitude questionnaire was used to survey students' attitudes toward the use of the Kahoot platform in teaching and learning. It was designed as a 5-point rating scale, as follows:

- Level 5 means the attitude is at the highest level
- Level 4 means the attitude is at a high level
- Level 3 means the attitude is at a moderate level
- Level 2 means the attitude is at a low level
- Level 1 means the attitude is at the lowest level

The results of the analysis from the evaluation of language appropriateness, questionnaire items, and the Index of Item-Objective Congruence (IOC) of the students' attitude questionnaire, as assessed by experts, revealed that the questionnaire had IOC values ranging from 0.66 to 1.00, indicating that it is appropriate and can be used

## 2.4 Data Collection

The data collection for this study was carried out through coordination and collaboration with the relevant departments and the selected sample group. Permission was obtained to conduct the teaching experiment in order to collect diverse and comprehensive data from the actual experimental teaching process. The data collection procedure was conducted as follows:

1. An orientation was provided regarding the teaching and learning management using the Kahoot platform in English vocabulary instruction.

2. A pre-test was administered before implementing the Kahoot-based teaching and learning activities with the target group, using a researcher-developed achievement test.

3. The teaching and learning process using the Kahoot platform was implemented for English vocabulary instruction, consisting of 5 lessons over 10 hours.

4. A post-test was administered after implementing the Kahoot-based teaching and learning activities in English vocabulary instruction with the target group, using a researcher-developed achievement test.

5. Students' attitudes toward the teaching and learning process using the Kahoot platform in English vocabulary instruction were assessed using a researcher-developed attitude questionnaire. This questionnaire is divided into two parts as follows: Part 1: Personal information of the respondents (Checklist), including: gender, age, and year of study. Part 2: A questionnaire on students' opinions (attitudes) toward the use of the Kahoot platform in teaching and learning English vocabulary. The questionnaire is designed using a 5-point Rating Scale and consists of 22 items. These items are categorized into four aspects: Lesson Content, Learning Activities Using the Platform, Learning Environment through the Use of the Platform, Application and Utilization of the Platform.

## 2.5 Data Analysis

The researcher conducted data analysis by selecting methods that were appropriate and consistent with the research objectives.

## 3. Result

1. The results of the study on the effectiveness of using the Kahoot platform in teaching and learning English vocabulary among second-year students of the Faculty of Languages at Souphanouvong University were analyzed based on the 70/70 criterion, using pre-test and post-test results of the teaching and learning process. Descriptive statistics were applied in the analysis, specifically by calculating the mean ( $\bar{X}$ ) as well as the standard deviation (S.D.) and the E1/E2 efficiency index, in order to determine the effectiveness of using the Kahoot platform in teaching and learning English vocabulary.

2. The results of the study on the effectiveness of using the Kahoot platform in teaching and learning English vocabulary among second-year students of the Faculty of Languages at Souphanouvong University were analyzed based on pre-test and post-test results of the instructional process. Descriptive statistics were used in the analysis, specifically by calculating the mean ( $\bar{X}$ ) as well as the standard deviation (S.D.) and the effectiveness index (E.I.), in order to determine the effectiveness of using the Kahoot platform in teaching and learning English vocabulary

3. to examine students' attitudes toward teaching and learning English vocabulary through the Kahoot platform. Descriptive statistics were used in the analysis, specifically by calculating the mean ( $\bar{X}$ ) And the standard deviation (S.D.) was also used in order to determine the level of students' attitudes toward the use of the Kahoot platform in teaching and learning English vocabulary. The results were then interpreted by comparing them with the predetermined criteria.

#### Research results

the study on the use of the Kahoot platform in teaching and learning English vocabulary for second-year students, Faculty of Linguistics, Souphanouvong University, the following results were obtained:

1. The results indicated that the efficiency of the instructional process (E1) was 80.5, and the efficiency of learning outcomes (E2) was 90.5. This demonstrates that the use of Kahoot! in teaching and learning English vocabulary for second-year students in the Faculty of Linguistics, Souphanouvong University, was effective. The E1/E2 values were higher than the predetermined criterion of 70/70.

2. The effectiveness of using the Kahoot platform to enhance English vocabulary learning showed that students' post-test scores were significantly higher than their pre-test scores. This clearly indicates that students' learning achievement improved after the instruction. The effectiveness index (E.I.) was 0.6691 or 66.91%, which is considered a good level. This suggests that students' learning progress increased by approximately 66.91% after learning through Kahoot.

3. Students who participated in the study had a positive attitude toward the use of the Kahoot platform in teaching and learning English vocabulary, with the overall level being very good, and a mean score of ( $\bar{X}$ =4.13, SD=0.79). When considering each aspect, it was found that the participating students had a very good level of positive attitude toward the learning environment using the platform, with a mean score of ( $\bar{X}$ = 4.29, SD= 0.78), Next, the participating students also had a very good level of positive attitude toward learning activities using the platform, with a mean score of ( $\bar{X}$ = 4.16, SD= 0.79), Next, in order, the participating students also showed a very good level of positive attitude toward the application aspect and the lesson content aspect, with mean scores of ( $\bar{X}$ = 4.29, SD= 0.78), ( $\bar{X}$ = 4.02, SD= 0.77)) respectively

#### 4. Discussion

The results of this study provide an understanding of the effectiveness of using the Kahoot platform in teaching and learning English vocabulary, the effectiveness of using the Kahoot platform to enhance the teaching and learning of English vocabulary, and students' attitudes toward learning English vocabulary through the Kahoot platform. The discussion of the research findings can be presented as follows:

1. The study on the effectiveness of using Kahoot! in teaching and learning English vocabulary for second-year students of the Faculty of Linguistics, Souphanouvong University found that the efficiency of the learning process (E1) was 80.5 and the efficiency of learning outcomes (E2) was 90.5. This indicates that the use of Kahoot! activities in teaching English vocabulary for second-year students was effective, with both process and outcome efficiency (E1/E2) higher than the set criterion of (70/70). In addition, these findings are consistent with the research work of (Nguyen, 2019) who studied activity-based learning management integrated with Kahoot to develop Vietnamese vocabulary learning ability among students at Mahasarakham University. The findings showed that the efficiency of the activity-based learning management combined with Kahoot was 80.82/79.36, which met the efficiency criterion of 80/80. These results are also consistent with the research findings of (Nimnuan, 2025) studied the development of academic achievement in the Thai language, specifically on loanwords from foreign languages, using inquiry-based learning combined with online games for Grade 9 students. The findings revealed that the inquiry-based learning management combined with online games on Thai loanwords achieved efficiency at the level of E1/E2 = 80.50/80.94, which was higher than the established standard of 80/80. This success provides learners with opportunities for hands-on practice and enhances self-directed learning skills, while teachers play a role in facilitating and encouraging analytical thinking rather than directly transmitting knowledge

2. studied the effectiveness of using Kahoot to enhance English vocabulary learning among second-year students of the Faculty of Linguistics, Souphanouvong University.

The study found that the Effectiveness Index (E.I.) of using Kahoot for teaching and learning English vocabulary indicated that students' post-learning scores were significantly higher than their pre-learning scores, clearly showing students' learning improvement after instruction. The Effectiveness Index (E.I.) was 0.6691 or 66.91%, which was at a good level, indicating that students' learning achievement improved by approximately 66.91% after learning. This finding is consistent with the research conducted by (Khongchuay, 2021) studied the educational achievement of students before and after learning marketing using the Kahoot program in teaching and learning among second-year vocational degree students. The research findings showed that before learning the students had a mean score of ( $\bar{X}$ =7.12), (SD=0.87) while after learning the mean score was ( $\bar{X}$ =8.19), (SD=0.92). It can be concluded that the post-learning scores were higher than the pre-learning scores. This finding is also consistent with the research conducted by (Ledvisutthinun, 2019) A study on the development of

the ability to compose polite verse (traditional poetry) using Kahoot skill-based exercises among second-grade primary school students at a public school in Bangkok found that all students were able to compose polite verse at a level higher than the school's standard criterion of 60%, with an average performance score of 90.55%. This indicates that the students' overall ability to compose polite verse improved significantly after learning at the 0.01 statistical significance level. In addition, the findings were consistent with the research results of (Thippaphone, 2021) A study on the development of teaching and learning in the Basic Computer course through the use of video media for students of the Faculty of Education, Souphanouvong University, found that the efficiency evaluation of the instructional video materials developed for teaching Microsoft Excel 2013, together with the video-based learning management plan, showed an effectiveness level of 86.89/90.00, which was higher than the established standard criterion of 85/85. This indicates that the instructional media and learning management plan are of high quality and appropriate for use in teaching and learning. the findings were consistent with the research results of (Boonsong, 2013) Academic Achievement Development using kahoot games on Biographies and works of famous people in the creation of Thai nation for 2<sup>nd</sup> year of Secondary Education Students, Demonstration School of Thapsatri Rajabhat University. The comparison results of students' academic achievement after using the Kahoot game ( $\bar{X}$  = 22.50), (SD = 0.68) higher than before the lesson ( $\bar{X}$  = 14.25), (SD = 2.30) at the 0.05 level of statistical significance. The findings are also consistent with the research results of (Pham, 2023) A study was conducted on the impact of using Quizizz in learning grammar among students who study English as a second language. The results indicated that students in the experimental group achieved significantly higher scores than those in the control group. The findings of this study suggest that the use of Quizizz can effectively enhance grammar learning achievement for students learning English as a second language.

3. Students' attitudes toward learning and teaching English vocabulary through the Kahoot platform. found that the participating students had a very positive attitude toward the use of the Kahoot platform in English vocabulary learning, at a very good level, with a mean score of ( $\bar{X}$ =4.13, SD=0.79). When considering each aspect, it was found that the participating students had a very positive attitude at a very good level toward the learning environment using the platform, with a mean score of ( $\bar{X}$ = 4.29, SD= 0.78), Next, the students who participated showed a very positive attitude at a very good level toward learning activities using the platform, with a mean score of ( $\bar{X}$  = 4.16, SD= 0.79), Next in order, the participating students showed a very positive attitude at a very good level toward the application and the learning content, with

mean scores of ( $\bar{X}$ = 4.29, SD= 0.78), ( $\bar{X}$ = 4.02, SD= 0.77)) This finding is also in line with the research results of (Poeda, 2023) A study on the effectiveness of using Kahoot on vocabulary learning retention among first-year secondary school students found that the students had a high level of satisfaction with the use of the Kahoot application. ( $\bar{X}$ = 4.71, SD= 0.59) This indicates that the teaching and learning management using the Kahoot application developed by the researcher and used as instructional media in this study is beneficial and appropriate for students' age group. This is because the use of the Kahoot application allows students to independently review lesson content at their own pace. This finding is consistent with the research results of (Thatthong, 2021) A study was conducted on the effects of teaching and learning management using an application on learning outcomes and satisfaction of nursing students. The objective of the study was to investigate the effects of application-based instructional management on learning achievement and satisfaction of nursing students in the course "Nursing Care for Individuals with Health Problems." The results of the study showed that the learning achievement was at a moderate level, with a mean score of ( $\bar{X}$ = 3.46) and the standard deviation SD= 0.69 and students' satisfaction with application-based teaching and learning management in order to promote learning and improve students' quality was at a high level. This finding is consistent with the research results of (Siphasert, 2021) a study examined the effects of classroom-based learning management integrated with Kahoot games in English subjects on academic achievement and self-regulation among second-year secondary school students. The results showed that students had a high level of satisfaction with classroom instruction combined with Kahoot games in English learning overall across all aspects ( $\bar{X}$  =3.77, SD=0.66).

## 5. Conclusion

The effectiveness of using Kahoot! in teaching and learning English vocabulary for second-year students of the Faculty of Linguistics, Souphanouvong University, shows that the use of Kahoot! activities in teaching English vocabulary for second-year students is highly effective. Both the efficiency of the learning process (E1) and the efficiency of learning outcomes (E2) are higher than the set criterion of (70/70).

The effectiveness index of using Kahoot to promote English vocabulary learning among second-year students in the Faculty of Linguistics at Souphanouvong University shows that students' post-test scores were significantly higher than their pre-test scores, with statistical significance. The students' learning achievement improved by approximately **66.91%** after learning through Kahoot. This reflects that students' learning outcomes developed substantially after being taught using this method,

indicating a clear improvement in their learning performance.

Students who participated in this study showed a very high level of positive attitudes toward using the Kahoot for learning English vocabulary. This positive attitude was mainly due to Kahoot being a game-based learning tool that created a fun classroom atmosphere and reduced learning stress, while also encouraging greater student participation in learning activities. In addition, the competition system and immediate feedback helped increase students' motivation and excitement, making vocabulary retention more effective. Moreover, the use of modern digital learning tools also aligns well with students' current lifestyles, which further contributes to their overall positive attitudes toward learning.

## 6. Conflict

the research team, hereby declare that all information contained in this academic paper has no hidden interests or any concealed benefits related to any organization

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