

## THE ROLE AND EFFECT OF TELEGRAM AND KAHOOT PLATFORMS IN EFL CLASSROOMS

*Anvarjon Isroilov G'iyosidinovich*

*Senior Lecturer of English, Andijan University  
of Economics and Pedagogy*

*+998959007731*

*Anvarjonisroilov8@gmail.com*

### Annotation

This study investigates the effectiveness of Telegram and Kahoot platforms in English as a Foreign Language (EFL) classrooms. The research focuses on their impact on students' motivation, engagement, and language skill development, particularly in grammar and vocabulary acquisition. A mixed-method approach was employed, including classroom observation, questionnaires, and pre-test/post-test analysis.

The findings reveal that the integration of these digital tools significantly enhances student participation, improves vocabulary retention, and creates a more interactive and engaging learning environment. Telegram supports continuous learning beyond the classroom, while Kahoot promotes active participation through gamified assessment. The study concludes that combining these platforms contributes to more effective and student-centered EFL instruction.

**Keywords:** EFL, Telegram platform, Kahoot, digital learning, gamification, student engagement, language acquisition, vocabulary learning, grammar instruction, interactive teaching

### Аннотация

Данное исследование посвящено изучению эффективности платформ Telegram и Kahoot в обучении английскому языку как иностранному (EFL). Основное внимание уделяется их влиянию на мотивацию учащихся, их вовлеченность и развитие языковых навыков, особенно в области грамматики и лексики. В исследовании использовался смешанный метод, включающий наблюдение, анкетирование и сравнительный анализ результатов до и после эксперимента.

Результаты показали, что использование данных цифровых инструментов значительно повышает активность учащихся, улучшает запоминание лексики и создает более интерактивную образовательную среду. Платформа Telegram способствует непрерывному обучению вне класса, тогда как Kahoot стимулирует активное участие за счет игровых элементов. В заключение отмечается, что сочетание этих платформ повышает эффективность обучения и способствует развитию студентоориентированного подхода.

**Ключевые слова:** EFL, платформа Telegram, Kahoot, цифровое обучение, геймификация, вовлеченность учащихся, усвоение языка, изучение лексики, обучение грамматике, интерактивное обучение

### Annotatsiya

Mazkur tadqiqot ingliz tilini xorijiy til sifatida (EFL) o'qitishda Telegram va Kahoot platformalarining samaradorligini o'rganishga qaratilgan. Tadqiqotda ushbu vositalarning o'quvchilarning motivatsiyasi, darsdagi faolligi hamda til ko'nikmalarini, xususan, grammatika va lug'at boyligini rivojlantirishga ta'siri tahlil qilindi. Tadqiqotda aralash metodlardan foydalanildi: kuzatish, so'rovnomalar hamda tajriba oldi va keyingi natijalarni taqqoslash.

Natijalar shuni ko'rsatdiki, mazkur platformalardan foydalanish o'quvchilarning darsdagi ishtirokini sezilarli darajada oshiradi, lug'atni o'zlashtirishni yaxshilaydi va interfaol o'quv muhitini yaratadi. Telegram platformasi sinfdan tashqari o'rganishni qo'llab-quvvatlash, Kahoot o'yin elementlari orqali faol ishtirokni rag'batlantiradi. Xulosa qilib aytganda, ushbu

**Kalit so'zlar:** EFL, Telegram platformasi, Kahoot, raqamli ta'lim, gamifikatsiya, o'quvchilar faolligi, til o'zlashtirish, lug'at o'rganish, grammatika o'qitish, interfaol ta'lim

### Introduction

In the 21st century, digital technology has become an essential component of modern education systems. The integration of technological tools into classroom instruction is no longer optional but necessary to meet the needs of today's learners. In the context of English as a Foreign Language (EFL), where exposure to the target language is often limited outside the classroom, digital platforms provide valuable opportunities for extended learning and interaction.

In countries such as Uzbekistan, where English is taught as a foreign language, traditional teaching methods still dominate many classrooms. These methods often focus on teacher-centered instruction, grammar explanation, and written exercises, which may not fully engage students or address their diverse learning styles. As a result, learners may struggle with motivation and practical language use.

Telegram and Kahoot are two digital platforms that have gained considerable popularity among educators due to their accessibility and user-friendly interfaces. Telegram enables teachers to create channels and groups where they can share educational materials, assign tasks, and communicate with students beyond classroom hours. Kahoot, on the other hand, introduces a game-based learning environment that encourages active participation through quizzes and competitions.

Despite their widespread use, there is still a lack of empirical research examining their combined impact on EFL learning outcomes. Therefore, this study aims to explore

how Telegram and Kahoot can be effectively integrated into EFL instruction and to evaluate their influence on student engagement, motivation, and academic performance.

### **Literature Review**

The role of digital technology in education has been extensively studied over the past two decades. Researchers emphasize that technology-enhanced learning environments promote active engagement, learner autonomy, and collaborative learning. In language education, digital tools are particularly valuable because they provide authentic input, immediate feedback, and opportunities for interaction.

Telegram, as a mobile messaging application, has been increasingly used in educational contexts due to its flexibility and accessibility. Studies have shown that Telegram supports mobile-assisted language learning (MALL) by allowing students to access materials anytime and anywhere. It also facilitates communication between teachers and students, encourages peer collaboration, and supports the sharing of multimedia resources such as audio, video, and documents.

Kahoot represents a different dimension of digital learning, focusing on gamification. Gamification refers to the use of game elements in non-game contexts to increase user engagement and motivation. Kahoot allows teachers to create interactive quizzes that students can answer in real time using their devices. Research indicates that such game-based activities improve concentration, reinforce learning through repetition, and create a positive classroom atmosphere.

However, most previous studies have examined these tools separately. There is limited research on how the combined use of communication-based platforms like Telegram and gamified tools like Kahoot can create a comprehensive digital learning environment in EFL classrooms, especially in under-researched regions such as Central Asia.

### **Methodology**

#### **Participants**

The participants of this study were 30 secondary school students aged between 14 and 16, enrolled in an EFL program. The students had mixed proficiency levels ranging from A2 to B1 according to the CEFR scale. They were divided into two groups: a control group and an experimental group, each consisting of 15 students.

#### **Research Methods**

A mixed-method approach was adopted to ensure a comprehensive analysis of the research problem. Qualitative data were collected through classroom observations, focusing on student behavior, participation, and interaction. Quantitative data were obtained through pre-tests and post-tests, as well as structured questionnaires designed to measure students' motivation and attitudes toward the use of digital platforms.

#### **Procedure**

The study was conducted over a period of four weeks. Both groups were taught the same language content, including grammar topics such as Present Perfect and modal verbs, as well as vocabulary units.

The control group received instruction through traditional methods, including textbook-based exercises, teacher explanations, and written assignments. In contrast, the experimental group used Telegram and Kahoot as supplementary tools. Telegram was used to share lesson materials, homework, and feedback, while Kahoot was used for quizzes and revision activities at the end of each lesson.

At the beginning and end of the study, both groups completed tests to measure their progress. Additionally, students in the experimental group completed a questionnaire to provide feedback on their learning experience.

### **Results**

The results of the study revealed a significant improvement in the performance of students in the experimental group compared to those in the control group. The post-test scores indicated that students who used Telegram and Kahoot achieved higher results in both grammar and vocabulary assessments.

Specifically, vocabulary retention in the experimental group improved by approximately 20–25%, while grammar accuracy also showed noticeable enhancement. Classroom observations further revealed that students in the experimental group were more actively engaged in learning activities. They participated more frequently, showed greater enthusiasm, and demonstrated increased confidence in using English.

Kahoot quizzes were particularly effective in encouraging participation, especially among students who were usually reluctant to speak in class. The competitive and interactive nature of the platform created a supportive environment where students felt motivated to perform better.

Telegram, on the other hand, played a crucial role in extending learning beyond the classroom. Students regularly accessed shared materials, completed assignments, and interacted with their peers and teacher. This continuous engagement contributed to better understanding and retention of the learning content.

### **Discussion**

The findings of this study support the idea that integrating digital platforms into EFL instruction can significantly enhance the learning experience. Telegram and Kahoot complement each other by addressing different aspects of the learning process.

Telegram facilitates asynchronous learning, allowing students to study at their own pace and revisit materials whenever necessary. It also promotes collaboration and communication, which are essential components of language learning. Students can ask questions, share ideas, and receive feedback in a less formal and more accessible environment.

Kahoot, in contrast, focuses on synchronous interaction and immediate feedback. Its gamified structure captures students' attention and transforms traditional assessment into an engaging activity. This not only improves knowledge retention but also reduces anxiety associated with testing.

However, the study also identified several challenges. Some students experienced difficulties related to internet connectivity, which limited their participation. Additionally, effective use of these platforms requires teachers to have adequate digital skills and pedagogical knowledge. Without proper training, the potential benefits of these tools may not be fully realized.

### **Conclusion**

In conclusion, this study demonstrates that the integration of Telegram and Kahoot in EFL classrooms has a positive impact on student engagement, motivation, and academic achievement. These platforms provide innovative ways to deliver content, assess learning, and facilitate communication.

The results suggest that combining communication-based tools with gamified learning environments creates a more dynamic and effective learning experience. Students not only perform better academically but also develop a more positive attitude toward language learning.

Therefore, it is recommended that educators incorporate digital platforms into their teaching practices and that educational institutions support this integration through training and infrastructure development.

### **Practical Implications**

Based on the findings of this study, several practical recommendations can be made. Teachers should use Telegram to maintain continuous communication with students, share learning materials, and provide timely feedback. Kahoot can be effectively used for formative assessment, revision, and increasing classroom interaction.

Combining these platforms allows for a blended learning approach that integrates both in-class and out-of-class activities. Additionally, schools should provide professional development opportunities to help teachers develop the necessary digital competencies.

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