

A MODEL OF FORMATIVE DIGITAL ASSESSMENT USING KAHOOT AND GIMKIT IN EFL CLASSROOMS

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Abstract: The rapid digitalization of education has transformed assessment practices in foreign language classrooms, emphasizing the need for formative, learner-centered, and technology-enhanced assessment models. This study proposes and empirically validates a formative digital assessment model using Kahoot and Gimkit in English as a Foreign Language (EFL) classrooms. A quasi-experimental design was employed involving 214 undergraduate EFL students and 12 instructors at a higher education institution in Uzbekistan. The experimental group received formative assessment through Kahoot and Gimkit over one academic semester, while the control group was assessed using traditional paper-based methods. Data were collected using achievement tests, engagement surveys, and digital competence questionnaires. Statistical analysis revealed that students exposed to formative digital assessment demonstrated significantly higher achievement, motivation, and digital competence development compared to the control group ($p < 0.001$). The findings confirm that gamified formative assessment tools enhance feedback quality, learner engagement, and self-regulated learning in EFL instruction.

Keywords: formative digital assessment, Kahoot, Gimkit, EFL classrooms, mobile learning, digital competence.

Introduction

Assessment is a fundamental component of effective language instruction, shaping learning behaviors, instructional decisions, and learner motivation. Traditional summative assessment models have long dominated EFL classrooms, often emphasizing memorization and static knowledge testing. However, such approaches frequently fail to provide timely feedback and learner-centered evaluation, which are critical for language acquisition.

The advancement of mobile learning technologies has introduced innovative assessment tools that enable real-time feedback, interactive participation, and adaptive assessment strategies. Platforms such as Kahoot and Gimkit represent gamified formative assessment environments that promote active engagement and continuous feedback cycles.

In Uzbekistan, recent educational reforms emphasize digitalization, learner-centered pedagogy, and competency-based assessment. Nevertheless, systematic models of formative

digital assessment in EFL classrooms remain underdeveloped. Therefore, this study proposes a structured formative digital assessment model using Kahoot and Gimkit and evaluates its effectiveness in EFL instruction.

Literature Review

Conceptual Foundations of Formative Assessment

Formative assessment is recognized as a pedagogical process aimed at continuously monitoring learners' progress to provide timely feedback and adjust instructional strategies. Unlike summative assessment, which focuses on final learning outcomes, formative assessment emphasizes the learning process itself. According to Black and Wiliam, formative assessment enhances learners' metacognitive awareness, self-regulation, and intrinsic motivation by clarifying learning objectives and providing actionable feedback.

In EFL education, formative assessment is particularly crucial due to the gradual and cumulative nature of language acquisition. Effective formative assessment supports vocabulary retention, grammar internalization, pronunciation accuracy, and communicative competence development. However, traditional formative assessment methods such as paper-based quizzes and oral questioning often lack immediacy, learner autonomy, and individualized feedback mechanisms.

Digital Formative Assessment in Language Education

The integration of digital technologies has transformed formative assessment practices by enabling real-time feedback, automated data collection, and adaptive assessment design. Digital formative assessment tools offer instant scoring, visual progress tracking, and personalized feedback, which significantly enhance learner engagement and self-monitoring.

Research indicates that digital assessment environments foster learner autonomy and accountability, allowing students to track their learning trajectories and identify areas for improvement. Moreover, digital platforms facilitate differentiated instruction by enabling teachers to adjust task difficulty based on learners' performance data.

Gamification as a Motivational Mechanism

Gamification involves incorporating game elements such as points, leaderboards, challenges, and rewards into educational contexts. In EFL classrooms, gamified assessment reduces anxiety, increases participation, and sustains motivation. Studies have shown that gamified assessment environments improve vocabulary acquisition, grammar mastery, and speaking confidence by creating low-stress and interactive learning conditions.

Kahoot and Gimkit as Formative Assessment Tools

Kahoot is widely used for real-time classroom quizzes, encouraging peer competition and instant feedback. Gimkit emphasizes mastery-based learning and allows students to learn at their own pace while receiving continuous feedback. Empirical studies demonstrate that these platforms enhance engagement, learning retention, and formative feedback quality.

However, existing research often examines these tools independently rather than within a structured formative assessment model. There remains a lack of comprehensive models that integrate Kahoot and Gimkit systematically to support continuous EFL assessment cycles.

Research Gap

Despite growing interest in gamified digital assessment, there is limited empirical research proposing and validating integrated formative assessment models in EFL contexts. This study addresses this gap by developing and empirically testing a structured formative digital assessment model that combines Kahoot and Gimkit to enhance learning effectiveness.

Methodology

Research Design

A quasi-experimental design with control and experimental groups was employed.

Participants

Group	N	Level
Experimental	108	Undergraduate EFL
Control	106	Undergraduate EFL

Instruments

- Pre/post English proficiency tests
- Digital competence questionnaire
- Student engagement survey

Procedure

The experimental group used Kahoot and Gimkit weekly for formative assessment, feedback, and revision. The control group received traditional quizzes.

Data Analysis

Paired t-tests and multiple regression analysis were used.

Results

Measure	Experimental Gain	Control Gain
English Achievement	+18%	+6%
Digital Competence	+1.24	+0.41
Engagement	High	Moderate

Statistical analysis confirmed significant differences ($p < 0.001$).

Discussion

The findings of this study provide robust empirical support for the effectiveness of formative digital assessment using Kahoot and Gimkit in EFL classrooms. Students exposed to the proposed assessment model demonstrated significantly higher gains in English language achievement, digital competence development, and classroom engagement compared to those assessed through traditional methods.

One of the key pedagogical implications of these findings is that gamified formative assessment fosters sustained learner motivation. The real-time feedback and interactive design of Kahoot encouraged immediate error correction, while Gimkit facilitated mastery-based learning through repeated practice. This dual-platform approach created a continuous feedback loop that supported language acquisition processes.

Furthermore, the improvement in digital competence observed among experimental group students indicates that formative digital assessment contributes to transversal skill development beyond linguistic outcomes. Learners developed information literacy, collaborative digital communication skills, and self-regulated learning behaviors, which are essential for academic and professional success.

These findings are consistent with international studies highlighting the role of gamification and digital feedback in enhancing language learning motivation and performance. However, this study extends existing research by proposing a structured assessment model rather than merely reporting tool effectiveness.

Conclusion

This study proposed and empirically validated a formative digital assessment model integrating Kahoot and Gimkit in EFL classrooms. The results confirm that systematic implementation of gamified formative assessment significantly enhances students' English language achievement, digital competence development, and learning engagement.

The model demonstrates that formative digital assessment serves not only as an evaluative tool but also as a pedagogical strategy that promotes learner-centered instruction, continuous feedback, and self-regulated learning. By combining real-time classroom quizzes with mastery-based digital practice, the model creates an adaptive and motivating assessment environment.

The study concludes that integrating Kahoot and Gimkit as formative assessment tools should be considered a strategic priority for modernizing EFL education. Future research should explore long-term learning retention, cross-institutional implementation, and AI-enhanced formative assessment models to further advance digital language pedagogy.

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