

# USING KAHOOT, CANVA, AND MENTIMETER IN TEACHING ENGLISH: EFFECTIVENESS, ENGAGEMENT, AND DIGITAL PEDAGOGY

**Khushbokova Gulshoda**

English language teacher at Denau Institute of Entrepreneurship and Pedagogy

[E-mail: gulshodahoshboqova@gmail.com](mailto:gulshodahoshboqova@gmail.com)

**Annotation.** This study examines the effectiveness of Kahoot, Canva, and Mentimeter as digital tools for enhancing English language teaching and learning. It focuses on how these platforms support learner engagement, vocabulary development, formative assessment, and collaborative learning in EFL classrooms. By integrating interactive quizzes, visual materials, and real-time polling, teachers can create learner-centered lessons that improve motivation and communication skills. The analysis highlights how each tool contributes to active learning and how technology-mediated tasks promote meaningful participation. The findings emphasize that the use of Kahoot, Canva, and Mentimeter aligns with 21st-century pedagogy and supports the development of digital literacy in English language learners.

**Keywords:** Kahoot; Canva; Mentimeter; English language teaching; digital tools; formative assessment; student engagement; EFL; motivation.

## Introduction.

In recent years, the rapid development of educational technology has transformed English language teaching worldwide. Platforms such as Kahoot, Canva, and Mentimeter are widely used to increase motivation, support active learning, and provide meaningful formative assessment. These tools align with the principles of communicative language teaching and promote learner autonomy by enabling students to participate actively in digital tasks.

Kahoot offers game-based quizzes that create an enjoyable and competitive learning environment, supporting vocabulary revision and comprehension tasks. Canva allows teachers and students to design visual content, including posters, presentations, and infographics, which enhance understanding through multimodal learning. Mentimeter provides real-time polls and word clouds that encourage whole-class interaction and allow teachers to gather immediate feedback.

As Hanson-Smith, E. (2018) point out, using technology that aligns with learners' real-world interests increases engagement and promotes more active language use. Although these tools are commonly used in classrooms, there is still a need for systematic examination of how they influence English language learning outcomes. This study investigates teachers' and students' experiences using Kahoot, Canva, and Mentimeter, focusing on engagement, motivation, and perceived effectiveness [1].

## Methods.

This study employed a mixed-methods research design to examine the effectiveness of Kahoot, Canva, and Mentimeter in improving learner engagement and English language performance. Woodrow (2018) explains that a mixed-methods approach strengthens validity by combining numerical data with descriptive insights. Both quantitative and qualitative data were collected to obtain a complete picture of how digital tools shape learning outcomes. Quantitative data included scores from Kahoot quizzes, participation rates recorded during digital tasks, and results from a motivation questionnaire. Qualitative data consisted of open-ended responses, classroom observations, and short semi-structured interviews with students.

The research was carried out over four weeks in an English as a Foreign Language (EFL) classroom at a private learning center. Lessons followed the institute's communicative-based curriculum, with all digital activities integrated into regular instruction to ensure natural usage rather than artificial testing conditions [2].

Participants consisted of 18 university foundation students (aged 18–22) enrolled in an intensive English program. According to institutional placement tests, students ranged from B1 to low B2 proficiency on the CEFR scale. Additionally, the task follows several principles from Maftoon et al. (2016), such as providing vocabulary support before listening, using guided comprehension questions during the task, and including a meaningful post-listening activity. All students had previous experience using digital devices such as smartphones, laptops, and tablets during academic tasks, but most had not used educational technology tools like Kahoot, Canva, or Mentimeter in a systematic way before the study.

One English language instructor with three years of teaching experience and basic training in digital pedagogy facilitated all lessons. The instructor received a short orientation on using each platform to ensure consistency in implementation.

Several innovative instruments were employed to assess students' language development, classroom engagement, and attitudes toward digital tools. Kahoot quizzes were used to measure vocabulary retention and grammar accuracy. Each quiz consisted of 15–20 items, and the platform automatically recorded participation data such as the number of respondents, response time, and accuracy rates. Canva tasks assessed students' creativity, ability to organize vocabulary, and skill in summarizing reading texts. Student-created posters and infographics were collected for qualitative analysis. Mentimeter tools, including word clouds, polls, and open-ended prompts, facilitated whole-class interaction, encouraged idea sharing, and supported real-time comprehension checks. The system automatically documented the number of responses and response patterns. In addition, a Motivation and Usability Questionnaire (a 12-item scale adapted from the Technology Acceptance Model) was used to measure perceived usefulness, ease of use, and motivation. The questionnaire employed a 5-point Likert scale and included three open-ended questions. Finally, a Teacher Observation Checklist enabled the instructor to systematically document on-task behavior, participation in group work, voluntary responses, and time spent on tasks [3].

## **Results and discussion.**

The findings indicate that the integration of digital tools had a positive impact on students' motivation, engagement, and learning outcomes. First, Kahoot significantly increased student motivation and accuracy. Learners expressed strong enthusiasm for the competitive format, and vocabulary accuracy improved by 18% compared to the initial diagnostic test. Features such as timers, background music, and ranking systems enhanced attention and participation, supporting previous literature on the benefits of gamification. Second, Canva promoted creativity and deeper comprehension. Students' posters showed improved organization, more precise vocabulary use, and clearer visual interpretation of reading texts. Learners reported that combining images, colors, and text helped them remember content more effectively. Third, Mentimeter fostered whole-class interaction and inclusivity. Shy students were more willing to contribute anonymously, and participation reached 100% during Mentimeter activities, compared to 68% in traditional oral discussions. Immediate visualization of responses stimulated further dialogue and reflection. Fourth, overall student engagement increased noticeably. Learners participated more actively in group work, spoke more frequently, and demonstrated greater curiosity toward assigned tasks. Teacher observations

confirmed that digital tools reduced anxiety and created a more learner-centered environment [4].

Challenges, however, were also observed. Occasional Wi-Fi issues disrupted some activities, and teachers required brief training to use the tools effectively. A small number of students initially struggled with navigating Canva, though their skills improved with practice.

### Conclusion.

The study concludes that Kahoot, Canva, and Mentimeter significantly enhance the teaching and learning of English by promoting engagement, supporting formative assessment, and encouraging creative expression. Kahoot strengthens motivation and vocabulary retention, Canva develops visual literacy and content understanding, and Mentimeter improves classroom interaction and reflection. These tools align with modern pedagogical principles and contribute to a dynamic, student-centered learning environment. Teachers are encouraged to integrate digital resources regularly and provide clear guidance to maximize their effectiveness.

### References

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