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Investigating the Role of Kahoot in the Enhancement of English Vocabulary among Moroccan University Students : English Department as a Case Study

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ABSTRACT: The Kahoot is a Web 3.0 App that provides quizzes and jumbles in a "game-show" type format. Scores are granted for correct responses and participants instantly get the results of their responses. This study scrutinizes the role of using Kahoot in the enhancement of English Vocabulary of Moroccan EFL University Students. Ninety-seven third-semester Moroccan students of English at Sidi Mohamed Ben Abdellah University in Meknes were targeted. The aim of this quasi-experimental study is to analyze the importance of incorporating Kahoot as a Web 3.0 App inside classroom to enrich university students' vocabulary, which contributes to honing language skills mainly writing and speaking. The project thus introduces the extent to which Kahoot paves the way for students to understand vocabulary in context. The participants were taught with the help of Kahoot activities, and the project lasted eight weeks. Analyses of the questionnaires' responses prior to and after the exposure to Kahoot, which were administered to a convenient sampling, reveals it significantly contributes to students' vocabulary richness. Indeed, the research seeks an alternate teaching approach that would assist students in widening English vocabulary via online gamification. Faculty members may hopefully generate novel pedagogies from this paper's outcome. The ultimate results imply that Kahoot contributes to enriching EFL students' lexicon.

KEYWORDS: Include Kahoot, online gamification, English Vocabulary, EFL strategy.

1 INTRODUCTION

1.1 RESEARCH GAP

Many students entering university lack English vocabulary to meet the requirements of the Department of English, especially while vocabulary and speaking. Having an ability to communicate in English is essential for EFL university students, and Vocabulary is a mandatory language sub-skill to understand, speak, and write in English in addition to the use English functions appropriately (Sumarsih & Sanjaya, 2013). The mastery of vocabulary is so crucial that students will be able to understand, speak, and write correct English, which facilitates smooth communication (Sharples, 1999). By enriching students' lexicon, they can deliver thoughts and messages to the interlocutor across the universe (Brown, 2007). Therefore, EFL students are expected to widen their English vocabulary so that they will maintain and sustain their language proficiency.

1.2 SIGNIFICANCE OF THE STUDY

Moroccan EFL university students are encountering difficulties in authentic speaking and coherent writing in the target language (English). They presume that vocabulary acquisition is challenging. The latter is due to some factors such as students' lack of motivation in learning vocabulary, limited vocabulary background and context understanding, monotonic teaching methodologies adopted by English instructors, little focus on teaching vocabulary, and absence of pertinent instructional strategies (Megawati & Anugrahwati, 2012).

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This investigation is hopefully beneficial to overcome the vocabulary difficulties faced by Moroccan university student. The result of this study would be useful as a reference for EFL policy makers and faculty members in Morocco to adapt and adopt the incorporation of Kahoot and other online game-apps into their teaching practice to enhance students' English vocabulary mastery. The finding will also be applicable for English educational researchers who are interested in the use of online platforms to investigate more Apps usage in language teaching.

1.3 RELATED LITERATURE

Games have an important place in language learning today with the advancement of technology. Hadfield (2003) refers to classroom gamification as "an activity with rules, a goal and element of fun" (p. 101). They enable learners to actively participate in activities, and to strengthen their affective reactions such as interest, motivation, and willingness to participate. Furthermore, games often focus on the communicative and functional aspects of language (Gomleksiz, 2005; Yurtseven, 2016). They have positive effects on active participation, allows individuality and competition in learning, and provides opportunities to use language skills in diverse situations (Kartal, 2014). They can be incorporated in classroom activities to provide a funny yet challenging atmosphere and are especially useful to alleviate students' overwhelmed assignments and teachers' monotonous pedagogy.

Thus, game-based learning is an alternative method which promotes an effective language learning environment as compared to traditional methods. Online gamification lessens students' introversion. It allures risk-taking, praises students for their efforts in active participation, contributes to students' self-confidence, invites students to take initiative and diagnose their background knowledge, encourages students to ask questions, helps students to develop their awareness and corrects their mistakes (Serbu, 2017). Kahoot, for example, can be played through different web browsers and mobile devices through its web interface. In September 2017, Kahoot! launched a mobile application for homework. In March 2017, Kahoot reached one billion cumulative participating players and in the month of May, the company was reported to have 50 million monthly active unique users (Dellos, 2015).

Kahoot! is a game-based learning platform, used as an educational Web 3.0 application in schools and universities. It encompasses multiple-choice quizzes and jumbles that allow user generation and can be accessed via a web browser. Kahoot! can be used to review learners' knowledge and track their responses and scores for formative assessment (Aktekin, Çelebi, & Aktekin, 2018). Kahoot! also includes trivia questions, and it is intended for interactive learning, with participants brought together around a shared screen such as an interactive whiteboard, projector, a computer monitor, or a smart TV. Kahoot! can also be used through screen-sharing tools such as Kahoot, Skype, WhatsApp, or Google Hangouts. The game design is such that the players are required to frequently look up from their devices. The gameplay is simple; all players connect using a generated game PIN shown on the common screen, and use a device to answer questions created by a teacher, business leader, or other person. These questions can be changed to award points. Points then show up on the leader board after each question. Kahoot! also enables users to prepare surveys and offers a platform for discussions. Kahoot helps instructors to create online quizzes made from a series of multiple-choice questions and jumbles and allows adding multimedia instruments (videos, pictures, diagrams, etc.) to the questions to strengthen engagement (Oblinger & Oblinger, 2017).

Kahoots are best played in a group setting, for example, a classroom. Players answer the questions on their own devices, while games are displayed on a shared screen to unite the lesson. It creates a 'campfire moment' encouraging players to look up and celebrate together. Besides creating your own Kahoots, you can search among millions of existing games (Kahoot, 2014).

The researchers supported the initial idea for Kahoot, which was to create media where the teacher and the students in a classroom could interact through a quiz in the form of a game where students compete. The aim of the game was to give the answers of the questions on the board, reflected from the teacher's computer, as fast and correct as possible on their own digital devices. A chart between questions gave all students' performance and the scoreboard showed the nicknames and scores of the top five students.

1.4 STUDY OBJECTIVE

This project scrutinizes the efficiency of Kahoot in the enhancement of English vocabulary storage among Moroccan university students by in view of the challenges of widening the vocabulary. In this respect, the study assumes that the incorporation of Kahoot in the EFL classroom activities is beneficial to boost students' English lexis.

The study attempts to find answers to the following research questions:

How can the incorporation of Kahoot be important for students' vocabulary?

What are the challenges of using Kahoot to enhance students' vocabulary?

Are students satisfied with the use of Kahoot vocabulary in classroom activities?

1.5 METHOD

A critical review of relevant literature is used in this study. Before investigating the issue, some academic literature which is relevant to Kahoot in relation to learning and teaching. The literature was collected from many kinds of resources such as articles from trustworthy academic journals and e-books. The chosen literature was then analyzed and evaluated critically to find the information needed. Three benefits of Kahoot on the improvement of students' vocabulary are examined. First, this paper suggests benefits from Kahoot's contribution to motivating students to remain focused and grasp English expressions. Second, the study explains the advantage of Kahoot regarding the students' vocabulary in context and how students can use the same word in different linguistic and cultural situations. Third, this project focuses on discussing the importance of Kahoot in developing students' learning materials and how they can take initiative for their own learning.

The researcher thus uses a pre-test / post-test quasi-experimental design (Fraenkel & Wallen, 2003) to deduce the causal impact of Kahoot intervention on the learners' vocabulary. While the independent variable stands for Kahoot game-based learning activities, the dependent variables include EFL students' knowledge and satisfaction with Public Speaking. Both the control and experimental group attended the English course. The former followed the traditional methods while the latter was supported with game-based learning activities.

1.5.1 PARTICIPANTS

This case study comprises third-semester Moroccan students enrolled in English Department, School of Humanities, Meknes during the academic year of 2018-2019. There were two groups of students yet attending the same module by the same instructor. The participants did not have any prior experience being taught with digital games activities. The two classes were assigned to experimental and control groups formed through simple random sampling method, in which participants had the same probability of being placed in the specified groups (Fraenkel & Wallen, 2003).

Tableau 1. Distribution of Participants in the Study by Gender and Voc. Mastery

Gender	EG	CG	Total
Female	20 (30.6%)	17 (24.2%)	37 (53.8%)
Male	18 (21.0%)	14 (24.2%)	32 (46.2%)
Level of Vocabulary Mastery			
Beginner	17 (46.0%)	14 (53.0%)	31 (50.0%)
Intermediate	19 (50.0%)	16 (43.0%)	35 (47.0%)
Advanced	2 (4.0%)	1 (4.0%)	3 (3.0%)
Total	38 (51.6%)	31 (48.4%)	69 (100.0%)

Note: EG= Experimental Group, CG= Control Group

As seen in Table 1, there were 69 participants, 31 in the control group and 38 in the experimental group. Although the distribution of these participants by gender was close to each other, female participants (53.8%) were slightly more than male participants (46.2%). The students were studying Public Speaking Module. Almost all participants report that their Vocabulary Mastery is in a beginner and intermediate level.

1.5.2 SETTING

This case study is designed to scrutinize the effects of Kahoot as a game-based learning activity on students' knowledge and satisfaction with English skills and subskills. It is conducted in the Public Speaking English course, one of the compulsory courses offered to the English Department Sidi Mohamed Ben Abdellah University in Meknes. The aim of this course is to enable students to enhance their English speaking and writing skills, which comprises listening, vocabulary, and grammar sub-skills. At the end of this course, students are expected to acquire such skills and widen English vocabulary in such a way they could communicate smoothly. Kahoot gamification is incorporated into the Public Speaking Course to provide a setting where

participants take an active role in the learning process and interact with each other. For each session, participants are expected to answer at least 20 questions divided into 30 seconds each. The questions are presented in the forms of quizzes and jumbles, including pictures, videos, and audios. The emphasis of the games was put more on English vocabulary in context. The winners of each Kahoot is announced at the end of the session and the three top winners' names are displayed on the podium, and they are referred to as “Kahooter of the Week”.

1.5.3 DATA ANALYSIS AND PROCESS

The study is conducted in the classes of third-semester Public Speaking Module during the academic year of 2018-2019. Students participate in the study on voluntary basis. Pre-tests questionnaire are administered to the students to collect the relevant data for the study prior to their exposure to Kahoot in the first week of the course. Traditional methods (e.g., narration, question-answer and demonstration) are employed in the control group. In the experimental group, Kahoot gamification is incorporated starting the second session.

Tableau 2. Data Collection Process

Gender	CG	EG
At the Beginning of the Course	**Pre-Test (Questionnaires) (1st Week)**	**Pre-Test (Questionnaires) (1st Week)**
During the Course	**Traditional Teaching Methods**	**Game based activities**
At the Beginning of the Course	**Post-Test (Questionnaires) (1st Week)**	**Post-Test (Questionnaires) (1st Week)**

2 DISCUSSION

IBM SPSS Statistics 23.0 program is used for statistical analysis of the quantitative data. Different statistical tests are used depending on the type of data. Accordingly, for the paired comparison of different groups, independent samples t-test (i.e., parametric test) and Mann Whitney-U test (i.e., a non-parametric test) were run. Paired t-test (i.e., parametric test) and Wilcoxon Signed Rank test (i.e., a non-parametric test) was run for paired comparisons within the same group. The difference between the groups according to the relevant variables was tested at the significance level of $p < .05$.

The researcher investigates if there is a change in the factors of English vocabulary knowledge of Public Speaking third-semester students of English before and after the exposure to an authentic Web 3.0 App, Kahoot. The purpose is also to deduce whether there is a change in the knowledge of some skills mainly listening and subskills such as grammar, vocabulary, and pronunciation before and after working with Kahoot interactivities. Participants’ rates of Kahoot of interactions based on the differences in gender and age are also examined. The gain scores for the pre-test and post-test were used to analyse the third research question (Dimitrov & Rumrill, 2003).

A comparison of the informants’ answers in the two questionnaires prior to the exposure to the Kahoot application and after experiencing the funny live activities reported a significantly greater frequency of participation orientation in the post-test. They also reported significantly greater confidence in their knowledge and skills related to vocabulary background.

Interestingly, most of the questionnaire’s items are rated positively by the participants. The latter believe that Kahoot has made their learning enjoyable, easy to use, interactive and helping them to understand their Public Speaking better. Undoubtedly, all the four constructed factors that determine learning engagement as described in the literature occur in Kahoot that lead to student's engagement. That is to say, Kahoot motivates them to take up challenges, able to control it, absorb the activity, alluring their intrinsic interest and they value the session as a useful activity for learning.

The findings also imply that students accept formative assessment through Kahoot as a fun learning activity. Students are likely to spend more time on the course if it is enjoyable, engaging, and fun. It is worth noting that students respond positively to learning activities that allow them to interact with their teachers and receive immediate feedback. This can be incorporated in Kahoot during a teaching session in classroom.

2.1 DESCRIPTION OF DEMOGRAPHIC ATTRIBUTES

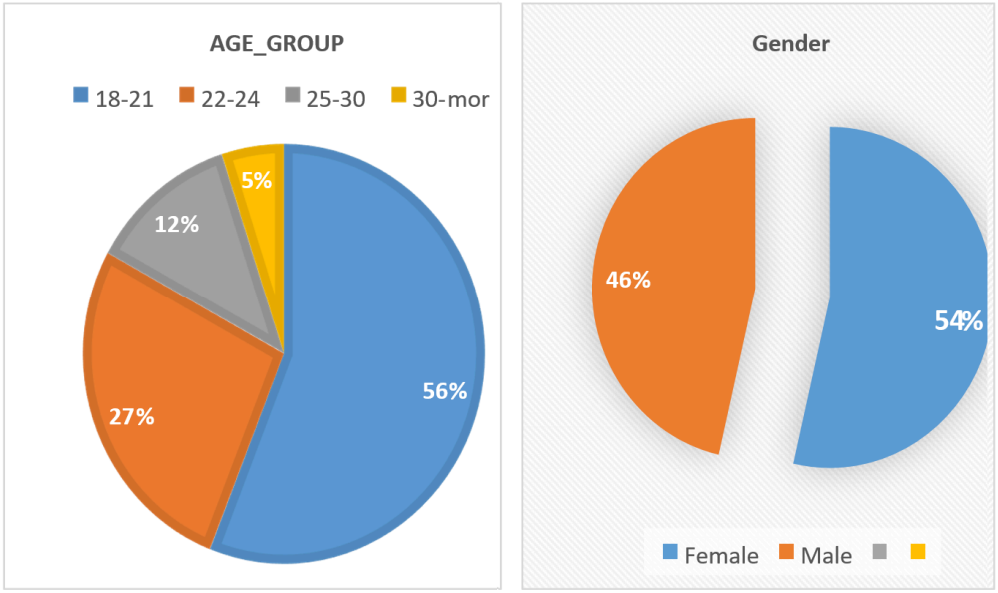

Fig. 1. Description of Demographic Attributes

Figure 1 depicts the demographic constructs for this study. The majority of participants' age is from 18 to 21 years old (56% young learners). For gender, 54% of the informants reported female and 46% reported male. For the subject matter, all of the informants are students of Public Speaking (100%). For Mobile Device ownership, a great number of participants report to own at least a smart cell phone (93%) and a personal computer (89%), while more than a half report to obtain a tablet (61%) and a very small number of informants have a smart watch (13%).

2.2 DESCRIPTION OF DEPENDENT VARIABLES: AWARENESS OF WEB 3.0

Figure 2 and 3 (see below) reveal that participants were not aware about the educational role of many Web 3.0 applications such as Kahoot, Webinar and Edmodo, while they are used to working with Facebook and YouTube. This data shows that the rate of participants' awareness changes after their exposure to the Kahoot experience (learning with Kahoot Gamification).

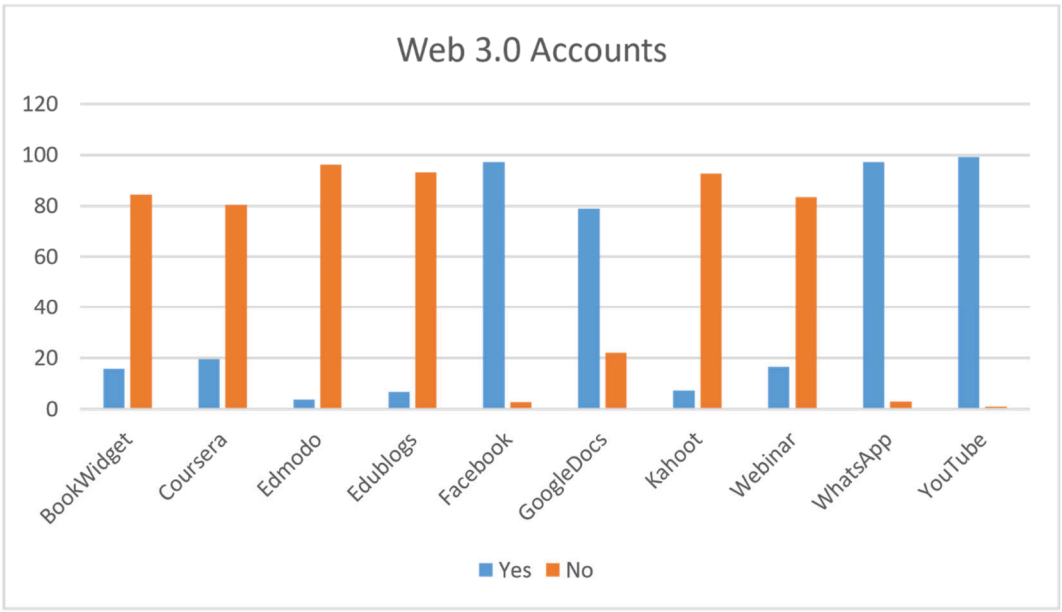

Fig. 2. students' familiarity with Web 3.0 (before)

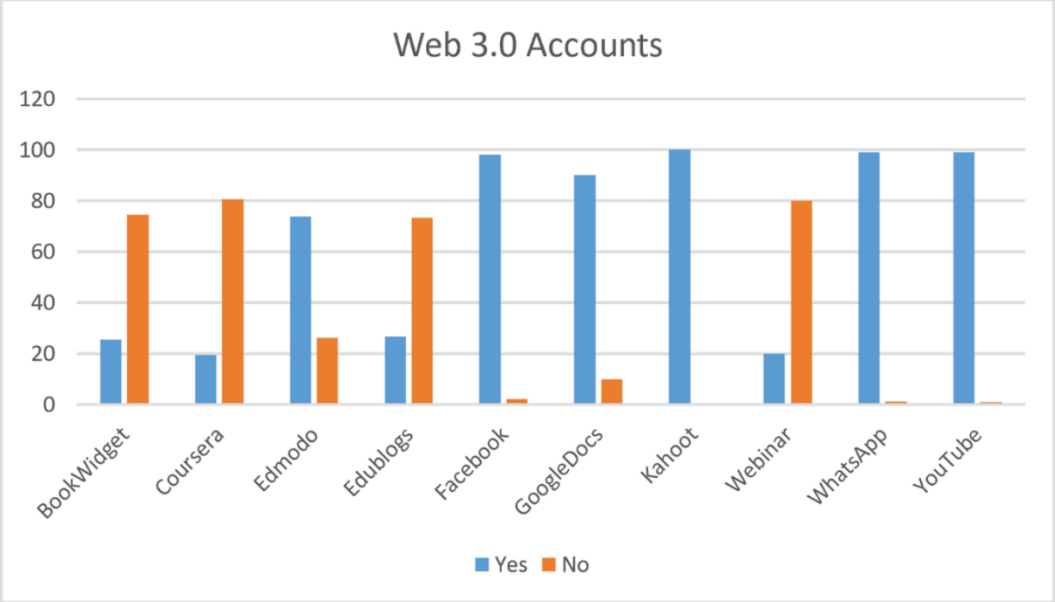

Fig. 3. Students' familiarity with Web 3.0 (after)

2.3 Response about Satisfaction with Kahoot

A paired t-test was used to compare the participants' pre-survey and post-survey responses to see whether there is any positive significance of the incorporation of Kahoot. In-depth comparative analysis of the frequent user and infrequent user of Kahoot during the 7th week is also conducted through an independent t-test to identify whether frequency of accessing Kahoot produced different results. A t-test is usually used in analysis of data collected from research involving the pre-and-post project (Johnson, 2014). In addition, a chi-square test was conducted to examine whether there was a correlation between the frequency of Kahoot logging in and reported changes of learners' participation attitudes.

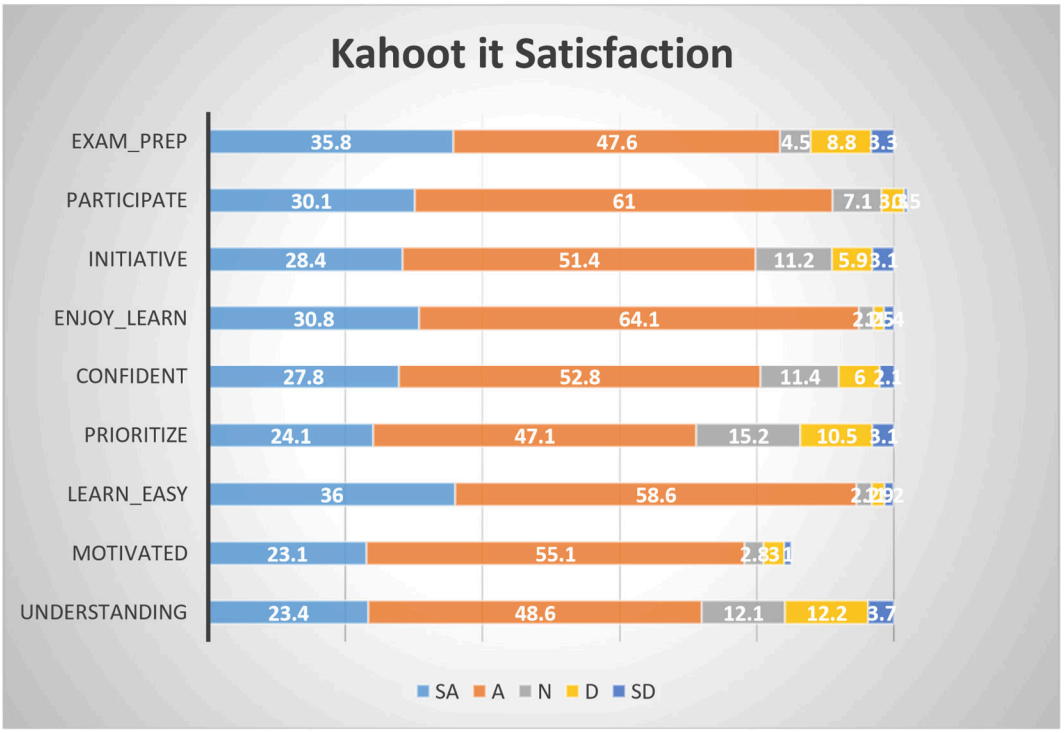

Fig. 4. Students' overall satisfaction with Kahoot in ESP enhancement

As to learning preferences, more than half of the respondents report to prefer both online and face-to face instruction, while a third of participants report to prefer to be instructed through Kahoot and similar technologies, and a tiny portion reports to choose face-to-face instruction only. Other elements related to the participants' vocabulary, positive attitudes and aptitudes were reported towards Kahoot gamification, positive attitudes of the compatibility of Kahoot Apps with their learning needs' diagnosis and outcomes' evaluation, and positive perceptions of the subjects' expectations of Kahoot Apps use for Public Speaking and English vocabulary in the post-survey than in the pre-survey.

Most participants confirm that Kahoot contest provides inspiring classroom milieu (92%). Very few participants (3% and 4%, respectively) did not disagree but were indecisive. Concerning the effects of playing Kahoot on Public Speaking, participants report to be highly motivated (96%), take initiative (89%), gain more vocabulary from class activities (92%), prepare well for exams and quizzes (76%) and enhance basic skills of English (90%). Only 2 % of the students were disagreeing for the positive impact of playing Kahoot on acquiring extra vocabulary.

2.4 Response about Vocabulary Knowledge via Kahoot

A paired t-test was used to infer the significant variation in the scores of each participant indicating the pre-and-post proficiency (Tavakoli, 2013). The survey's outcomes reveal that participants did not have basic competencies of vocabulary in context and public speaking proficiency through the use of Kahoot before their exposure to Kahoot activities (see figure), while they become not only aware but competent at the use and interaction through such applications after the participation in the project abilities that did not transfer into high skill levels in the use of other technologies. Further, we can note the overall satisfaction of participants with playing/answering the Kahoot quizzes and jumbles either in classic mode (individually) or in team mode (by group of five max) sequential and competitive games as well as with their loud interactive learning while using Kahoot.

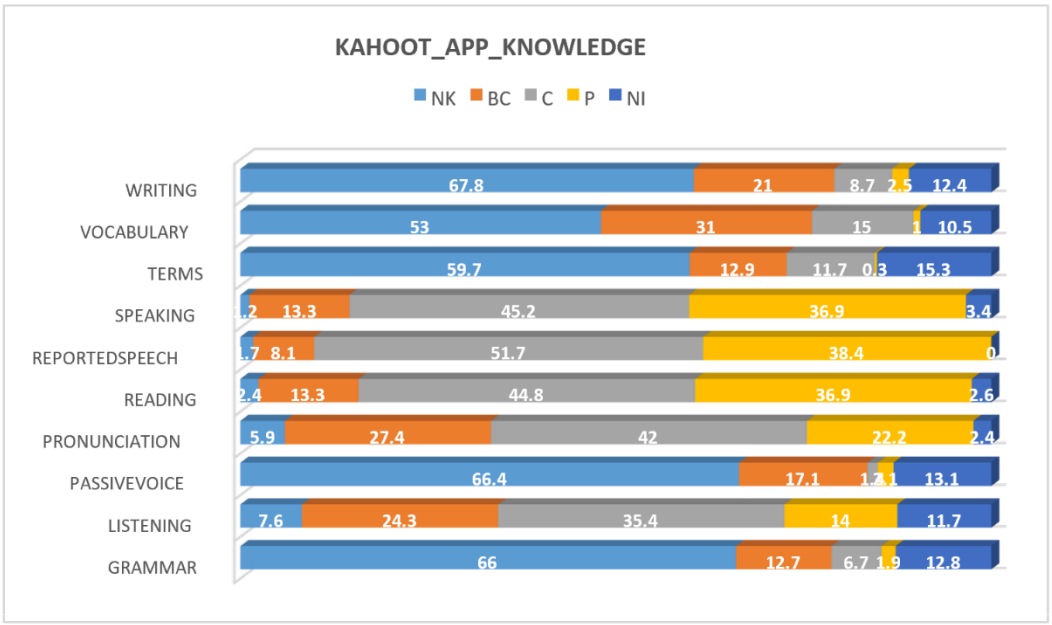

Fig. 5. Percentage of students' web 3.0 knowledge after experience

Additionally, 25 out of the 38 participants (67%) reported improving their participation. The chi-square test between self-reported frequency of Kahoot and Public Speaking was significant indicating that the frequency of accessing Kahoot is correlated with the change in mastering English vocabulary. A closer examination of the data showed that the majority of the frequent users (91%) reported promoting their lexis and thus developing their public speaking skills after experiencing Kahoot interaction. This finding confirms that Kahoot was reported to have a positive effect on the participants' understanding of new vocabulary especially among the students who frequented Kahoot.

To spot whether there is a statistically significant difference between the pre-test and post-test means of Kahoot level of students' knowledge, a two-tailed paired samples t-test is run in SPSS. Such a test provides a mean score of 7.97 with a standard deviation of 14.47. The results of the paired samples t-test yielded a score of 5.37 at a p-value of 0.001 indicating a highly

statistically significant difference between the pre-test and post-test means of mastery experience. Therefore, the null hypothesis is rejected.

Independent samples t-test results on pre-test scores of students in the groups for sills and subskills knowledge in English scale are presented in Tables 1 and 2.

Table 1. Comparison between Experiment and Control Groups in English Skills

Gender	Groups	N	Mean	Min.	Max.	SD		
Reading	Experiment	38	2.66	1.0	4.3	0.76	-0.30	0.76
	Control	31	2.72	1.0	4.0	0.81		
Writing	Experiment	38	2.18	1.0	3.3	0.61	-0.69	0.49
	Control	31	2.30	1.0	3.6	0.70		
Listening	Experiment	38	2.55	1.1	4.6	0.84	0.13	0.89
	Control	31	2.52	1.0	4.6			
Speaking	Experiment	38	2.23	1.0	4.2	0.87	0.13	0.89
	Control	31	2.26	1.2	4.0	0.78		
							t	*P*

Table 1 displays that the means of speaking sub-factor of students in the experimental group and in the control group was 2.76 and 2.30 respectively. This difference is statistically significant ($p < .05$). Table 2 reveals that the paired t-test results for pre-post test scores of the self-efficacy beliefs scale for English in the experimental group.

Table 2. Distribution of English Skills and Subskills of Experiment Groups

Gender	Groups	N	Mean	Min.	Max.	SD		
Reading	Pre-Test	31	2.66	1.0	4.3	0.76	-1.34	0.19
	Post-Test	31	2.96	1.3	4.5	0.76		
Writing	Pre-Test	31	2.18	1.0	3.3	0.61	-1.39	0.17
	Post-Test	31	2.49	1.0	4.5	0.81		
Listening	Pre-Test	31	2.55	1.1	4.6	0.84	-2.28	0.29*
	Post-Test	31	2.99	2.1	4.0	0.55		
Speaking	Pre-Test	31	2.23	1.0	4.2	0.87	-2.60	0.14*
	Post-Test	31	2.74	2.0	4.0	0.59		
							t	*P*

*Note. *p<-.05.*

As seen in Table 4, a statistically significant difference was found between the mean scores of the listening ($t = -2.28$, $p < .05$) and speaking ($t = -2.60$ $p < .05$) sub-factors in the paired t-test results for the pre- and post-test scores averages of the skill knowledge in Public Speaking in the experimental group. In other words, the scores of the students in the experimental group increased in favor of the post-test between the pre- and post-test measures of the mean of the listening and speaking factors.

3 IMPLICATIONS AND RECOMMENDATIONS

The incorporation of Kahoot as a game-based learning activity can support vocabulary teachers and students, and the outcome of this experimental study displays consistency with the literature on online games and their role as a means for fun and engagement in learning (Griffiths, 2002; Anyanwu, 2014; Janssen, 2015). The experiential classroom milieu advantage is confirmed as a higher presence and engagement, and more concentrated and participatory students in class. The instructor can retain regular feedback and assess the understanding of the students in a motivated way. Moreover, Kahoot guarantees a free access, and participants can use their own mobile devices to take part in the game. These positive points encourage

teachers of English, who wish to emphasize vocabulary, to include this kind of online games into the course of English for specific objectives. Indeed, these new technologies lead to develop new pedagogies (Brown, 2016).

3.1 IMPLICATIONS OF THE STUDY

A number of significant implications can be inferred through the findings of this original paper with the hope of indorsing novel pedagogies and assuring the quality of teaching English vocabulary at the Moroccan institutions. Thus, upgrading actions should be considered the sooner the possible in order to cope with the innovative waves worldwide. Above and beyond, the outcomes imply that institutions where English vocabulary is a must are still lagging behind in the incorporation of new technologies such as Kahoot in the teaching process though the participants in this study report their satisfaction towards learning through Kahoot activities. The results also propose a pedagogical potential Kahoot and other Web 3.0 technologies may play in the enhancement of students' English vocabulary.

3.1.1 IMPLICATIONS FOR FACULTY MEMBERS

The findings of this study have important implications for teacher and students who intend to use new technologies like Kahoot in their teaching/learning English vocabulary in context. They should know that Web 3.0 such as Kahoot plays a crucial role in education, communication, motivation, goal setting, and so forth. In that, Faculty members are supposed to develop positive attitudes and perceptions of the perceived usefulness and ease of use of Web 3.0 technologies like Kahoot among their students.

One pertinent implication is that teachers can use Kahoot for formative assessment. The most widely agreed definition is that formative assessment seeks to determine how students are progressing towards a certain learning goal. The overarching goal is to monitor student learning to provide ongoing feedback. That feedback, in its turn, can be used by teachers to improve their teaching and by students to improve their learning, depending on their individual needs, strengths and weaknesses.

3.1.2 IMPLICATIONS FOR POLICY MAKERS

For quality assurance in higher education, stakeholders and policy makers are invited to enhance transition from a lecture-based format to a problem-solving approach requiring self-directed, small group work (see also Trevitt and Sachse-Åkerlind, 1994).

Policymaker may infer a number of relevant recommendations from the outcomes of the current research paper. In that, they are required to establish comprehensive professional development methods focusing on the arrangement of effective teaching training. Such professional strategies should concentrate on ongoing training targeting the necessary skills that could help teachers to make successful integration of Kahoot as a Web 3.0 educational purposes.

3.2 RECOMMENDATIONS FOR FUTURE STUDIES

Subsequent to literature review, previous relevant studies, data collection and analysis, and the outcomes' implications, recommendations for future research become ostensible. Indeed, several recommendations are inferred through the findings of this research. For example, future studies are recommended to investigate role of other Web 3.0 technologies in the enhancement of the other English sub-skills such as Grammar, Idioms, and Transcription. This has to be done with a different sample from a different population to grasp different (or similar) results.

Another recommendation for future researchers is to duplicate the study with students from other departments in other institutions to attain more ideas about the benefit of incorporating Web 3.0 Applications in the learning process. Indeed, through this study it has become apparent that further interviews and observations may be necessary to obtain data on the actual uses of the applications.

4 LIMITATIONS OF THE STUDY

The outcomes of this research paper could be generalized to other Departments of languages such as Arabic and French where vocabulary in context is a must. The researcher attempts to produce an added value within the norms of scientific investigation; however, the research outcome is not free of some shortcomings and limitations. This study is based only on the responses of one Moroccan university students at a small-scale department. Thus, generalizability is limited to students and teachers in similar contexts. Besides, this study comprises very few students for the questionnaires is a small sample size.

Therefore, the qualitative phase from the questionnaire should be interpreted carefully. While the results prove that satisfaction is a vital predictor of the incorporation of Kahoot as a Web 3.0 Application, students 'attitudes could change in the future after they start using other Web 3.0 technologies.

5 CONCLUSION

Currently, the way students learn and connect with others has known a dramatic transformation. What students acquire and how they are instructed is no longer through hard copies and handouts delivered from their teachers. Learning activities are now more accessible and instantaneous. Kahoot, for example, has become pervasive, and teachers of English are invited to find ways to cope with recent Web 3.0 technologies such as Kahoot to hone their students' vocabulary. It is thus useful to examine how EFL students are currently broadening their English vocabulary thanks to new Web 3.0 Apps like Kahoot, and how their teachers could incorporate those Apps efficiently and effectively. The current research study addresses Kahoot as a tool to which students and instructors have access and how they can use their devices to empower their learning effectively and efficiently. Indeed, Kahoot is a promising formative assessment tool that is feasible, practical and makes learning fun and enjoyable (Ismail, et al., 2017). To attain such objectives, scholars have proposed that there is an urgent call for alternate approaches (Goodwin & Kryratzis, 2012), and these approaches should be based on more "authentic" and "real" communication instead of "limited" (traditional) and "unnatural" interactions (Cook, 1997). The most effective way of having such authentic and real experiences could be easily found in a setting which allows students to interact in a more smooth and funny way. Hence, Kahoot as a new Web 3.0 App may help EFL teachers to generate opportunities for their students to acquire English vocabulary more successfully. In the present study, realistic learning setting is erected thanks to the incorporation of Kahoot-based games. The latter is supported by Kahoot quizzes and jumbles comprising general English vocabulary, vocabulary in context and vocabulary per theme offered at School of Humanities and Social Sciences, Sidi Mohamed Ben Abdellah University Meknes in Morocco. According to the findings of this paper, there are significant differences between respondents' interaction through Kahoot based on awareness, satisfaction, and knowledge. It is possible to conclude that knowledge and satisfaction might be strong factors of the potential incorporation of Kahoot as a Web 3.0 App in classroom activities. Furthermore, Kahoot usage, as a media of teaching provides students with ample instructional materials to learn English vocabulary easily and deeply. Using Kahoot as a means of teaching English activities is useful to enrich students' vocabulary, and it is proposed for English educators to use Kahoot in their teaching practice in order to strengthen English vocabulary among Moroccan university students. Therefore, "there is a need to prepare and support [teachers] to meet the pedagogical and technological development requirements of their target audience most effectively and efficiently" (Dabbagh & Fake, 2017, p. 393).

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