Using Genially and Kahoot for Implementing CLIL in EFL Higher Education

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Abstract. The present study aimed to investigate the impact of the content and language integrated learning (CLIL) approach supported by the use of Genially and Kahoot in English as a foreign language (EFL) teaching in a university setting. It also sought to determine students' perceptions regarding the implementation of this approach. The participants were 60 EFL pre-service and in-service teachers, comprising 19 males and 41 females. The study followed a mixed-method approach including the administration of online diagnostic and perception questionnaires. Furthermore, focus group sessions and observation checklists were employed to document participants' reactions during CLIL instruction. The implementation involved designing activities using Kahoot and Genially to create interactive quizzes. Collaborative tasks were employed to foster communication among students. Lessons followed a structured sequence, including pre-assessment tasks, interactive lesson design, and final assessment with feedback activities. The findings evidenced that the integration of both Genially and Kahoot with the CLIL approach significantly boosts student motivation and engagement. These tools enhance language skills, promote subject-specific comprehension and retention, and stimulate active participation and interaction in the EFL classroom. They also facilitate collaborative work among students, fostering a supportive learning community. This implies that integrating innovative approaches and technological tools offers valuable opportunities in the EFL context.

Keywords: CLIL; Genially; higher education; Kahoot; technological tools

1. Introduction

The digital age has revolutionized higher education, reshaping pedagogical practices and transforming student expectations. Fisher et al. (2024) asserted that this era of technological advancement has intensified competition among higher education institutions, prompting educators to explore innovative teaching approaches. In this regard, EFL training faces unique challenges and opportunities. Among those challenges, Macaro et al. (2018) mentioned language acquisition, cultural diversity, and discipline-specific communication. Other

issues include use of technologies, connectivity concerns, financial matters, and student motivation. One way to address these problems, as suggested by Kuswoyo et al. (2022), is that EFL teachers should adopt e-learning tools for classroom instruction. Another view is presented by Al-Wasy (2020) and Colpitts et al. (2021), who believed that integrating educational technologies in EFL classes fosters collaborative online environments, enhancing student engagement and digital literacy. Thus, Chen and Abdullah (2022) emphasized that EFL educators play a pivotal role in bridging educational gaps and ensuring equal opportunities for diverse learners. For these reasons, one of the most relevant methodologies that can be used in language education is the content and language integrated learning (CLIL) approach, which has gained significant attention, particularly in higher education settings. CLIL is an innovative pedagogical approach that involves teaching academic content to promote both language proficiency and subject knowledge simultaneously (Marsh, 2002). One of the key advantages of CLIL is that it creates authentic and meaningful language-learning experiences for students by embedding language instruction within content-based contexts (Lorenzo et al., 2010). This approach not only enhances students' language abilities but also fosters their critical thinking, problem-solving, and academic skills (Coyle, 2007), especially when teaching is conducted using technological tools.

The integration of technology has profoundly transformed language instruction methodologies worldwide. In EFL education, technological tools can help teachers enhance language skills instruction. These resources not only capture students' interest and motivation but also enable educators to tailor language-learning activities to meet individual proficiency levels and specific needs (Isisag, 2012; Licorish et al., 2018). Certainly, the incorporation of information and communication technologies (ICT) facilitates the adaptation of authentic online materials, expanding opportunities for language acquisition among learners and fostering a more dynamic learning environment. EFL teachers have a wide range of technological tools to enrich teaching practices, from digital platforms to social media and gamification tools. In this context, Kahoot and Genially offer engaging possibilities for language learning in the CLIL classroom. Genially can enhance learning experiences by allowing educators to design interactive resources, promoting active participation and motivation among EFL learners (Castillo-Cuesta, 2022; Kang & Isya'Alghifari, 2024). Kahoot is an educational platform that allows instructors to use course content to create quizzes in which learners engage as participants in a game-show layout as an informal assessment process (Wang, 2015). Given this scenario, several studies have been conducted on the implementation of technology and the CLIL approach. Štefková and Danihelova (2023) investigated the use of Internet applications and ICT to employ CLIL in content subject classes at a university. Zhu and Chan (2023) analyzed the perspectives of teachers on integrating technology-enhanced language learning (TELL) into CLIL online teaching. Their findings demonstrate that online teaching could bring comprehensive benefits by bridging content, language, and technology. Begimbetova et al. (2022) tested the effectiveness of using ICT in CLIL classes and demonstrated that the integration of this approach offers an optimal setting for merging foreign language instruction with ICT. Building on prior

research that has explored the use of Genially and Kahoot separately, and recognizing the ongoing need to enhance EFL teaching and learning, this study aimed to examine the combined impact of the CLIL approach utilizing both Genially and Kahoot in EFL higher education. Specifically, this research sought to address the following research questions:

1. What is the impact of the CLIL approach through the use of Genially and Kahoot in EFL teaching?
2. What are students' perceptions of the CLIL approach through the use of Genially and Kahoot in EFL teaching?

2. Literature Review

2.1 EFL Teaching in Higher Education

As stated by Fisher et al. (2024), the advent of the digital age fosters pedagogical innovation, altering student expectations for their educational experience and making higher education more and more competitive. With this in mind, teaching EFL in higher education implies using technology because it is effective and beneficial for learners. Additionally, teachers should work on reinforcing the connection between digital technology and education, and students need to be aware that it is acceptable to use digital media in higher education settings. There are, however, challenges, such as students' lack of a conducive learning climate, poor Internet connections, financial problems, technical issues, and demotivation, as explained by Kuswoyo et al. (2022).

Furthermore, Chen and Abdullah (2022) explained that EFL teaching in higher education is closely related to educational equity and plays a significant role in minimizing educational and social gaps around the globe. Therefore, equity in EFL teaching can be promoted by ensuring equal opportunities for every learner and responding to the educational needs of diverse student populations. This therefore suggests the importance of understanding how EFL teachers' cognition and practices can contribute to educational equity in higher education settings.

2.2 The CLIL Approach

The CLIL approach stands as a pedagogical framework in the context of language instruction (Adipat, 2021; Llinares & Morton, 2017). Unlike conventional language methods, CLIL promotes an equitable focus on both language and subject matter. In this regard, *content* refers to the academic subject or discipline content serving as the instructional foundation (Arnó-Macià & Mancho-Barés, 2015). *Language* relates to the language of instruction, which is usually a second or foreign language (Cenoz, 2013). The *integrated* aspect underscores the simultaneous development of language skills and subject-specific knowledge (Mahan, 2022). As for the *learning* aspect, it emphasizes the educational process where students engage in acquiring both the target language and content simultaneously (Leontjev & deBoer, 2020).

It is important to emphasize that the integration of CLIL within the EFL teaching and learning context significantly enriches students' learning experience. By providing meaningful and pertinent content, the CLIL approach makes the language-learning process inherently contextual and authentic (Ljalikova et al.,

2021). This contextualization ensures that students engage with language in real-world situations, facilitating a deeper understanding and application of linguistic knowledge. Moreover, the implementation of CLIL in the EFL classroom goes beyond language acquisition; it fosters the development of cognitive and academic skills that are integral for success in various educational settings. In addition, through CLIL, students not only enhance their language proficiency level but also acquire critical thinking, problem-solving, and analytical skills, preparing them to use the target language in real contexts (Hanesová, 2014).

2.3 Technological Tools in EFL Education
The advent, availability, and increasing sophistication of ICT have enhanced the teaching–learning process by prompting a shift in perspective across educational institutions worldwide (Han & Keskin, 2016; Saif et al., 2022). Technological tools have become integral components of EFL education; therefore, as Saif et al. (2022) acknowledged, the use of these digital resources has expanded globally across all academic fields, particularly in recent years. In the EFL context, technology has significantly benefited both teachers and learners (Razak et al., 2019), revolutionizing the way in which language instruction is approached and facilitated. Nowadays, EFL teachers have access to a variety of methods and technological aids for enhancing language skills instruction. ICT integration captures students' interest, fosters motivation, and enables educators to craft language-learning activities that stimulate skill enhancement among learners (Leliani et al., 2014; Licorish et al., 2018). Furthermore, incorporating technological resources supports EFL teaching by facilitating educators' adaptation of authentic online materials to meet learners' proficiency levels and specific needs (Isisag, 2012), thus expanding their opportunities for language acquisition.

Teachers have access to a wide range of technological tools that can be employed to teach EFL skills. Currently, instructors can use digital platforms, language-learning applications, social media, gamification tools, and many other online resources that can empower them to create engaging and dynamic learning environments. Kahoot, Genially, Educaplay, Mentimeter, Quizizz, Miro, and Socrative are considered some of the most popular tools that are utilized in the language classroom nowadays. Specifically, Kahoot and Genially are two of the most user-friendly and easy-to-use tools that can be employed in EFL teaching (Cabrera-Solano, 2022; Castillo-Cuesta, 2022). In this respect, Wang (2015) confirmed that Kahoot is an educational platform that allows instructors to use course content to create quizzes in which learners engage as participants in a game-show scenario as part of an informal assessment process. Moreover, Kahoot enhances motivation and engagement (Barrio et al., 2016) while fostering classroom interaction by offering students immediate feedback on their progress (Plump & LaRosa, 2017). Likewise, Genially is an interactive free tool that facilitates dynamic and engaging learning experiences by offering user-generated content features, thus enabling teachers to design interactive learning resources (Kang & Isya'Alghifari, 2024).

2.4 Previous Studies
Štefková and Danihelova (2023) conducted a study aimed at investigating the use of Internet applications and ICT to implement CLIL in content subject classes at a

university. The study focused on how computer-assisted CLIL activities affected teachers' attitudes and how students perceived them. The method used was qualitative research, and the participants were six content instructors teaching different subjects. Various CLIL activities were completed, with Kahoot being the most exciting for students, and collaborative tasks also being interesting. The main findings suggest that CLIL provided more contact with the target language, diversified the methods and forms of classroom practice, and made it easier for less-language-able teachers to conduct activities within their content subject classes.

Adipat (2021) focused on examining the impact of a new teaching approach, T-CLIL (technology-enhanced content and language-integrated learning), on the development of technological, pedagogical, and content knowledge (TPACK) among pre-service English teachers in Thailand. The participants were 30 pre-service teachers selected from an "English Teaching Essentials" course. A single-group time-series design was used to assess the development of TPACK over a 13-week period through 4 test measurements. The main result showed a continual increase in the participants' scores for each of the seven elements of the TPACK framework throughout the T-CLIL program.

The purpose of the study by Zhu and Chan (2023) was to analyze the perspectives of teachers on integrating TELL into CLIL online teaching. The participants were teachers interviewed individually via online video calls. The method used for data collection involved conducting semi-structured interviews. The main findings are that integrating TELL into CLIL online teaching can bring comprehensive benefits by bridging content, language, and technology, but it cannot guarantee good learning outcomes without proper teaching resources and an evaluation system for teaching effectiveness.

Waloyo et al. (2021) conducted a study to investigate primary school teachers' perceptions regarding CLIL and web-based material implementation. This research explored the potential of CLIL in enhancing both English proficiency and content understanding among primary school learners in Indonesia. Through a survey and focus group discussions involving 12 teachers, the research identified teachers' readiness, motivation, and concerns regarding CLIL implementation. The results evidenced teachers' positive attitudes toward CLIL and web-based materials, as well as their concerns regarding English competency, material design, and the availability of supportive facilities.

Begimbetova et al. (2022) carried out a study to test the effectiveness of using ICT in CLIL classes. This research was conducted at a university and involved the use of various ICT tools, blended learning, and methodological principles to enhance the effectiveness of CLIL classes. The researchers analyzed web programs, mobile applications, and educational online sites. Additionally, they observed university student interactions in the classroom and employed the modeling method by creating classes, designing tasks and online games, and utilizing templates on educational interactive platforms. The findings demonstrate that the integration

of CLIL offers an optimal setting for merging foreign language instruction with ICT.

Nariman et al. (2023) established a pedagogical model for teaching CLIL methodology, serving as the foundation for the design of a "CLIL for IT Teachers" course in master's degree programs. An experiment was conducted involving 62 graduate students utilizing various mobile applications. The effective integration of the model components facilitated the creation of a high-quality learning environment that fostered targeted learning, collaborative educational interactions, and the creative expression of students. Through their participation in the educational experiment, students not only crafted a personal educational product but also significantly enhanced their English professional communication competence.

This literature review highlights the potential of integrating technology, particularly user-friendly tools such as Kahoot and Genially, with the CLIL approach in EFL teaching for higher education. Studies have shown that CLIL fosters a richer learning experience by providing a context for language acquisition and promoting critical thinking skills. Additionally, technology integration enhances student motivation and engagement, offering teachers a wider range of resources to tailor instruction to specific needs. The research presented demonstrates the effectiveness of CLIL with technology in various contexts, from pre-service teacher training to university classrooms. These studies highlight the positive impact on teachers' attitudes and students' perceptions, with findings suggesting increased content knowledge, language proficiency, and overall learning outcomes.

It is evident from the literature that while there has been considerable exploration into the use of digital tools such as Genially and Kahoot individually, there remains a significant gap in understanding their combined application within the CLIL framework in higher education. Existing studies often highlight the benefits of these tools in fostering engagement and interactive learning environments in isolation. However, research is scarce that examines how these platforms can synergistically enhance the learning experience when integrated under the CLIL approach, which focuses simultaneously on teaching subject content and language skills.

3. Method
3.1 Research Design
A mixed-method approach was used in this study to collect and analyze qualitative and quantitative data. According to Creswell and Creswell (2017), employing mixed-method techniques yields a more comprehensive understanding of a research problem compared to utilizing a single research approach. This method not only facilitated cross-validation of the findings of this study but also addressed the challenges and understanding of the dynamics involved in foreign language learning.

3.2 Setting and Participants

The study involved a group of 60 EFL pre-service and in-service teachers in higher education, comprising 19 males and 41 females. The participants were selected using convenience sampling and were enrolled in four graduate and postgraduate "Teaching English as a Foreign Language" (TEFL) courses – aimed at reinforcing linguistic and pedagogical skills – at a private university in southern Ecuador. The students' language proficiency was at the B2 level according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020).

3.3 Research Instruments

An online diagnostic questionnaire was administered to evaluate students' prior experiences using Kahoot and Genially in the implementation of the CLIL approach in EFL teaching and learning. This instrument included 15 yes/no, multiple-choice, and open-ended items. In addition, the students' views regarding the application of Kahoot and Genially when using the CLIL approach were reported through an online perceptions questionnaire. This instrument included 18 multiple-choice, yes/no, and open-ended questions to obtain a comprehensive understanding of the participants' perspectives on these aspects. Furthermore, digital registries and moderator guides were employed during focus group sessions to systematically collect information and validate participants' perceptions in an open and unrestricted manner. Focus groups offer the advantage of gathering in-depth, qualitative insights by facilitating interactive discussions among participants. Moreover, the research integrated observation checklists to document students' reactions while implementing the CLIL approach through Kahoot and Genially. Structured with yes/no items, this checklist functioned as a systematic instrument to document the tangible influence of CLIL on students' attitudes. By correlating with discernible cues, this strategy sought to enhance the self-reported information gathered, offering a more thorough assessment of how students responded to CLIL methodology in real-life situations. All the instruments used in this study were carefully designed by the researchers and underwent a validation process with a pilot group. This pilot group consisted of a small sample of students who shared similar characteristics with the actual study participants. This approach ensured that the instruments were tailored to the specific context of the study and were tested for clarity, relevance, and reliability before being implemented in the main research phase.

It is important to remark that informed permission was obtained from each participant through a detailed consent form that explained the study purpose. Participants were assured that their involvement was entirely voluntary.

3.4 Procedure

The CLIL methodology was employed by means of technological tools such as Kahoot and Genially to create an engaging learning environment. The first stage included the administration of an online diagnostic questionnaire. After analyzing the findings of this instrument, an intervention was carried out for 16 weeks in the 4 TEFL courses that were part of this study. The implementation involved the design of activities by using Kahoot and Genially as part of the

instruction process of the CLIL approach. The tasks consisted of creating interactive quizzes that covered both content and language objectives in accordance with the learning outcomes of the different courses. Collaborative tasks were also applied to encourage communication among students, reinforcing language usage in a cooperative setting. It is important to remark that all lessons followed a sequence that involved the use of pre-assessment tasks by means of both tools. An interactive lesson design and final assessment and feedback activities were also employed to support language acquisition and provide opportunities for language practice within the context of content-rich subjects. During the intervention, observations were carried out in each course to gather data concerning the students' reactions toward the application of Kahoot and Genially activities. Furthermore, three virtual focus group sessions, based on a semi-structured questionnaire, were conducted. Each session lasted one hour and thirty minutes and was recorded using the Zoom platform to glean further insights into participants' perceptions regarding the implementation process. When data saturation occurred, summaries of the participants' responses were processed. It is noteworthy that the questionnaires underwent a thorough validation process before distribution. As a result, the items demonstrated an internal consistency of 0.7 (Cronbach alpha), confirming their reliability. The data analysis was conducted using Microsoft Excel, where tables were created to organize and display the data effectively. The analysis focused on descriptive statistics, which involved summarizing and describing the key features of the dataset.

4. Results
The results exhibit a range of perspectives among participants during the diagnostic phase. Regarding students' technological abilities, the data show a range from excellent (40%) to good (60%). Most of the participants (78.33%) reported previous exposure to various educational tools, such as Kahoot and Genially, during their TEFL courses. However, only a fifth of the students (20%) indicated that they had experienced the CLIL methodology in combination with these tools. Furthermore, most of the participants (90%) declared that they were willing to receive instruction through the CLIL approach, including Kahoot and Genially activities. The primary outcomes addressing the research questions are outlined below.

Results on the students' perceptions of the integration of CLIL with Genially and Kahoot are displayed in Table 1. Table 2 shows the students' opinions regarding the impact of Genially and Kahoot in terms of motivation, language skills, active participation, feedback, usability, and formative assessment.

Table 1: Student perceptions

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
CLIL and Genially					
The implementation of the CLIL methodology combined with Genially motivates me	69.23%	23.08%	7.69%	0.00%	0.00%
The implementation of CLIL combined with Genially improves my language skills	53.85%	38.46%	7.69%	0.00%	0.00%
CLIL combined with Genially improves my understanding and retention of subject-specific content	61.54%	38.46%	0.00%	0.00%	0.00%
CLIL combined with Genially enables active participation and interaction in teacher-planned activities	46.15%	53.85%	0.00%	0.00%	0.00%
Genially helps me practice the contents presented by the teacher	30.77%	61.54%	7.69%	0.00%	0.00%
The feedback provided by my teacher regarding the Genially activities is effective	30.77%	61.54%	7.69%	0.00%	0.00%
Using Genially activities allows collaborative work	53.85%	38.46%	7.69%	0.00%	0.00%
The teacher effectively adapted the CLIL approach with the activities designed in Genially	76.92%	23.08%	0.00%	0.00%	0.00%
Genially is usable, dynamic, and accessible	84.62%	15.38%	0.00%	0.00%	0.00%
Formative assessment is effectively implemented through Genially	76.92%	23.08%	0.00%	0.00%	0.00%
CLIL and Kahoot					
The implementation of the CLIL methodology combined with Kahoot motivates me	84.62%	15.38%	0.00%	0.00%	0.00%
The implementation of CLIL combined with Kahoot improves my language skills	84.62%	15.38%	0.00%	0.00%	0.00%
CLIL combined with Kahoot improves my understanding and retention of subject-specific content	84.62%	15.38%	0.00%	0.00%	0.00%
CLIL combined with Kahoot enables active participation and interaction in teacher-planned activities	61.54%	38.46%	0.00%	0.00%	0.00%
Kahoot helps me practice the contents presented by the teacher	53.85%	38.46%	7.69%	0.00%	0.00%
The feedback provided by my teacher regarding the Kahoot activities is effective	84.62%	15.38%	0.00%	0.00%	0.00%
Using Kahoot activities allows collaborative work	92.31%	7.69%	0.00%	0.00%	0.00%

The teacher effectively adapted the CLIL approach with the activities designed in Kahoot	76.92%	23.08%	0.00%	0.00%	0.00%
Kahoot is usable, dynamic, and accessible	76.92%	23.08%	0.00%	0.00%	0.00%
Formative assessment was effectively implemented through Kahoot	92.31%	7.69%	0.00%	0.00%	0.00%

Table 2: Students' opinions in the focus group

Aspect	Genially	Kahoot
Motivation	• It is a motivating tool that can be used to improve language learning during CLIL lessons	• Kahoot has a game design that is motivating and competitive • Kahoot supports various question formats
Language skills	• Genially is beneficial for learning English • Genially offers appealing presentations and different options to study the contents of the lessons • Genially is an engaging and accessible tool that facilitates learners' understanding of different topics	• Kahoot fosters participation and helps learners reinforce their knowledge and skills • This tool is useful and can help students increase their comprehension of various topics and enhance content retention
Active participation	• It promotes interactivity and engagement in the classroom through its features	• Kahoot is an interactive and useful tool for learning English • Kahoot allows students to practice the contents presented by the teacher • It encourages active participation
Feedback	• Genially, especially for playing games, reinforces knowledge	• This tool allows you to receive immediate feedback
Usability	• It is an easy-to-use tool • All the features included in its interface are colorful, interactive, and attractive • It offers several elements that are visually engaging and very interesting • In some cases, you need to pay for using all the templates	• This is an interactive and easy-to-use tool, which has colorful options in its interface • It is a friendly tool that supports various question formats • It can be used for playing games on computers and smartphones, but sometimes they can be stressful • It offers several game formats, quizzes, and competitive elements
Formative assessment	• It can be used to assess knowledge	• The tool allows learners to be evaluated • It is an effective formative assessment tool

5. Discussion

The following discussion is structured around the findings displayed in Table 1 (students' perceptions) and Table 2 (focus group sessions) and observations conducted throughout the implementation phase. This comprehensive approach affords a multifaceted examination of the impact of CLIL using Genially and Kahoot.

Regarding motivation, the first aspect in Table 1, the findings show that most of the respondents (92.31%) indicated either a strong agreement (69.23%) or agreement (23.08%) with the statement, asserting that they feel motivated when teachers employ the CLIL methodology combined with Genially. This was confirmed in the observations and focus groups, in which some students affirmed that Genially is a motivating tool that can be used to improve their knowledge. These findings suggest that CLIL in combination with the use of Genially significantly boosts student motivation, which implies that students are more engaged and enthusiastic about learning when these innovative teaching strategies are employed. In this respect, previous research has demonstrated that the use of Genially activities has the potential to boost motivation levels among learners (Cabrera-Solano, 2022; Castillo-Cuesta, 2022; García-Barrios et al., 2022; Mateo-Guillen et al., 2021).

Moreover, respondents displayed a favorable disposition toward the impact of CLIL combined with Genially on language skill development, with 92.31% expressing agreement and strong agreement that this implementation contributed positively to enhancing their linguistic proficiency. Likewise, the focus group and observation findings support that Genially is a beneficial tool for learning English because it offers appealing presentations and different options to study lesson content. This tool was recognized as engaging and accessible, facilitating students' comprehension of various topics. These findings highlight the perceived role of CLIL in fostering language acquisition, attributed to the integration of Genially activities. Certainly, the CLIL approach has proven to be beneficial for developing linguistic and information skills (Begimbetova et al., 2022) because it has a positive impact on language and content learning (Waloyo et al., 2021). In addition, in the research by Vega and Moscoso (2019), students reported improvements in both their comprehension and linguistic skills because of the integration of CLIL in a higher education setting.

It is noteworthy that all the participants acknowledged the efficacy of CLIL and Genially activities in increasing their comprehension and retention of subject-specific content. Similarly, all the respondents expressed agreement and strong agreement that the integration of content and language with Genially fosters active participation and interaction in teacher-planned activities. This was also confirmed by the focus groups and observations, which revealed that students perceived that the interactive features of Genially fostered their dynamic involvement within the classroom. This means that this methodology significantly enhances both learning and student engagement. Students not only understand and remember the material better but also participate more actively in EFL lessons. In this respect, Enríquez (2020) affirmed that the dynamic elements

and information processing characteristics in Genially facilitate learners' comprehension, interaction, and content assimilation through visually engaging presentations.

Furthermore, respondents expressed a moderate level of confidence in their ability to utilize Genially for practicing the content presented by the teacher, with 30.77% strongly agreeing and 61.54% agreeing with this assertion. The focus groups and observations evidenced that the participants valued Genially's appealing presentations and different options to integrate the lesson content with the linguistic aspects. Although students were attentive when the contents were presented in Genially, the games in this tool did not foster competitiveness and students just received personalized results. These findings indicate that students feel confident in using Genially to practice and engage with lesson content, valuing its visually attractive presentations and versatile study options. As Sánchez (2020) acknowledged, Genially facilitates the creation of presentations characterized by creativity and a modern, professional style that involves dynamic graphics, videos, audio, images, simulations, and tools for information processing. Thus, students can successfully practice the content presented by the teacher.

With respect to feedback, a significant proportion of the respondents (92.31%) expressed either strong agreement (30.77%) or agreement (61.54%) that they received feedback from teachers regarding CLIL activities through Genially. As students emphasized in the focus group sessions, receiving timely and constructive feedback is crucial for refining their understanding, thus enhancing their learning experience, and fostering continuous improvement. These results indicate that feedback is a crucial aspect, as students highlighted its role in improving their understanding and learning. Remarkably, previous research has acknowledged that one of the limitations of the CLIL approach is the tendency for teachers to overlook providing students with effective feedback on language production (Linares & Morton, 2017). However, CLIL instructors can use explicit, corrective, and metalinguistic feedback to provide guidance to students regarding the linguistic structures they use and thus assist them in rectifying their errors opportunely (Linares et al., 2012).

As for collaborative work, most respondents (92.31%) affirmed that the use of Genially activities allowed them to work in this way. This was confirmed in the observations and focus group sessions, in which it was evident that students enjoyed engaging in group tasks facilitated by the features of the Genially tool. Therefore, the implementation fostered peer interaction and collaboration, which promoted a supportive learning community among the participants. In this respect, Arteaga et al. (2023) found that the Genially platform facilitates collaborative work and interactive activities, promoting active learning and enhancing the entire teaching and learning process.

Data gathered from the survey responses, observations, and focus group discussions provide valuable insights into students' perceptions regarding the effectiveness of Genially combined with the CLIL approach. In this context, a

significant number of survey respondents (76.92%) strongly agreed that teachers effectively adapted the contents and integrated them with the linguistic features of the activities designed in Genially. Additionally, 23.08% agreed with this statement. This indicates highly positive insights among students regarding the alignment of Genially activities with the principles and goals of CLIL. This is confirmed by Cabrera-Solano (2022) and Castillo-Cuesta (2022), who stated that the use of Genially is effective for language learning.

Analysis of the data revealed a comprehensive understanding of students' experiences with Genially concerning its features. In this regard, 84.62% of the respondents believed that Genially is usable, dynamic, and accessible, while 15.38% agreed with this statement. This indicates a positive perception among respondents regarding the usability and accessibility of the Genially platform, suggesting that it is user-friendly and effective for creating interactive content. This finding aligns with Tanore et al.'s (2023) study, which affirmed that the platform has various benefits, such as templates, interactive features, and ease of use. However, observations revealed that some students experienced discomfort when they were unable to connect to Genially activities due to Internet issues. These technological challenges, as explained by Hrastinski (2008), can disrupt learning experiences and hinder students' engagement with online platforms. Furthermore, Genially is considered a digitally accessible tool that allows the development of innovative educational content through its templates, without the need for programming knowledge (Díaz-García et al., 2022).

According to the outcomes, a significant majority of respondents (76.92%) strongly agreed that formative assessment is effectively implemented by employing Genially, while 23.08% agreed with this statement. This implies that students believe the tool is useful in facilitating formative assessment practices. The observations and focus group discussions revealed that students perceived Genially as a tool that can be used to assess knowledge. This means that students recognized the versatility of Genially in supporting various assessment methods and formats to evaluate their understanding and mastery of content. This is in line with Vargas et al. (2021), who explained that Genially provides interactive quizzes with music and images available for students to play with, which grab their attention and add a dynamic and enjoyable element to the learning process.

Regarding the combination of the CLIL approach and Kahoot, a great majority of respondents (84.62%) strongly agreed that they feel motivated when teachers implement CLIL combined with Kahoot, while 15.38% agreed with this statement. This finding was confirmed by the focus group sessions and observations. This suggests a strong effective correlation between the integration of Kahoot with CLIL and student motivation. In this regard, research by Özer and Şad (2019), as well as Tenau et al. (2019), indicates that using tools such as Kahoot in the classroom boosts student motivation and engagement. Moreover, Calviño (2012) found that CLIL increases motivation because students learn relevant content that relates to everyday experiences while using language to accomplish real-world goals.

Results indicate that a vast majority of respondents (84.62%) strongly agreed that the implementation of CLIL combined with Kahoot improves their language skills, while 15.38% agreed with this statement. This means that there is a direct and positive relationship between improving students' language proficiency and integrating Kahoot with CLIL. The focus group discussions and observations revealed that Kahoot fosters participation among students, engages them in activities, and reinforces their knowledge and opportunities for skill development. These outcomes are related to the ones of Korkmaz and Öz (2021), who demonstrated the beneficial impact of Kahoot on students' general performance.

On the other hand, most of the respondents (84.62%) strongly agreed that their understanding and retention of subject matter improved when CLIL and Kahoot were combined, while 15.38% agreed with this statement. This shows a strong relationship between integrating Kahoot with CLIL and enhancing students' comprehension and retention of content. Qualitative data confirmed that Kahoot is a useful tool for increasing comprehension of various topics and enhancing content retention. This indicates that Kahoot's interactive features and gamified format contribute to its effectiveness in promoting active learning and facilitating meaningful engagement with instructional content. The findings are supported by studies carried out by Mustangin (2019) and Oktaria et al. (2021) in which Kahoot improved the students' retention of new facts and had positive effects on language learning.

Furthermore, the survey data show that many respondents (61.54%) strongly agreed that active participation and interaction in teacher-planned activities are enabled when CLIL and Kahoot are combined, while 38.46% agreed with this statement. This demonstrates students' positive response regarding the benefits of Kahoot when integrated with CLIL to promote engagement and interaction during classroom activities. Observations and focus group conversations proved that this tool facilitated active participation in pairs and groups by promoting engagement, response speed, decision-making, risk-taking, and peer interaction. Additionally, Kahoot elements helped students practice and relate meaningfully with the material, fostering a deeper comprehension and mastery of the subject. These facts are corroborated by Alawadhi and Abu-Ayyash (2021), who stated that Kahoot has the potential to create a pleasant learning experience since it promotes active participation in the classroom (Wang & Lieberoth, 2016).

Most respondents (92.31%) demonstrated either strong agreement (53.85%) or agreement (38.46%) with the statement on their proficiency in effectively utilizing Kahoot to practice the content disseminated by their instructors. These results might imply that there was a high level of confidence and favorable perception among the respondents concerning the efficacy of Kahoot as a pedagogical tool for reinforcing the contents studied in the syllabus. Conversely, a small proportion of respondents (7.69%) maintained a neutral standpoint on this matter. The results of the focus group discussions and observations confirm the previous findings, showing that Kahoot significantly contributed to students' comprehension of various topics, while concurrently enhancing content retention.

These findings show the potential utility of Kahoot as an efficient resource for content reinforcement within the field of EFL education. In addition, they are related to Alharthi's (2020) study, which also found that Kahoot fosters increased engagement among students with the course content they are exposed to.

With respect to respondents' perceptions of feedback, most of them (84.62%) strongly agreed that they received timely guidance from their teachers regarding the Kahoot activities implemented, while an additional 15.38% agreed. These positive findings are related to the insights gathered from the focus group discussions and observations, where there was a consistent perception among the students regarding the quality of feedback they had received on specific topics after playing Kahoot games, contributing to a deeper understanding and an enhanced learning experience. In essence, these findings are in line with Ismail and Mohammad's (2017) study, which also found that Kahoot is a proficient platform for formative feedback which should be properly crafted to enhance learners' comprehension of the subject matter.

The results also suggest that the majority of the students had a high level of confidence in working collaboratively during Kahoot activities. The substantial percentage (92.31%) of respondents who strongly agreed with their ability to work with their classmates indicates an inclination toward collaborative learning in this specific context. The smaller percentage (7.69%) that agreed also supports the overall favorable disposition, although to a lesser extent. These findings were validated through the focus group discussions and observations, highlighting Kahoot's role in fostering active participation within pairs and groups. Certainly, according to Nurhadianti and Patrolo (2020), Kahoot has the potential to enhance interactions among EFL students and instructors due to its collaborative features.

The data show a positive perception among the students regarding the way teachers adapted the CLIL approach using activities designed in Kahoot. A significant majority (76.92%) of respondents strongly agreed that the instructors effectively implemented the CLIL approach through Kahoot activities. Furthermore, 23.08% of respondents agreed with this statement. Moreover, insights from the focus group discussions and observations also revealed that participants found the activities to be effectively tailored to their learning expectations. These results align with the research conducted by Štefková and Danihelova (2023), who discovered that the integration of CLIL with web-based applications resulted in the highest rankings, particularly for Kahoot activities.

The survey results also highlight a positive perception of Kahoot among the respondents, with a significant majority (76.92%) indicating that they strongly agreed with the perception that this tool is usable, dynamic, and accessible. Additionally, 23.08% agreed with this view. These results suggest a strong consensus among students regarding the positive qualities of Kahoot combined with CLIL, emphasizing its usability, dynamism, and accessibility in the educational context. The focus group discussions as well as observations also showed beneficial results, emphasizing Kahoot's user-friendly interface, colorful design, and accessibility across devices. Certainly, the adaptability of this tool was

highlighted, as it can handle different question structures and provides support for a variety of game components, quizzes, and competitive functionalities. However, certain challenges were observed, such as the occasional stress induced by the gaming experience and the impact of Internet connectivity on participation. Additionally, the competitive nature of quick responses and the imposition of time limits may pose some challenges. These results are similar to the ones obtained in Gebbels' (2018) study, which show that students using Kahoot individually noted that the competitive nature of the game created a stressful classroom atmosphere, leading to increased anxiety levels.

Finally, the data revealed a highly positive response from the respondents regarding the effective implementation of formative assessment through Kahoot in combination with CLIL. A substantial majority (92.31%) of respondents expressed complete agreement with this statement, indicating that they believed that this tool is effective for formative assessment. A smaller percentage (7.69%) also agreed with this view. These findings demonstrate the perceived success of Kahoot in facilitating formative assessment processes among learners, demonstrating the consensus of most respondents. The focus group discussions and observations confirmed that Kahoot functions as an evaluation tool for students and serves as an effective formative assessment method with instant results. These insights are in line with a study conducted by Hamedi et al. (2022), who found that utilizing Kahoot as an online tool for formative assessment significantly influences EFL learners' linguistic skills.

6. Conclusions and Implications
Integrating Genially and Kahoot with the CLIL approach has emerged as a potential tool for elevating students' motivation significantly. Genially stands out for its captivating features, as evidenced by participants' distinct recognition of its engaging elements. Genially activities play a pivotal role in increasing motivation levels among students. Likewise, the fusion of Kahoot with the CLIL approach has revealed a robust correlation, underscoring its substantial contribution to fostering heightened motivation within the classroom setting.

Participants widely recognized the significant positive impact that incorporating both Genially and Kahoot within the CLIL approach has on the enhancement of language skills. These tools played a fundamental role in providing appealing presentations, diverse study options, and attractive content, thereby fostering language acquisition. The combination of CLIL with either Genially or Kahoot was observed to boost students' grasp and recall of subject-specific content. Participants recognized the effectiveness of these tools in augmenting their comprehension and retention of the subject matter. Qualitative insights further substantiated this, highlighting how the interactive features of Genially and the gamified format of Kahoot actively contributed to fostering deeper understanding, active learning, and mastery of the subject.

Incorporating Genially and Kahoot into the CLIL approach stimulates lively participation and interaction among students. These tools encourage active engagement in teacher-designed activities with Genially's interactive features and

Kahoot's gamified structure, actively fostering dynamic involvement in the EFL classroom. In addition, Genially and Kahoot, when incorporated into the CLIL methodology, demonstrate efficacy in delivering timely and constructive feedback to EFL students. This feedback is considered an essential component for stimulating understanding and enriching the overall learning experience. Furthermore, the integration of Genially and Kahoot in the CLIL framework effectively facilitates collaborative work among students. The participation of students in pair and group tasks, made possible by the features of Genially and Kahoot, displayed the collaborative nature of these tools.

A limitation of this study is that the findings may be specific to the context of the four TEFL courses involved in this research. Consequently, the results may not be generalizable to other educational settings or subjects. The particular dynamics and student demographics of these courses might differ significantly from those in other contexts, limiting the broader applicability of the study conclusions. Further research across diverse educational environments and subjects is necessary to validate the generalizability of these findings.

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8. References
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