

**Enhancing English Reading Comprehension Through Gamified Digital Platforms:
A Longitudinal, Large-Scale Mixed-Methods Study Using Kahoot in Secondary Education**

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Abstract

This article presents an extensive mixed-methods investigation into the effects of gamified instructional design mediated by the digital platform Kahoot on English reading comprehension development in secondary education. The study integrates cognitive, pedagogical, and socioemotional perspectives and examines learning outcomes over an extended instructional period. Quantitative data were collected through standardized assessments and learning analytics, while qualitative data included classroom observations and interviews. Results indicate robust and sustained improvements across literal, inferential, and critical comprehension levels.

Keywords: EFL reading comprehension; gamification; Kahoot; educational technology.

1. Introduction

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8. Conclusions

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