

Enhancing Students' Engagement in English Language Learning Through Mentimeter: A Case Study

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Abstract

This study examines Mentimeter's effectiveness in increasing student participation in an English as a Foreign Language (EFL) classroom. Using a qualitative case study methodology, the research was carried out in a third-year English language course at Universitas Negeri Makassar, using class observations, students' focus group interviews, and a questionnaire as data collection techniques. The study also seeks to understand the students' engagement, such as behavioral, emotional, and cognitive engagement, in working with Mentimeter during the lesson. The results show that Mentimeter has been beneficial for all levels of engagement. For behavioral engagement, targets increased to 85% in participation rates and 92% in attendance as learning was focused on interactive and gamified sessions. Emotional engagement was improved as 78% of students who attended the sessions enjoyed it, while 81% of students agreed that such activities enhanced their interaction with studies rather than being boring. Respondents indicated deeper critical thinking affecting cognitive engagement with 45 new ideas created in brainstorming sessions, and of the 76% engaged, they felt that they understood and remembered the material better. This research study proves that the Mentimeter is an effective instrument in instructing English language learners that utilizes a more sustained and engaged participation, invoking desired emotions and thinking more. These results support the argument that factors such as the use of Mentimeter will improve students' learning engagement in an EFL setting.

Keywords: Mentimeter, Student Engagement, Behavioral Engagement, Emotional Engagement, Cognitive Engagement

INTRODUCTION

Engagement of the learner is very vital in the learning of a new language, especially in the context of learning English as a Foreign Language (Aubrey et al., 2020; Vizconde, 2022; Zainuddin et al., 2020). It includes the level of active participation, emotional engagement, and cognitive effort of the students in the learning tasks. High levels of engagement are usually associated with greater achievement, enhanced motivation, and improved language skills of the learners (Oga-Baldwin & Nakata, 2017). Nonetheless, however, finding and ensuring that learners are engaged consistently, especially in the EFL classrooms is still a challenge to many teachers, most especially in Orthodox, conventional lessons where students feel detached or unmotivated (Liu, 2022).

The role of Information and Communication Technology has enabled growth in teaching approaches across various fields, including EFL (Sasabone et al., 2022; Imran et al., 2022). Among these tools, Mentimeter has gained recognition for its ability to encourage student participation through real-time polling quizzes, and word cloud among others. Mentimeter also creates an avenue for anonymous participation, which allows students who usually find it difficult to give contributions in class or other settings because of shyness to give out their opinions with ease.

Mentimeter and others like it, pose great potential in bridging the students' passive reception of information with their active participation in the EFL classrooms. Using those characteristics, teachers are able not only to develop teaching speaking, listening, and writing skills in a more effective way but also to create a more interactive and inclusive classroom environment in the process (Moore, 2021). Additionally, Mentimeter has the capability either to aid educators in obtaining real-time information regarding feedback concerning their students' comprehension or to enable them to modify their instructions.

Mentimeter, a technology that facilitates two-way conversation with the audience, has attracted considerable interest in the educational scene as a tool that can add value on the educational experience. The literature suggests that Mentimeter can be a strong tool for implementing active and interactive forms of teaching, whereby students are embedded in learning through games like quizzes, polls, and word clouds facilitated learning (Alyahya & Almutairi, 2019; Sari et al., 2020).

The classroom integration of Mentimeter and other similar audience response systems, Quizlet and Kahoot, has been examined in some research. These studies reported improvement in student motivation and students' engagement and aided their learning. It has been observed that with the use of Kahoot and other such games, students are motivated, and meaningful learning takes place in higher learning institutions (Campillo-Ferrer et al., 2020). Moreover, the application of interactive quizzes and digital participation platforms, such as Mentimeter, has been shown to enhance students' understanding of concepts, stimulate them to take part more actively and improve their learning experience (Zainuddin et al., 2019).

Again, the integration of Mentimeter and other interactive technologies has been argued to support active and collaborative learning by allowing students to generate their materials and engage in discussions in real-time. These tools offer

opportunities for gaining instant feedback as well as for formative assessment of students' engagement and actively enjoyable activities that promote learning of academic and social-emotional skills.

Despite the merits that Mentimeter has, there is scant literature that assesses the effectiveness of Mentimeter in enhancing student engagement in EFL environments, more so in institutions of higher learning. This paper focuses on filling this gap by assessing the effects of Mentimeter on students' engagement in EFL classrooms at the university level. In an attempt to fill the gap in the literature, the paper investigates the effects of Mentimeter, an interactive presentation and polling application, on students' participation in an English as a Foreign Language class at the university level. In this instance, the case study method is used focussing on one of the EFL classes offered in the semester which is ongoing.

The paper discusses the application of Mentimeter in the class and its impact on engagement, as perceived by students (J. Lee et al., 2019; J. H. Lee et al., 2023; Pratiwi et al., 2021), not only in behavioral but also in emotional and cognitive aspects. The research is expected to complement other studies on ICT integration in EFL education in that it demonstrates the actual use of Mentimeter in a language classroom. Additionally, it aims to provide educators with concrete recommendations on how interactivity may be maximized to harness effective learning.

In addressing the research question "How does the use of Mentimeter enhance student engagement in English language learning?", this study supports wider policies of encouraging active learning and enhancing teaching practices against the backdrop of globalization. The study also draws attention to the cooperation of students and technology and encourages the adoption of new approaches in teaching, which is essential today when students are born with gadgets.

METHOD

Research Design

As a qualitative case study, this research examines the use of Mentimeter for students' engagement in the EFL (English as a Foreign Language) classroom. The study was carried out in the context of a first course in English language studies at a higher educational institution concerning one English class delivered this semester. The case study method was applied in this instance since it permits a more comprehensive investigation of the phenomenon being studied in its natural setting context realizing the aspects of engagement that Mentimeter cultivates. For this purpose, data were gathered through multi-sourced triangulation to enhance the authenticity and the dependability of the study. These sources included classroom observations, student focus group interviews, and student-based perception questionnaires.

Data Collection

In total, Mentimeter was integrated systematically into four class sessions. These sessions included 'live quizzes' intended as a review of vocabulary and grammar, as

well as brainstorming ideas and gauging opinions on various topics of discussion whether through word clouds or polls. The main goal of these observations was to determine the levels of engagement in three areas; First, Behavioral Engagement, which was the Use of a Mentimeter: Activities that students participated in and the number, quality, or content of the responses they provided in active Answering; Secondly, Emotional Engagement: Where students relevant manifestations of enthusiasm, interest, and other non-verbal expressions of engagement were considered or Thirdly, Cognitive Engagement: The quality of responses relative to the information presented through the use of Mentimeter. To understand how students interacted with the tool and how they behaved during lessons, recordings were taken in the form of detailed observation notes.

After undertaking classroom observations, focus group interviews were held with a representative sample of 10 students differing in terms of their language proficiency and technological capabilities. With this group, students were encouraged to discuss their experiences of using the tool Mentimeter with the use of semi-structured interviews, which consisted of open-ended questions. Common areas were Mentimeter's interactivity, its additions to students' participation as well as problems they encountered while engaging with the tool. The interviews were audio recorded, and the recordings were then transcribed for later analysis.

All 40 students in the class were asked to fill in a questionnaire to obtain quantitative data regarding their overall impression of the effectiveness of Mentimeter in promoting engagement. The survey also included questions that solicited multiple-choice responses focusing on various parameters of engagement, such as enjoyment, use, and impact on learning. To better information from the focus groups, some open-ended questions were also included in the survey.

Data Analysis

The data derived from these sources underwent analysis through thematic analysis, a qualitative method for recognizing, interpreting, and reporting patterns within qualitative data. More specifically, the analysis took place in the following sequence of steps: 1) Familiarization with Data: Repeated reading and reviewing of observation notes, interview transcripts, and survey responses to get acquainted with the data; 2) Coding: Systematic assignment of codes to the relevant portions of the data that had to do with behavioral, emotional and cognitive engagement; 3) Theme Development: Organizations of similar codes to articulate themes that were dominant representations in the data and were on how Mentimeter affected student engagement. For instance, themes such as "enhanced participation," "increased motivation," and "improved understanding" appeared in the data; 4) Triangulation: Relating the results gathered from each data set to enhance and thus confirm and validate the results whereby it explores in detail how Mentimeter was integrated into classroom activities.

RESULTS AND DISCUSSION

Behavioral engagement

This study's findings reveal that the implementation of Mentimeter technology in the EFL classroom was beneficial to learner engagement in multiple ways. The Interactivity of the Mentimeter activities was also instrumental in promoting student behavioral engagement. Data from classroom observations reported an increase in participation during Mentimeter-based activities when compared to dial-up sessions. In relation to behavioral engagement, owing to Mentimeter's interactivity feature, greater participation and attendance were observed as students' activity during the session was more intense (Attard & Holmes, 2020; Schindler et al., 2017) as shown in the table below:

Table 1. Behavioral Engagement Indicators and Findings

Indicators	Data Findings	Source
Participation Rate	85% of students actively participated in Mentimeter activities (compared to 60% in non-Mentimeter sessions).	Classroom Observation
Attendance	Average attendance increased to 92% during Mentimeter sessions (compared to 88% in previous sessions).	Student Perception Survey
Anonymity	Students reported increased willingness to participate due to anonymity provided by Mentimeter.	Focus Group Interview
Gamified Motivation	Activities such as live quizzes encouraged greater student enthusiasm and competitiveness.	Classroom Observation

The use of interactive technology in EFL classrooms has increased as teachers look for effective means of enhancing and motivating students. One such tool that has stirred interest is the use of Mentimeter, a web-based platform that facilitates student participation in class via live voting, quizzes, and other game-like activities.

The data collected on Behavioral Engagement suggests that Mentimeter once introduced has enhanced student participation and attendance rates in EFL classes. The participation of students during sessions where Mentimeter was used was appreciably higher than that of the traditional sessions, 85% as opposed to 60%, in instances of polls, quizzes, and word clouds. It can be pointed out that such changes in the level of participation were caused by the implementation of Mentimeter, as the participants fully understood that Mentimeter was aiming at improving their contributions and that their contributions would be anonymous. Likewise, students indicated they were more willing to express their opinions because of the anonymous nature of the platform, which is particularly relevant in language learning contexts when students tend to fear making mistakes.

Moreover, Mentimeter gamification features such as quizzes and instant feedback turned the atmosphere into a vibrant and competitive one, which in turn motivated students to get involved (Campillo-Ferrer et al., 2020; Yu et al., 2021; Zainuddin et al., 2019). The classes exposed to Mentimeter also saw his attendance levels rise to 92% as opposed to the 88% recorded in the traditional sessions indicating that the interactive nature of the sessions did motivate the students to attend class more often (Campillo-Ferrer et al., 2020; Jack et al., 2024; Moore, 2021; Zainuddin et al., 2019).

As students' voices are usually marginalized in conventional classes, the application of the anonymity feature contributed to the improvement of participation of such students. From the focus group interviews, it emerged that the students liked the chance to respond unambiguously as this boosted their anxiety eliminating some fear factors and boosting their confidence in addressing the content. The use of Mentimeter also contributed to making the learning experience more interesting, as student lectures were more interactive and game-like rather than a traditional lecture.

The evidence suggests that Mentimeter markedly redefined the concept of the EFL classroom by making it a vibrant and fun-filled interactive session – a perfect blend between passive and active participation (Zainuddin et al., 2020). Such a finding corroborates other works whereby the use of game-based student response systems, like Kahoot, has been beneficial in improving students' motivation, engagement levels as well as learning results.

Emotional Engagement

Students stated that they were more motivated and interested in the lessons which explains the higher emotional engagement rates. Mentimeter, in this context, allowed students to voice their ideas and thoughts and, at the same time, get feedback on the issues raised, which contributed to the enjoyment and engagement of the students in the lesson.

Table 2. Emotional Engagement Indicators and Findings

Indicator	Data Findings	Source
Enjoyment	78% of students rated Mentimeter activities as "highly enjoyable," 15% rated them as "somewhat enjoyable."	Student Perception Survey
Interest in Learning	81% of students agreed that Mentimeter made learning more engaging and less monotonous.	Student Perception Survey
Classroom Atmosphere	Observations showed excitement and	Classroom Observations

Student Feedback

enthusiasm, particularly during live quizzes and interactive activities.

"Mentimeter made the class more fun and interactive compared to just listening to lectures."

Focus Group Interview

Demonstrated in the implementation of Mentimeter, there is an increased level of emotional and interest-based engagement from the students towards the lesson. The findings of the surveys show that a significant proportion of the students, approximately 78%, reported that they enjoyed working with Mentimeter activities while a further 15% stated that they enjoyed them only somewhat (Al Husaeni et al., 2022; Nandi et al., 2021). This means that the game-like feature of Mentimeter brightened up the classroom and made it more interesting, which translated into the students being more emotionally attached to the subject matter.

The same views were reinforced through classroom observations whereby students were enthusiastic whenever they were performing live quizzes and reaching out to other students to discuss their performances and ranks. This observation emphasizes the ease with which Mentimeter enables improvement in the students learning experience by making it more fun and interesting rather than drab thus eliciting self-sustaining positive emotions and feelings which are important for retention and engagement.

Mentimeter not only increased the level of interest students had in the subject but also increased the enjoyment level. The survey data indicated that 81% of the students felt that learning through Mentimeter was more engaging and varied than the Conventional methods. According to the feedback from the students, Mentimeter was beneficial because it allowed them to actively appreciate the lesson due to the instant feedback that they received. As one student observed, the capacity to see every other person's responses at the same time enhanced the understanding of the material and the sense of belonging to the class, thus highlighting the emotional connection that Mentimeter encouraged.

These results are consistent with the extant literature on the gamification of learning activities to increase student engagement and learning. Evidence has been advanced that incorporation of game features such as scoring, level progression, and display of accomplishments can channel positive affect which in turn motivates learners and encourages them to engage more in the learning process. Furthermore, evidence on the use of interactive platforms such as Kahoot alights the fact that these tools can enhance the perception and active involvement of students and the learning experience in general in higher education settings. Ferrer et al 2020; Jack – et al 2024.

Cognitive engagement

According to the research conducted, students were able to engage cognitively thanks to the application of Mentimeter. The polling and quiz features on Mentimeter helped the students to think about their understanding, share their knowledge, or attempt to solve problems together.

Table 3. Cognitive Engagement Indicators and Findings

Indicator	Data Findings	Source
Depth of Responses	Students generated 45 unique ideas during Mentimeter brainstorming activities (compared to 20–25 in non-Mentimeter sessions).	Classroom Observations
Understanding and Retention	76% of students agreed that Mentimeter helped them better understand and retain course content.	Student Perception Survey
Exposure to Diverse Perspectives	Real-time responses allowed students to view and reflect on diverse ideas, fostering critical thinking.	Focus Group Interview
Student Feedback	"Seeing everyone's responses helped me understand the material better because it showed different perspectives."	Focus Group Interview

The study on cognitive engagement suggests that interactive tools like Mentimeter, a polling and interactive presentation platform, improved the students' level of thinking and understanding of the lesson content (Xiao et al., 2023). While engaging in student-centered activities through Mentimeter, students engaged in brainstorming sessions where 45 ideas were presented, in contrast to 20-25 ideas in a non-Mentimeter class. The increase in the number of responses indicates that students were able to think more critically and more about what is taught because of the interactive nature of the platform (Chen, 2020; Pérez, 2016; Sanchez-Muñoz et al., 2022). Students were stimulated to process their knowledge and participate meaningfully in discussions by using Mentimeter to voice their arguments at the moment. The platform's feature of showing various responses from fellow students at past a second also improved cognitive engagement since students could evaluate and think about other angles of view which contributed to their comprehension of the subject matter (Campillo-Ferrer et al., 2020; Pérez, 2016; Zainuddin et al., 2020).

Also, the involvement of Mentimeter aided the students in recalling and comprehending the lesson better. Seventy-six percent of the students said that Mentimeter assisted them in understanding and remembering the materials of the course. The instant feedback and the chance to actively participate in the lesson improved the way students encoded and stored information.

In focus group interviews, students noted that viewing the variety of responses generated during live activities encouraged them to think critically about the material and was beneficial in their learning. These findings indicate that Mentimeter came in handy in enhancing interactivity and reflection during the learning process, stimulating mental activity since students were able to engage in critical thought, actively process information, and efficiently integrate knowledge (Campillo-Ferrer et al., 2020; Pérez, 2016; Zainuddin et al., 2020).

Interactive technological tools like Mentimeter have been reported to increase student engagement and improve education outcomes. These tools allow students to participate actively and respond immediately in class, which makes the learning process more interesting and interactive, in addition, students can actively think, argue about, and assimilate the course content more efficiently. The time lapse between the explanation and the questions to be asked stimulates students to focus on the issues explained. It also provides students, opportunities to ask questions or interact with the lecturer and even with other students in the class allowing them to fill gaps (Rineksa & Muslim, 2020; Zhu et al., 2020).

Finally, on Mentimeter's application effectiveness on the students' engagement, the students were, to a large extent, quite satisfied with the use of the application. According to the authors, the application of such software facilitates active learning, retains the students' attention, and maintains a high degree of interactivity in the classroom (Attard & Holmes, 2020; Ben-Eliyahu et al., 2018; Fakeye, 2011; Moore, 2021).

The definitions from (Skinner et al., 2008) and (J. Lee et al., 2019) describe literature on student engagement as wide-ranging and comprised of stimulation, emotion, and cognition, and as a result, they were indeed able to outline classified dimensions in the engagement conceptualization framework. For instance, attending class and participating are behaviors, while attitudes, positive and negative, inform emotional engagement. Cognition, however, focuses on the time and effort students are mentally capable of and willing to invest in learning during the lessons (J. Lee et al., 2019). One thing that has been established through research is that student engagement should be the center of focus as it encourages desirable learning and academic achievement (Skinner et al., 2008). Also, it has been noted that when students incorporate digital technologies into their learning it affects many areas of engagement positively (Schindler et al., 2017).

The emergence of several studies concerning the application of interactive technologies in EFL education claims that students using Mentimeter are actively engaged because they quickly receive responses and are encouraged to participate actively (Bond et al., 2020; Henrie et al., 2015; Kearney & Maakrun, 2020; Schindler et al., 2017). In particular, this software allows the teachers to develop

interactive presentations and conduct polls and quizzes, thereby involving the students in classroom activities during the lesson.

These findings add to the expanding literature on the use of ICT in EFL teaching by offering practical examples of the use of Mentimeter in increasing students' levels of participation. Furthermore, the work proposes practical strategies for teachers on how to use interactive technologies such as Mentimeter appropriately to create worthwhile learning opportunities.

CONCLUSION AND RECOMMENDATION

This study explains the use of Mentimeter in deepening the involvement of students in English language lessons at a higher education level. Some aspects of student engagement such as behavioral, emotional, and cognitive engagement were found to be positively influenced by the addition of Mentimeter. The significance of the study is in its reflections on the introduction of interactive technologies in EFL teaching as well as on the possibilities to increase motivation in students and enhance the teaching methods applied. Future studies may investigate how Mentimeter affects student engagement and learning outcomes over time as well as the effectiveness of other interactive platforms in making language learning more interesting.

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