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Exploring Student Perceptions of Kahoot for Grammar Learning in the EFL Classroom

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Table of contents

Acknowledgments 4

Table of acronyms 5

Abstract 6

Resumen 8

1.Introduction 10

1.1 Problem statement 12

1.2 Aims 13

1.2.1 Research question.....

1.2.2 Research objective 14

1.2.3 Specific objectives 14

2.Theoretical Framework 15

2.1 Grammar instruction in EFL Chilean Context 16

2.1.1Grammar teaching in EFL Chilean Context 16

2.1.2 Grammar learning in EFL Chilean Context 17

2.1.3 Persistent Challenges 17

2.1.4 Cognitive Basis 19

2.2 Game-based Learning as a Pedagogical strategy 20

2.2.1 Introduction to GBL 20

2.2.2 Grammar learning to GBL..... 21

2.2.3 Theoretical Foundations 21

2.3 Integrating GBL into Grammar instructions 22

2.3.1 Grammar teaching through GBL 23

2.3.2 Fostering interest 24

2.4 Students' perceptions and Technology acceptance 24

2.4.1 Perceptions of engaging 25

2.4 2Motivation and entertainment 26

2.5 Kahoot! As a gamified student response system 26

2.5.1 Contemporary role 27

2.5.2 GBL as a strategy ..... .28

3. Methodology 28

3.1 Type of research 29

3.2 Participants 29

3.3 Stages of the Action research 30

3.4 Data collection instruments 33

3.4.1 Focus group 34

3.4.2 Likert scale questionnaire..... 34

3.4.3 Teacher's log 35

3.5 Data analysis techniques..... 36

3.5.1 Likert scale 36

3.5.2 Focus group 37

3.5.3 Teacher's log 37

4. Findings 39

4.1 SO1: To analyze 9th-grade students' perceptions of the usefulness and ease of use of Kahoot in grammar learning. 39

4.1.1 Dimension 1: Performance and learning..... 39

4.1.2 Dimension 2: Ease of use 41

4.2 SO2: To examine students' attitudes toward using Kahoot in grammar classes and their intention to continue using it for grammar practice. 44

4.2.1 Dimension 3: Motivation and attitude 44

4.3 SO3: To identify students' levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning. 47

4.3.1 Dimension 4: Satisfaction and intention for future use 47

4.4 SO4: To analyze the teacher-researcher's pedagogical experience, implementation challenges, and reflective adaptations during the integration of Kahoot for grammar learning.
.....51
4.4.1 Successes 51
4.4.2 Challenges 52
4.4.3 Areas for improvement 52
5. Discussions 55

5.1 SO1: To analyze 9th-grade students' perceptions of the usefulness and ease of use of Kahoot in grammar learning.
..... 55
5.2 SO2: To examine students' attitudes toward using Kahoot in grammar classes and their intention to continue using it for grammar practice.
.....56

5.3 SO3: To identify students' levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning.
..... 57

5.4 SO4: To analyze the teacher-researcher's pedagogical experience, implementation challenges, and reflective adaptations during the integration of Kahoot for grammar learning.
..... 57
6. Conclusion 59
6.1 Final reflection 60

7. References 62

8. Appendix 68

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LIST OF ABBREVIATIONS

EFL	English Foreign Language
GBL	Game-Based Learning
FLA	Foreign Language Anxiety
L1	First Language
CALL	Computer-Assisted Language Learning
MALL	Mobile-Assisted Language Learning
MINEDUC	Ministry of Education of Chile
FONDECYT	National Fund for Scientific and Technological Development

Abstract

This action research investigates the perceptions of Chilean 9th-grade EFL students regarding the use of Kahoot! as a gamified platform for learning grammar, with a focus on the simple past tense. Framed by Game-Based Learning (GBL) theory and principles of grammar acquisition, the research analyzes how factors like perceived usefulness, ease of use, motivation, satisfaction, and classroom dynamics influence students' acceptance of this digital learning tool. A mixed-methods approach was employed, utilizing a Likert-scale survey, a focus group discussion, and a teacher-researcher journal, enabling the triangulation of quantitative patterns with qualitative depth.

The findings indicate a strongly positive reception of Kahoot! across key areas including engagement, motivation, and enjoyment. Most students reported that the platform facilitated the recognition of grammatical structures and created a more dynamic lesson flow. Participants noted that Kahoot! alleviated the monotony often associated with traditional grammar exercises and increased their active participation. Although ease of use was rated highly, the study also acknowledges contextual constraints, such as unreliable internet access and limitations in device availability, which are common in Chilean public education.

Teacher observations revealed that Kahoot! served as a potent motivational tool, enhancing student focus during instructional segments and boosting overall classroom involvement. However, a challenge emerged from the competitive aspect of the game, which sometimes had a discouraging effect on learners with lower proficiency levels. This necessitated pedagogical modifications, such as implementing collaborative pair-work, to ensure an inclusive learning environment.

In conclusion, this study posits that Kahoot! can be an effective and stimulating resource for grammar instruction when applied with pedagogical adaptability and an awareness of student diversity. While it does not replace direct teaching, it meaningfully supplements the learning process by lowering anxiety, fostering engagement, and converting grammar practice into an interactive and enjoyable activity.

Resumen

Este estudio de investigación-acción indaga las percepciones de estudiantes chilenos de inglés como lengua extranjera (EFL) de Primero Medio respecto al uso de Kahoot! como herramienta gamificada para el aprendizaje gramatical, específicamente en la enseñanza del tiempo pasado simple. Fundamentado en los principios del Aprendizaje Basado en Juegos (GBL) y en teorías de adquisición de la gramática, el estudio analiza cómo la utilidad, la facilidad de uso, la motivación, la satisfacción y la dinámica del aula influyen en la aceptación estudiantil de herramientas digitales educativas. Los datos fueron recolectados mediante un cuestionario tipo Likert, un grupo focal y un diario reflexivo del docente-investigador, lo que permitió una interpretación triangulada de tendencias cuantitativas y percepciones cualitativas.

Los resultados evidencian una percepción predominantemente positiva de Kahoot! en dimensiones como la participación, la motivación y el disfrute. La mayoría de los estudiantes reportaron que la herramienta les ayudó a reconocer estructuras gramaticales con mayor facilidad e hizo las clases más dinámicas. Los alumnos subrayaron que Kahoot! redujo el aburrimiento asociado con ejercicios gramaticales tradicionales e incrementó su disposición a participar. Si bien la facilidad de uso fue evaluada de manera muy favorable, el estudio también identifica limitaciones contextuales, como la inestabilidad de la conexión a internet y obstáculos relacionados con los dispositivos, habituales en las escuelas públicas chilenas.

Las reflexiones docentes destacaron que Kahoot! funcionó como un potente ancla motivacional, que aumentó la atención durante la instrucción e incentivó la participación. No obstante, surgieron desafíos relacionados con la naturaleza competitiva de la plataforma, que en ocasiones desalentó a estudiantes con menor dominio del idioma, requiriendo ajustes pedagógicos —como el trabajo en parejas— para promover la inclusión.

En conclusión, el estudio demuestra que Kahoot! Logra de manera positiva ser una herramienta efectiva y motivadora para la enseñanza de la gramática cuando es implementada considerando flexibilidad pedagógica y sensibilidad hacia la diversidad que existe en el aula. Además, cabe destacar que puede que no sustituya la instrucción explícita, sin embargo, enriquece el ambiente de aprendizaje al reducir la ansiedad, aumentar el compromiso y transformar la práctica de la gramática en una experiencia interactiva y lúdica dentro del aula.

CHAPTER I:

INTRODUCTION

1. **Introduction**

In modern times where digital technologies are transforming and shaping curricular education, traditional grammar teaching in the English as a Foreign Language (EFL) classroom is commonly perceived by students as antiquated, repetitive, and scarcely connected to students' experiences and realities (Vakili & Mohammed, 2020). While implementing old methodologies has become a tradition to observe in a classroom, it can be an actual challenge for the current generation of learners, and as technology is constantly reshaping the way students can learn, their perceptions of digital tools become an even more crucial aid to teachers. As Hafiza and Pratolo (2024) claim, by implementing such digital technologies, it presents a significant increase on students' engagement and willingness to participate, completing their grammar activities effectively, allowing teachers to improve and transform their approaches by adapting grammar structure lessons into student's realities and own background, facilitating students' attachment to personalized learning.

In this context, game-based learning (GBL) represents one of the most engaging approaches by integrating digital technologies into grammar instruction. As mentioned by Mendoza (2025), GBL refers to learning approaches that are more innovative and dynamic. It also incorporates games as a learning technique with the potential to boost students' inspiration for understanding grammar by employing digital technologies. A vital part of the Chilean educational curriculum that is often described as uninspiring.

1.1 Problem statement

English teachers have always looked for new ways to implement grammar teaching in new contexts and learning possibilities but often find that the students may not be very motivated towards it. Traditional methods such as roleplays, kinesthetic activities, and even didactic material tend to fail triggering any new emotion in an era where every aspect of possible knowledge could be easily searched. Traditional grammar learning is often focused on memorizing rules, which leads students to boredom and a lack of interaction between pairs, creating a negative impact on their knowledge acquisition (Dung, 2024). To navigate this challenge, the integration of digital learning technologies has become hugely important inside a classroom where students commonly attend with their digital devices. The correct implementation of these tools can help teachers' approaches for grammar structure be more contextualized into a more personalized learning experience. Moreover, the incorporation of games through GBL is a helpful learning technique for boosting students' motivation toward grammar classes (Mendoza, 2025). Specially tools such as Kahoot! that allow students to reconceptualize learning into an enjoyable and meaningful game experience for both students and teachers.

This research seeks to explore students' perceptions by implementing GBL (Kahoot!) with pedagogical purposes for grammar learning within the EFL classroom and evaluating a significant impact on students' motivation for their grammatical development.

1.2 Aims

1.2.1 Research Question

What are EFL 9th-grade students' perceptions of using Kahoot for grammar learning in the classroom?

1.2.2 Research Objective

To study EFL students' perceptions of the use of Kahoot as a gamified tool for grammar learning in the EFL classroom.

1.2.3 Specific objectives

SO1: To analyze 9th-grade students' perceptions of the usefulness and ease of use of Kahoot in grammar learning.

SO2: To examine students' attitudes toward using Kahoot in grammar classes and their intention to continue using it for grammar practice.

SO3: To identify students' levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning.

SO4: To analyze the teacher-researcher's pedagogical experience, implementation challenges, and reflective adaptations during the integration of Kahoot for grammar learning.

Chapter II:

Theoretical

Framework

1. **Theoretical Framework**

2.1 Grammar instruction in EFL Chilean Context

Grammar plays a crucial role in the students' development providing sets of rules and structures to facilitate the learner's retention of a secondary language, thus, allowing the student to easily recognize patterns and make connections between the language essentials, another studies show how the effectiveness of grammar teaching can also enhance students' communication skills producing a language interchange that is accurate and easy for others to understand (Daskan, 2023).

However, grammar teaching in EFL, specifically in Chilean classrooms, can sometimes be challenging even for the most experienced teachers, considering the number of exceptions among the grammatical rules of English, the intricate grammatical system of English, and especially the lack of exposure to authentic English context. The influence of the learner's native language on their grammar learning can lead to errors and confusion (Larsen-Freeman, 2001).

Furthermore, the methods for learning grammar in EFL contexts present one of the most argued topics for decades; the perspective on different ways of teaching grammar has been constantly advancing due to students' learning motivation shifts, thanks to theories who are based on psychology, linguistics, and pedagogy. In EFL contexts, the process of grammar acquisitions not only depends on factors as well as methods, but also expositions and attention to its meaning. Krashen & Terrel (1983) argued that "acquisition can take place only when people understand messages in the target language" (p.19), focusing on the role of comprehensible input in acquisition meaning that context plays a fundamental part for understanding grammar rules. Nevertheless, grammar learning is a complex process that forms the cornerstone of English proficiency as it's widely known. For students, being exposed to the target language in an EFL environment is often restricted due to their classroom proficiency. Understanding how the mechanisms of acquisition work are fundamental for learners effective teaching, and for teachers' ability to adapt their approaches. Along with memorization of rules, it also involves the development of an internalized system that allows students' creation and comprehension of new expressions thanks to the adaptability of grammar learning approaches.

2.1.1 Grammar teaching in EFL Chilean Context

Grammar teaching within the Chilean EFL context is characterized by complex negotiation between curricular mandates, systemic challenges, and evolving pedagogical approaches (Barahona, 2016). Additionally, grammatical objectives are foundational for achieving communicative competence, positioning explicit instruction as a formal requirement within the national educational framework (MINEDUC). However, teachers' challenges during work are characterized by large classes and limited number of hours per day, restricting opportunities to learners and teachers for deeper practice. This has prompted a shift towards pragmatic methodologies that blend rule explanation with communication. A prominent approach is focusing on how is formed, which strategically draws learner attention to grammar during meaningful tasks, balancing accuracy with engagement (Ellis, 2006). Furthermore, the influence of assessments that test grammatical knowledge persistently shapes instructional priorities, as teachers must prepare students for these external demands (Véliz, 2014). Consequently, effective grammar teaching in Chile is not about discarding rules but about embedding them strategically within dynamic and relevant learning experiences to navigate contextual challenges (Nassaji, 2016).

2.1.2 Grammar learning in EFL Chilean Context

For Chilean EFL students, learning grammar is a difficult process that is composed by restrictions of the environment of a foreign language. Learners must evolve the aspect of consciousness knowledge of rules and as well as, the ability to perform them effectively, an obstacle aggravated by the most minimal exposure to English outside the classroom. DeKeyser (2017). Cognitive barriers such as interference from the Spanish language, can cause consecutive errors (Ortega, 2014), Likewise, foreign language anxiety is highly connected to the nature of evaluative grammar practice, which creates an emotional barrier that limits learning (Dewaele & MacIntyre, 2014). As Reinhardt (2019) stated, some drills are out of context and fail to align with their expectations for dynamic and technology-mediated educational context. So, effective grammar highly depends on the conditions of the pedagogical context, which can reduce anxiety, provide meaningful practice, and create communicative approaches.

This demonstrates the importance of methodologies that can transform a static classroom into an active and not anxiety-inducing process of learning.

2.1.3 Persistent Challenges

Despite the growing interest in digital and game-based methodologies, several persistent challenges continue to hinder the effective teaching of grammar in EFL contexts. These challenges can be grouped into three main dimensions: motivational, affective, and didactic.

In the first place, although there are innovative approaches regarding grammar teaching, the practical instruction in multiple EFL classrooms remains presenting significant challenges for teachers, proving that a core obstacle nowadays is the sustained learner motivation. In the current educational context, traditional grammar instruction, which is often composed by mechanical drills and exercises from their English textbooks, is perceived by students as monotonous, outdated and disconnected from their real-life contexts, such disconnection leads to serious fossilizations and not an active cognitive engagement

Another important aspect is that a crucial role of the teacher is the management of affective factors resulting in success. Since anxiety and such negative emotions, it can become an impediment to learning a second language. Such event is known as the "affective filter", this refers to the stress or tension that learners go through, this results on a lack of cognitive resources for learning acquisition, leading to barriers that risks linguistic data.(Krashen, 1984). The explicit focus on rules and the high potential for public error inherent in many grammar-focused activities can heighten what is known as Foreign Language Anxiety (FLA), FLA is situation-specific anxiety that affects language learners' self-perceptions, attitudes, and behavior, as well as their feelings in language classes (Bielak, 2022, p. 914), inhibiting students' willingness to participate and experiment with the language. Therefore, a key factor for a safe learning environment is creating a low-anxiety classroom context.

Finally, as Hafiza and Pratolo (2024) stated, an important challenge consists of fostering the use of multiple conceptual approaches. Addressing this requires pedagogical strategies that not only relieve the content, but it also depends on meaningful practices that reduce stress from learning such as motivational and engaging methodologies. Complementing grammar with game-based digitalization not only improves the educational gap on grammar but also forms behavior in the classroom.

Within this digital ecosystem, the application of game-related principles has emerged as a particularly potent and promising strategy for addressing the specific challenges

of grammar instruction. This has given rise to various distinct but related approaches such as Game-based Learning (GBL) which is founded under the principle that “well-designed digital material can induce a state of deep immersion and focused concentration where learners are highly motivated and receptive to learning” (Figueroa, 2016, p. 514).

2.1.4 Cognitive Basis

The learning of grammar in English as a Foreign Language (EFL) context is fundamentally characterized by the distinction between explicit knowledge (conscious, rule-based understanding) and implicit knowledge (intuitive automatic ability to use grammar spontaneously in communication). This shift from explicit to implicit knowledge represents the core transition from conscious learning to subconscious acquisition (DeKeyser, 2017). However this process is impeded by significant cognitive and affective challenges, including L1 interference, which may lead to fossilized errors; a phenomenon still relevant in contemporary multilingual research (Ortega, 2014); processing limitations under real-time communicative pressure, often causing learners to prioritize fluency over accuracy; and the affective filter, a barrier heightened by anxiety in evaluative classroom settings which presents a central concern in recent studies (Dewaele & MacIntyre, 2014). These challenges are further amplified by the disconnect between traditional, teacher-centered grammar instruction, often reliant on decontextualized drills and repetitive exercises, and the expectations of today’s learners, who are accustomed to interactive, technology- mediated learning environments (Bennett et al., 2008). Such traditional methods frequently lack communicative relevance, induce monotony, and elevate anxiety, thereby hindering the development of implicit knowledge and communicative competence. Consequently, effective grammar instruction requires pedagogical approaches that are meaningful, engaging, and psychologically supportive, enabling learners to internalize grammatical structures through context-rich, interactive, and low-anxiety practice that aligns with contemporary learning habits and promotes authentic language use (Reinhardt, 2019).

2.2 GBL as a pedagogical strategy

Having established the persistent motivational, affective, and didactic challenges in grammar teaching, the integration of Game-Based Learning (GBL) emerges not as a mere technological novelty, but as a strategic pedagogical intervention. As Figueroa (2016) mentions, well-designed digital material can induce a state of deep immersion and focused concentration; A state directly at odds with the "monotony" and "disconnection" often reported in traditional grammar exercises (Hafiza & Pratolo, 2024, p. 60). This transforms the learning activity; as noted by Medina and Hurtado (2017), what was once perceived as a boring obligation becomes an exciting challenge. The repetitive practice necessary for proceduralization is thus masked within an engaging loop of challenge and reward (Hafiza & Pratolo, 2024).

Evidence from the Chilean context supports this strategic integration. A study by Quintanilla-Espinoza, Ferreira-Gómez, and Vera (2025) with first-year university students demonstrated that using Kahoot! significantly enhanced both grammatical awareness and engagement. Their findings suggest that when grammar instruction is deliberately woven into the interactive, feedback-rich fabric of a game, it can successfully navigate the constraints of large classes and limited time highlighted by Barahona (2016).

2.2.1 Introduction to GBL

Game-based learning (GBL) possesses various definitions throughout the pedagogical approaches landscape, integrating qualities such as the design or use of games as the primary teaching tool, the engaging and interactive environment, and the meaningfulness of the teaching process. Plass et. al. (2015) defines GBL as the design of learning environments based on the principles of games and play; so it seems plausible to state that this study will define GBL as an educational strategy that uses core elements of games to create engaging and effective learning experiences that result in meaningful and motivating outcomes.

Building on this perspective, digital platforms and games foster immersive content teaching along with increasing the range of ways to engage students' towards learning English (Plass et. al., 2015), moreover, Bicen and Kocakoyun (2018) suggest that the interactive nature of games provides instant feedback encouraging the active participation throughout the classroom, thus, catering the various learning styles inside the classroom which can reduce the fear of making mistakes often associated with Foreign language anxiety (FLA), which according to Horwitz et. al. (1986) is a specific type of anxiety which derives from the fear of not accomplishing the required demands of language learning. Consequently, encouraging teachers to invest time and effort in adapting the learning process to a significantly more engaging and interactive classroom, promoting a positive attitude towards the subject if appropriately managed (Yürük, 2019).

2.2.2 Grammar learning to GBL

The successful integration of a pedagogical method such as GBL is heavily contingent on learners' attitudes and perceptions towards the tools and dynamics that act as a break from traditional EFL classroom activities (Licorish et. al., 2018). In an English as a Foreign Language (EFL) classroom, the proliferation of digital technologies has shifted the instructional landscape, making students' perspectives more critical than ever. In the specific case of grammar, international studies suggest that the immediate feedback and iterative practice inherent in tools like Kahoot! can promote noticing and cognitive engagement with form-meaning relationships (Plump and LaRosa, 2017)

2.2.3 Theoretical foundations

Recent empirical studies validate the effectiveness of the GBL model for targeted grammar practice. A study by Hafiza and Pratolo (2024) on the use of Kahoot! for teaching the simple past tense demonstrated that the GBL group achieved significantly higher scores in grammatical accuracy than a control group using conventional methods. The study's conclusion highlights that the platform's specific mechanics—competition and instant feedback—created a highly engaging environment that "motivated students to actively retrieve and apply grammatical rules, thereby

strengthening their procedural knowledge" (Hafiza and Pratolo, 2024, p. 112). This finding provides direct evidence that the architectural design of Kahoot! is well-aligned with the cognitive requirements of GBL for moving knowledge among stages.

Game-Based Learning, as a pedagogical approach, is technologically and psychologically engineered to address these specific deficiencies. It provides an intrinsically motivating framework that satisfies learners' needs for autonomy, competence, and relatedness. Its mechanics are directly aligned with the cognitive processes of acquisition, enhancing the noticing of grammatical forms and providing the extensive, purposeful practice required for proceduralization. GBL creates a low-stakes environment that reduces foreign language anxiety, thus lowering the affective filter. Consequently, Game-Based Student Response Systems, exemplified by Kahoot!, operationalize these GBL principles in an accessible format. The platform's core mechanics of timed competition, immediate feedback, and social dynamics are, as Hafiza and Pratolo (2024) indicates, highly effective at fostering the active recall and rapid application of grammatical rules. GBL, thus functions as a dual-purpose tool, providing both an effective medium for grammar practice that pushes learners toward automatization and a valuable source of real-time formative assessment data.

2.3 Integrating GBL into Grammar instructions

Having established the persistent motivational, affective, and didactic challenges in grammar teaching, the integration of Game-Based Learning (GBL) emerges not as a mere technological novelty, but as a strategic pedagogical intervention. As Figueroa (2016) mentions, well-designed digital material can induce a state of deep immersion and focused concentration; A state directly at odds with the "monotony" and "disconnection" often reported in traditional grammar exercises (Hafiza & Pratolo, 2024, p. 60). This transforms the learning activity; as noted by Medina and Hurtado (2017), what was once perceived as a boring obligation becomes an exciting challenge. The repetitive practice necessary for proceduralization is thus masked within an engaging loop of challenge and reward (Hafiza & Pratolo, 2024).

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2.3.1 Grammar teaching through GBL

When comparing traditional paper-and-pencil grammar exercises with the use of digital tools like Kahoot, the shift in attitude is typically marked by increased enthusiasm, decreased anxiety, and greater willingness to take risks (e.g., answering questions they are unsure of). “While the games increase the students' motivation, they also promote relaxation and motivation by maintaining interest in the topic, maintaining self-confidence, and enhancing learning effectiveness” (Hafiza and Pratolo, 2024, p. 56). Digital tools, particularly those that are socially interactive in the students' daily lives, validate the students’ own technological competence, fostering a sense of mastery and autonomy crucial for adolescent development. The current generation of Chilean students can create an environment in which the acquisition of English grammar is perceived as relevant and enjoyable, thereby directly influencing students’ perceived value of the learning process.

Recent evidence from Quintanilla-Espinoza, Ferreira-Gómez, and Vera (2025) demonstrates that the use of Kahoot! significantly enhances grammatical awareness and engagement among first-year university students in Chile. Their mixed-methods study revealed improvements in grammar performance and high levels of motivation and enjoyment, reinforcing the pedagogical value of game-based student response systems in EFL contexts.

2.3.2 Fostering interest

Grammar is frequently cited by EFL students as one of the most difficult and least interesting aspects of language learning (Celce-Murcia, 2014). Its abstract rules and emphasis on accuracy can be intimidating and, for many, tedious and boring. The positive perceptions of GBL as engaging, interactive, motivating, and entertaining are therefore particularly impactful when applied to this challenging domain.

The introduction of a game-based tool can dramatically alter students' attitudes towards the subject itself. When students perceive the grammar learning method as fun, that positive effect can transfer to the subject of grammar. A study by Medina and Hurtado (2017) found that using Kahoot! Language learning made students perceive vocabulary and grammar review as less of a "boring obligation" and more of an exciting challenge. Moreover, the repetitive practice required for grammar rule consolidation is made more pleasant through GBL. The immediate feedback and sense of progress in a game encourage students to persist through the drills necessary for mastery. By transforming repetitive practice into an engaging loop of challenge and reward, students are more likely to invest the time and cognitive effort required.

Ultimately, the positive experience students have with GBL can reframe their entire perspective on grammar. Overall, consistent research indicates that when grammar is presented in a dynamic, low-stakes, and engaging format, students' interest is piqued and their willingness to engage with the material increases substantially. This shift in attitude is a crucial first step toward overcoming the "grammar anxiety" that often impedes EFL learners' progress.

2.4 Students´ perceptions and technology acceptance

Research consistently shows that students perceive the inclusion of digital tools in language learning as beneficial, modern, and relevant to their lives, in the words of Hafiza and Pratolo (2024) “the predominant learning outcomes associated with the use of GBL in English teaching include the provision of an enjoyable learning experience, the increase of willingness to communicate, the rise in motivation, etc.” (p.60) Therefore, the presence of a digital tool like Kahoot! in an EFL classroom is likely to

be met with initial positivity, as it aligns with students' existing technological schemas and expectations for a contemporary educational experience.

2.4.1 Perceptions of engaging

While general positivity towards technology is a good starting point, the specific design of a tool determines its pedagogical impact. The effectiveness of GBL is frequently attributed to its capacity to foster high levels of engagement and interaction. Engagement in an educational context is a multifaceted construct, encompassing behavioral, emotional, and cognitive dimensions (Fredricks, Blumenfeld, and Paris, 2004), GBL is uniquely positioned to stimulate all three.

Behaviorally, GBL demands active participation. Unlike passive listening or reading, a game requires constant player input and decision-making. Students perceive this active involvement as a more engaging way to learn. A comprehensive literature review by Wang and Tahir (2020) on Kahoot! Found that heightened engagement was one of the most consistently reported outcomes across multiple studies. Students perceive the rapid-fire questions and competitive format as an exciting event rather than a traditional quiz. Moreover, the platform’s design creates a highly interactive learning environment. The real-time feedback loop, where students answer and immediately see the results and the correct response, constitutes a direct interaction with the learning material. This immediacy is crucial; it allows students to confirm their knowledge or correct their misconceptions instantly. As Plump and LaRosa (2017) point out, this interactivity "creates a dynamic and student-centered learning environment" in which learners are not merely passive recipients of information but active participants in constructing their own knowledge. Thus, the perception of GBL as both engaging and interactive is central to its appeal and educational value.

2.4.2 Motivation and entertainment

Motivation is a critical factor in second language acquisition, and it is here that GBL demonstrates some of its most significant advantages. The literature consistently highlights that students perceive gamified learning as highly motivating. This motivation is often a blend of both intrinsic and extrinsic factors. The extrinsic motivators in a tool like Kahoot! are explicit: points, leaderboards, and the desire to outperform peers. A study by Bicen and Kocakoyun (2018) confirmed the competitive aspect of Kahoot! was a powerful motivator for students, driving them to pay closer attention in class and review material more thoroughly in preparation for the game.

Additionally, the perception of GBL as entertaining is intrinsically motivating. The element of fun transforms the learning process from a chore into an enjoyable activity. This aligns with Krashen's (1985) Affective Filter Hypothesis, which suggests that learning is optimized when anxiety is low and motivation is high. By framing grammar practice as an entertaining game, the anxiety often associated with the subject is significantly reduced. Students become less fearful of making mistakes and more willing to participate. Therefore, the entertainment value of GBL is not a trivial aspect; it is a key psychological mechanism that fosters a positive and productive learning state, making students more receptive to complex information.

2.5 Kahoot as a gamified student response system

The instruction of grammar remains an indispensable component of second language acquisition, providing the structural scaffolding required for students to produce accurate communication. Interestingly, the pedagogical approach to grammar has undergone a significant transformation, reflecting broader shifts in educational adaptations and its innovative approaches towards teaching.

Modern language pedagogy aims for the development of a good communicative competence, although the central debate in contemporary research remains in not whether to teach grammar, but rather how to do so in a way that is most conducive to

its use in real-life communication contexts (Nassaji et. al., 2016). Consequently, this has cemented a pedagogical value for educators of grammar teaching in EFL within the new approaches, integrating dynamic and meaningful content to their classes cultivating an environment which aims to shape the relationship between students' and their grammatical skills. Overall, the role of instructional grammar in EFL contexts nowadays addresses the deconstruction of classical communicative approaches to provide deep and specific focuses to fulfill the modern pedagogical landscape providing rigorously contextualized educational settings that include digital technologies to enhance students' attitude towards learning.

A key focus of this research is to examine the application of Kahoot as a learning tool and to explore its pedagogical significance. Kahoot is more than just a quiz platform; it is a mechanism for delivering immediate, formative assessment and reinforcing core concepts through structured repetition (LaRosa, 2017). Its core features—the countdown timer, the point system, and the live leaderboard—are designed to leverage behavioral theories of learning, particularly the principle of immediate reinforcement. When a student correctly identifies the appropriate verb tense or pronoun in a Kahoot question, they receive instant visual and auditory rewards, confirming the correct behavior while also satisfying the adolescent need for rapid gratification and social recognition. This cycle of stimulus, response, and immediate positive feedback accelerates the learning loop, making grammatical drills not only tolerable but highly anticipated, thereby ensuring active participation from a group often challenging to keep focused on demanding, detail-oriented learning.

2.5.1 Contemporary role

In Chile's contemporary education system, digital tools like Kahoot have moved beyond being a simple novelty to become a validated pedagogical resource. Vital local research recollected from a study conducted at the CFT Lota-Arauco (Cárdenas-Moncada et al., 2020), demonstrated that its systematic use in English classes for adult vocational students not only significantly increased motivation and engagement but also improved learning outcomes compared to traditional methods. This evidence

shows that Kahoot plays a dual role in the Chilean classroom, on one hand it energizes teaching and captures the attention of diverse students; on the other, it serves as an effective tool for formative assessment and cognitive reinforcement. Its success in a regional technical higher education context suggests its utility extends beyond traditional school settings, positioning it as an adaptable resource to address national challenges related to student engagement and learning quality.

2.5.2 GBL as strategy

For contemporary students, digital tools are not merely utilities but integral components of their social and cognitive landscapes (Bennett et al., 2008). The final pillar of this theoretical framework positions GBL not only as a method for grammar instruction but as a strategic conduit for fostering broader technology acceptance and intrinsic motivation within the EFL classroom. This alignment with students' "existing technological schemas" is crucial for acceptance. When a tool is perceived as "modern and relevant" (Hafiza & Pratolo, 2024), initial resistance diminishes, and the tool becomes a welcomed intermediary for learning. The introduction of a familiar, game-based platform like Kahoot! validates students' technological competence, bridging the gap between informal digital literacy and formal education. In the Chilean context, research by Cárdenas-Moncada et al. (2020) in vocational higher education confirms this, showing that Kahoot!’s systematic use increased motivation and improved outcomes, demonstrating its utility beyond traditional school settings.

Chapter III:

Methodology

3. Methodology

3.1 Type of research

This study is framed within an action research design. This approach is a reflective process undertaken by educators to investigate their own teaching practices with the dual goal of improving learning and enhancing their professional understanding (Kemmis, McTaggart, and Nixon, 2014). Action research is particularly suitable for this

study as it allows the researchers to address a practical issue within their specific educational context and, at the same time, to implement an innovative intervention using Kahoot. This application plays an essential role in this study by measuring students' levels of satisfaction throughout the process of acquiring English as a second language, as well as by creating didactic and engaging content to keep students even more interested and engaged in the learning process. Supporting the idea that Kahoot is a valuable tool for language learning, as it effectively activates the teaching-learning process and promotes students' creativity and motivation (Cherednychenko and Pustovoichenko, 2024).

3.2 Participants

The action research was conducted with a group of eleventh grade students. Participants were selected through convenient sampling. This sample approach involves selecting participants who are immediately accessible and near the investigator. Therefore, it offers an efficient and practical method for conducting educational action research within its defined context. Although this method is not suitable for establishing general conclusions, it is highly appropriate for this research since it focuses on gaining an in-depth understanding of a specific phenomenon within a defined classroom setting, aligned with the objectives of this research (Etikan et al., 2016).

Table 1

Participants' features summary table

Category	*Details*
Number of participants	30
Age range	14-15 years old
Gender	Female and transgender
Language proficiency level	A1 – A2

Source: Self-elaboration.

As indicated in Table 1, the participants were between 14 and 15 years old, and in terms of gender, the group was comprised of students identified as female and transgender. Regarding their proficiency level, students are situated withing the A1 to A2 range, corresponding to the expected English proficiency established by the Chilean ministry of education (curriculum for the educational stage the students are in.

According to Kalogiannakis et al. (2021) and Prensky (2001), this developmental stage is particularly relevant for implementing game-based learning methodologies. In view of the fact that these students are digital natives, they show strong responsiveness to interactive, technology-mediated learning environments. This responsiveness is crucial to boost both their engagement and knowledge acquisition.

3.3 Stages of the action research

The intervention was systematically implemented over seven sessions, as shown in Table 2. It was designed to integrate five game-based instructional sessions using Kahoot! to acquire the Simple past tense, followed by a session dedicated to data collection.

After each session, the researchers documented the students' attitudes and the class sequence in the teacher's logbook (see Appendix 6).

The initial session, marked as the pre-intervention phase, held on September 29th, focused on an introduction to the action research project, its main objectives, and

ethical considerations. The five subsequent four sessions comprising the core instructional cycle took place during the intervention phase, each session with a specific objective detailed on Table 2.

As a final point, two sessions were held on November 4th and 7th, with the objective of gathering in-depth insights into the students' experience through the administration of a Likert scale questionnaire and a focus group.

Table 2

Action plan's summary

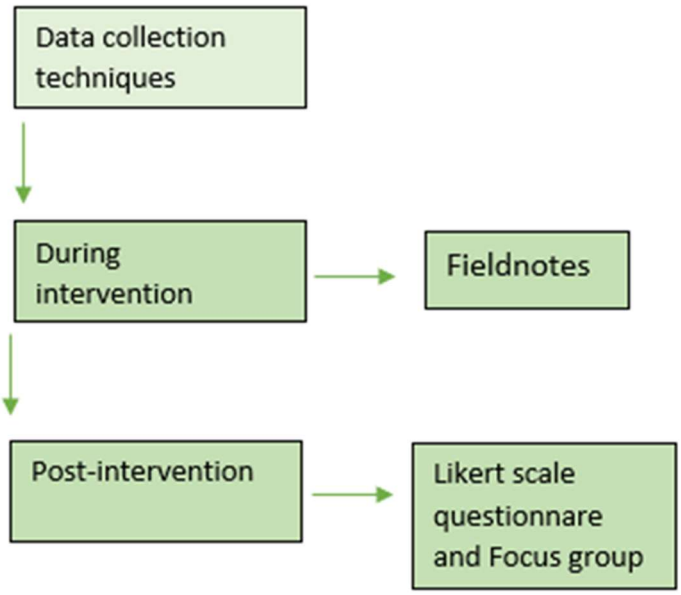
Date	Session	
September 29th	N°1 Introduction of action research.	Pre-intervention
October 14th	Aim 2: To diagnose students' pre-existing knowledge regarding the simple past tense structure. Link to Kahoot: https://n9.cl/hzsyz	During Intervention
October 17th	Aim 3: To introduce and facilitate the recognition of the affirmative structure of the past simple tense. Link to Kahoot: https://n9.cl/5gs4c6	During Intervention
October 21st	Aim 4: To differentiate between regular and	During Intervention

	irregular verbs in the simple past. Link to Kahoot: https://n9.cl/1diug	
October 24th	Aim 5: To enable students to apply the simple past correctly in communicative contexts.	During intervention
October 28th	Aim 6: To ensure mastery of the auxiliary verb did/didn't by identifying informative and interrogative sentences of the simple past tense Link to Kahoot: https://n9.cl/197re	During intervention
November 4th	Aim 7: To conduct likert-scale questionnaire	Post-intervention
November 7th	Aim 8: To conduct focus group.	Post-intervention

Source: Self-elaboration

3.4 Data Collection Instruments

Figure 1: *Data collection diagram*



Source: Self-elaboration.

To gather data for this study, three instruments were used: a focus group and a Likert Scale questionnaire (adapted from Tuan and Thanh, 2023), and a teacher's log, which were all three previously validated by two expert academics (See Appendix 6). The first one was implemented during the intervention, allowing the researchers to capture in-depth accounts of students' perceptions and challenges with Kahoot! sessions. A Likert scale was also implemented during the post-intervention stage; this instrument provided measurable and quantitative data on performance, ease of use, satisfaction, and motivation regarding game-based learning considering grammar activities. In addition to this, the data were recorded in a teacher's log by the teacher-resarcher, who conducted structured, consistent observations across all sessions in the study.

The systematic documentation supports the study's reflective nature, as Glennie, Charles, and Rice (2017) argued that structured records and a triangulated data collection method improve in reliability by allowing researchers to analyze quantitative and qualitative data information.

3.4.1 Focus Group

As mentioned by Then et al. (2014), “Focus groups are generally used to gather in-depth knowledge of individuals' attitudes, perceptions, beliefs, and opinions regarding a specific topic” (p.16). A focus group questionnaire was built to gather data about students’ perceptions within the sessions (*see Appendix 4*).

This discussion group was composed of six students from 9th grade and were formally invited to participate in the session through an assent letter.

For this focus group, six questions were established and organized for the purpose of exploring students’ reactions on recent curricular changes in the English classes. As well as their experiences and feelings while using Kahoot, their attitudes toward this game-based learning approach, and their preferences for integrating such tools into the academical future.

3.4.2 Likert Scale Questionnaire

A Likert scale was designed for this research (*see Appendix 5)*. This Likert scale considered four dimensions, comprising three statements each. 30 participants (students) responded using a five-point scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). This aligns with the claims of Joshi et al. (2015), since it allows participants to express their level of agreement with specific statements which collectively provide a comprehensive measure of their attitudes toward the research general topic which in this case is how works Kahoot!

3.4.3 Teachers log

Finally, to capture the progression of the intervention, a teacher's log was used (*see Appendix 6*). Which included session details, pre- and post-activity observations, and personal or extra notes, permitting the researcher to follow a consistent structure, producing an orderly observation separated into stages at different points during the session. Thus, in a teacher's log, we find a beneficial instrument that helps the researcher achieve the final aim: to explore students' attitudes and the class sequence. As van Merkerk (2017) states, logbooks are considered “a powerful qualitative research tool for capturing teachers’ personal reflections, beliefs, and experiences over time.

3.5 Data Analysis Techniques

The data collected in this action research facilitated the identification of patterns, schemes, and singularities, allowing the researchers to understand the complexity of the problem and provide a solution to it. To ensure reliability in the study, both qualitative and quantitative data information were collected during the sixth first interventions.

3.5.1 Likert scale

The quantitative information of this study relied on a Likert-scale questionnaire designed to explore students´ perceptions of Kahoot! in the EFL classroom when they learn grammar. Following the framework established by Williams and Johnson (2021), descriptive statistics are fundamental tools, which serve in a crucial role for characterizing samples and validating students' perceptions and their engagement. Such descriptive statistics were selected as the most appropriate method given the limited, non-randomized sample characteristics.

3.5.2 Focus group

Taking into account, the principles set by Braun and Clarke (2021), the qualitative data gathered from the focus group was processed using an inductive thematic analysis, which allowed themes to emerge organically from students' narratives. To analyze it in an effective way, the researchers read and re-read the transcripts to identify initial similar patterns, followed by a process of coding to highlight recurring ideas that were related to engagement, utility, and satisfaction. Given that the participants' proficiency level was A1-A2 considering what the MINEDUC mentions, the focus group was conducted in their native language with the aim of encouraging students to express themselves deeply. Consequently, the selected excerpts were translated into English for the presentation in this study.

3.5.3 Teacher’s log

As Kemmis, McTaggart, and Nixon (2014) claim, action research is inherently cyclical and reflective. Consistent with this methodology, a narrative approach serves as a fundamental analytical technique, converting the teacher-researcher's observations and reflections into interpretable data. This method included a chronological review of the log entries in order to identify the specific pedagogical decisions and the rationale behind the adjustments made during the implementation. By focusing on these narrative elements, this method moved beyond statistic data to reflect the dynamic classroom setting, serving to contextualize the quantitative results and reveal the causes behind variations in students´ engagement.

CHAPTER IV:
Findings

4. Findings

The following chapter presents the results obtained from the implementation of the instruments in action research interventions. The first three specific objectives consider at least one part (either dimension or question) of the Likert scale and Focus Group since these two instruments were designed to complement each other during the analysis and eventual findings in the students' responses.

4.1 Specific Objective 1: To analyze 9th-grade students' perceptions of the usefulness and ease of use of Kahoot in grammar learning.

4.1.1 Dimension 1: Performance and learning.

Likert Scale

In accordance with this dimension, three statements were made to collect students' perceptions in the use of Kahoot in grammar classes.

The bar graph illustrates students' responses to three statements related to how Kahoot influences their grammar learning and overall performance in English class. Overall, the graph shows a positive trend, as the categories *Strongly Agree* and *Agree* consistently receive the highest number of responses across all the three statements. This suggests that many students believe Kahoot supports their learning in some beneficial way.

For the first statement, *“Kahoot helps me learn English grammar better,”* most students chose *Agree*, which indicates a favorable perception of Kahoot’s impact on grammar learning. A similar pattern is highlighted in the second statement, where many students also agreed that Kahoot makes grammar exercises easier. However, both statements also show a noticeable number of *Neutral* and *Strongly Disagree* responses, exhibiting that not all students feel equally supported by the tool.

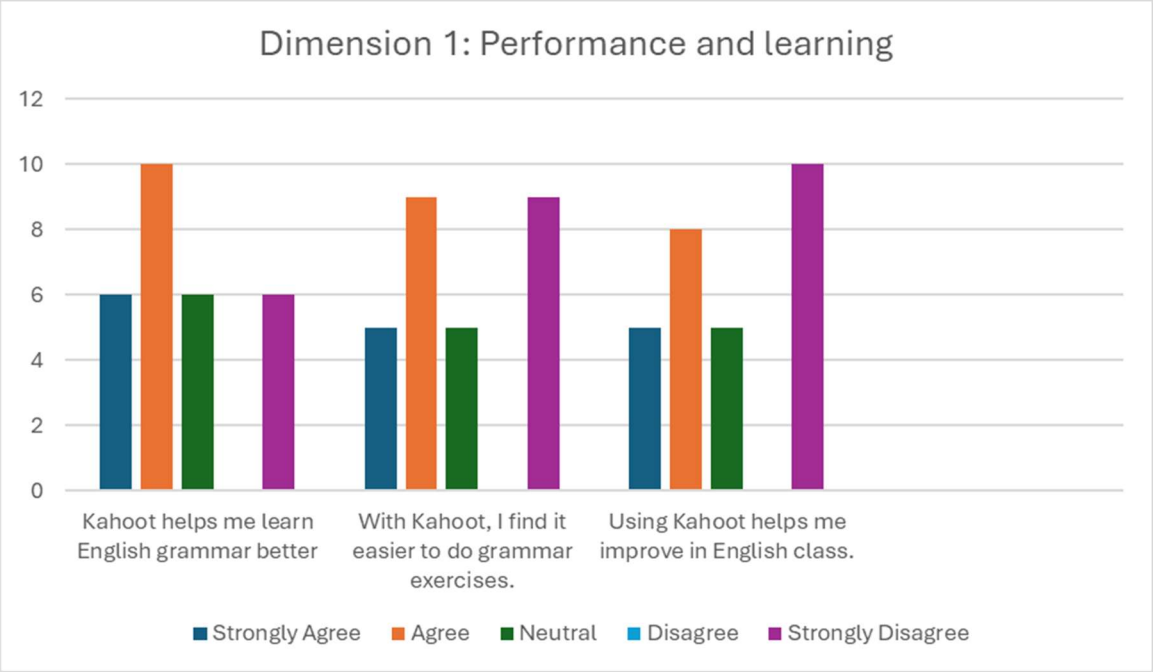
The third statement, *“Using Kahoot helps me improve in English class,”* follows the same overall trend, with *Agree* being one of the most selected options. However, this item displays the highest number of Strongly Disagree responses, indicating that a small group of students does not perceive Kahoot as contributing to their improvement in the subject.

Across all three statements, the number of *Disagree* responses is relatively low, while *Neutral* responses remain moderate. This indicates that while many students recognize the benefits of Kahoot, some remain unsure about its direct impact on their grammar performance.

In general, the bar graph reflects that students tend to view Kahoot positively, especially in terms of motivation and ease of use. However, the presence of disagreement and neutral responses shows that the tool may not meet the academic needs of every learner, highlighting some variation in how students experience Kahoot during grammar activities.

Figure 2:

Performance and Learning



Source: Self-elaboration

4.1.2 Dimension 2: Ease of use

Likert Scale

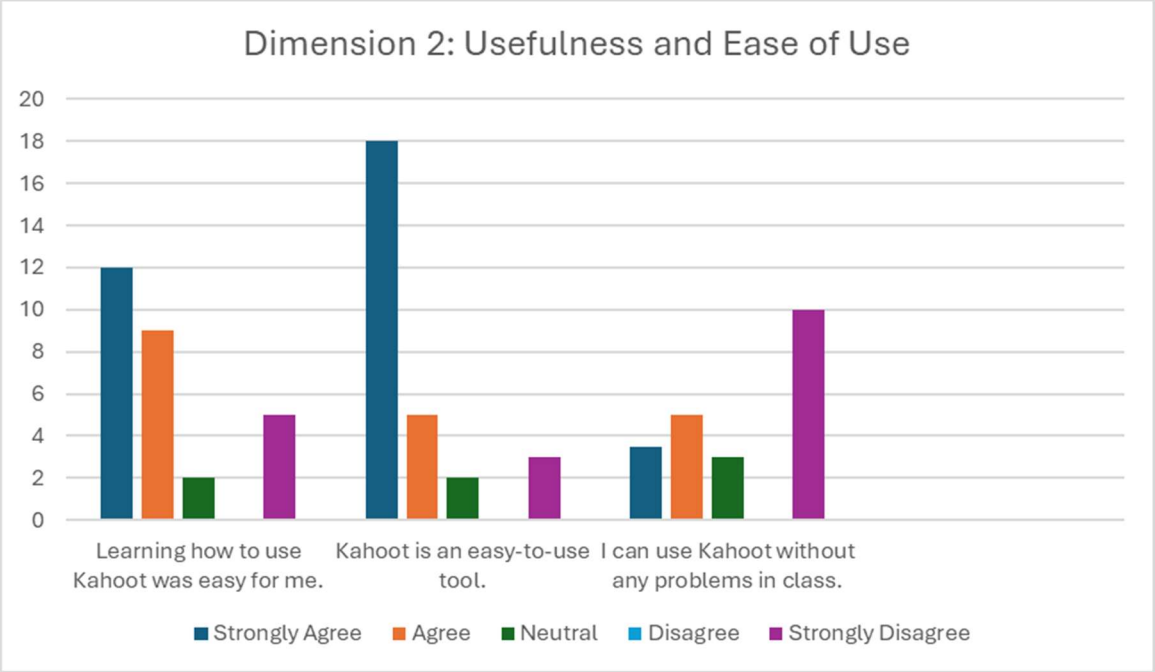
The bar graph for Dimension 2 shows that students have a highly positive perception of Kahoot in terms of how easy and practical it is to use. The most notorious responses across the first two statements are “Strongly Agree” and “Agree”. This indicates that most students found Kahoot! simple to learn and operate. The particularly high number of “*Strongly Agree”* responses in the second statement suggests that students consider Kahoot! as an intuitive and friendly learning tool.

However, the third statement reveals a mixed perception. Despite some students still select positive options, there is a noticeable increase in “Strongly Disagree” responses. This suggests that although students find Kahoot! easy to understand and navigate; they may experience technical or practical difficulties during classes, such as connectivity problems or device limitations.

Overall, the graph shows a clear positive trend: students generally view Kahoot as easy to use and helpful for classroom activities. At the same time, the distribution of responses highlights that ease of use does not always guarantee smooth performance in a real classroom setting. Despite this, the overall impression remains strongly favorable, showing that most students felt comfortable using Kahoot as part of their English lessons.

Figure 3:

Ease of use



Source: Self-elaboration

Focus group

Regarding the first specific objective, students indicated a strong consensus about the utility of Kahoot! for grammar acquisition. As shown in Table 3, participants value the tool for reinforcing grammatical recognition and its effectiveness as a revision tool. Furthermore, the "Ease of use" category received positive feedback, as students found the visual appeal and simple interface conducive to the learning experience.

Table 3: *Focus group questionnaire*

THEMES	SUB-THEMES	FREQUENCY	EXAMPLE
PERCEIVED USEFULNESS	Facilitation of grammar	5	Student 1: "From my experience... it helps me quite a lot to identify the grammar better, in that case it is easier to recognize.

	Learning vs. Boredom reduction	6	Student 4: “Besides learning we can take the opportunity to have a little fun and not make the classes so boring.”
	Feedback and error correction	4	Student 2: “In Kahoot!, you can see what was wrong and what was correct.”
PERCEIVED EASE OF USE	Interface and visual design	6	Student 4: “It is simple and eye-catching because of the colors.” Student 3: “It is easy to read and try to select the right answer”.

4.2 Specific Objective 2: To examine students' attitudes toward using Kahoot in grammar classes and their intention to continue using it for grammar practice.

4.2.1 Dimension 3: Motivation and attitude

The bar graph for Dimension 3 shows a strongly positive perception of Kahoot in terms of motivation and attitude. Across all three statements, "*Strongly Agree"* appears as the most frequent response, indicating that a large number of students genuinely enjoyed using Kahoot during English grammar classes.

The second statement *"Using Kahoot in class is fun"* has the highest number of "*Strongly Agree"* responses, suggesting that students see Kahoot! as an enjoyable activity game that adds excitement to the learning process. Similarly, many students strongly agree that they like using Kahoot! in English class, confirming that this tool creates a motivating atmosphere for most learners.

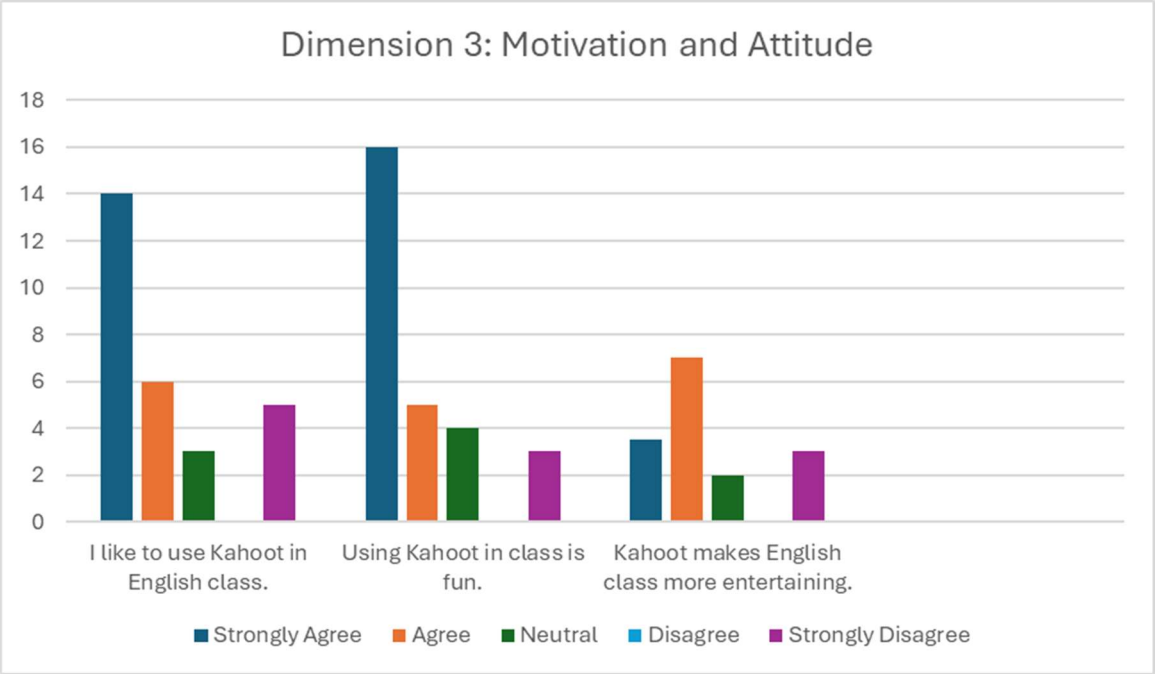
While the "*Agree"* responses also contribute to the positive trend, the number of *Neutral*, *Disagree*, and *Strongly Disagree* responses remains low. This shows that very few students felt unsure or negative about using Kahoot, further reinforcing its positive impact on classroom motivation.

The third statement, *"Kahoot makes English class more entertaining,"* shows a slightly more balanced distribution compared to the first two, with a noticeable presence of *Agree* responses. However, the overall focus remains positive, and disagreement levels conserved still low.

Overall, the graph clearly indicated that Kahoot has a strong motivational effect on students. It helps make English class more enjoyable and engaging, and most learners responded optimistic to its use. The consistently high number of *Strongly Agree* responses demonstrates that Kahoot is perceived not only as a useful tool but also as a fun and entertaining part of the grammar lessons.

Figure 4:

Motivation and attitude



Source: Self-elaboration

Focus group

For the second objective, the analysis revealed a strong positive attitude mostly driven by competitive motivation. Students reported that they were eager to pay attention during lessons to win later in the game. The positive reception reflected their desire to incorporate the tool into future lessons, ideally on a weekly basis.

Table 4: *Focus group questionnaire*

THEMES	SUB-THEMES	FREQUENCY	EXAMPLE
ATTITUDE TOWARD TECHNOLOGY	Motivation via competition	5	Student 6: “It gives motivation to pay attention in class because we wait for the kahoot, and we must know the content to be able to answer and win”.
	Stress reduction	4	Student 5: It is more relaxing that a normal class, it helps to relax from the stress.”
BEHAVIORAL INTENTION	Desire for routine integration	6	Student 6: “I would recommend it maybe weekly but not daily.”
	Recommendation to peers	6	Student 3: “I would recommend it. In fact, I recommended it to a cousin so that he could use it in his English classes.”

Source: Self-elaboration

4.3. Specific Objective 3: To identify students' levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning.

4.3.1 Dimension 4: Satisfaction and intention for future use

The bar graph for Dimension 4 shows students' overall satisfaction with Kahoot and their willingness to continue using it in the future. The pattern of responses is mostly positive, with *Strongly Agree* and *Agree* appearing frequently in the first two statements. This suggests that many students are satisfied with Kahoot and are open to its continued use in their English classes.

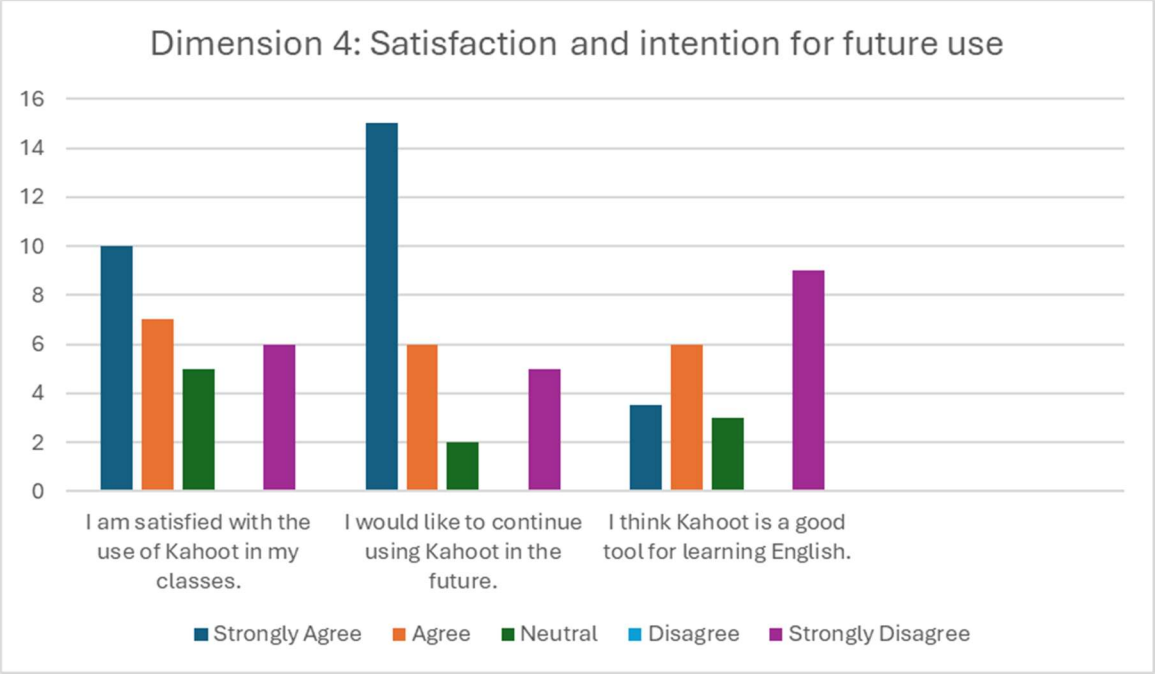
The first statement, *"I am satisfied with the use of Kahoot in my classes,"* shows a strong presence of *Strongly Agree* responses, followed closely by *Agree*. This indicates a generally high level of satisfaction in students. Although some students selected *Neutral* or *Strongly Disagree*, there are no more than 12 students and do not significantly affect the overall positive trend.

The second statement, *"I would like to continue using Kahoot in the future,"* shows a stronger positive response, with "*Strongly Agree"* being the most frequent response. This demonstrates clear interest in using the tool long-term and reflects that students find value in Kahoot! as part of their learning experience.

The third statement, *“I think Kahoot is a good tool for learning English,”* presents more mix of responses compared to the first two. While “*Agree”* remains one of the most selected categories, an outstanding number of students chose “*Strongly Disagree”*. This indicates that although many students view Kahoot! as beneficial, there is a significant group that doubts its effectiveness as a learning tool. The presence of *Neutral* and *Disagree* responses further shows that students held varied opinions about Kahoot’s ability to support English learning.

Figure 5:

Satisfaction and intention for future use



Source: Self-elaboration

Focus group

For the third objective, students expressed high levels of satisfaction, favoring this didactic approach over the monotony of traditional exercises. Nevertheless, technical barriers such as connectivity instability and device availability were the primary impediments; however, these challenges did not significantly diminish the student's enthusiasm

Table 5: *Focus group questionnaire*

THEMES	SUB-THEMES	FREQUENCY	EXAMPLE

SATISFACTION	Comparison to traditional methods	6	Student 3: “Traditional classes were just writing content all the time, Kahoot! Is much more didactic, I learn much more doing Kahoots.”
	Engagement and focus	5	Student 2: “You stay more attentive, since the questions are timed, you have to maintain your attention.”
CHALLENGES AND LIMITATIONS	Connectivity issues (Internet)	6	Student 1: “The only bad thing I would see is that some classrooms don’t have much internet, so it cuts the flow of the game a little.” Student 3: “It is easy to read and try to select the right answer

Self-elaboration

4.4 Specific objective: **To analyze the teacher-researcher's pedagogical experience, implementation challenges, and reflective adaptations during the integration of Kahoot for grammar learning.**

From the beginning of this intervention, the teacher-researcher kept a record of the procedure of each session on a teacher's log, to document any reflection and perception of the Kahoot! Activity. This process helped to keep an organized account of the events and results of each session.

The insights are categorized into three key areas: successes, challenges and limitations, and areas for improvement.

4.4.1 Successes

The most notable success was the integration of Kahoot! As a strong motivational anchor throughout the grammar unit. This was evident once the students voluntarily asked to play the game after the direct instruction phase; this indicated a positive transfer of attitude from the gamified tool to the content itself. Furthermore, the quick pedagogical adjustment from individual to competition to pair-work participation proved successful.

This adjustment eased the decline in motivation and fostered a collaborative environment, which allowed students with different proficiency levels to support one another. In addition, this change demonstrated the importance of adaptability in action research. The effectiveness of Kahoot! as a pedagogical strategy was showed through the sustained attention from students during the instructional phase of the content, specifically to perform better at the subsequent activity, proving that this tool is a powerful motivational anchor for learning grammar.

4.4.2 Challenges and limitations.

Although motivation was initially strong, a critical point observed in the early part of the process was the initial high motivation associated with Kahoot! which importunely, after two lessons it began to wane; this was directly influenced by the competitive structure inside the classroom, as the same students consistently dominated the scoreboard of the game, triggering a key pedagogical adjustment, where the researcher decided to

implement a pair-work dynamics. This shift successfully diversified the competitive nature of the game, fostering collaboration among the players.

Another but more logistical and technical challenge, involved the inconsistent performance of students' devices used to play the game as well as the unstable internet connection that the school offered, this caused brief interruptions or delays that in occasions, broke the flow of the activity.

4.4.3 Areas for improvement.

Based on the observed challenges documented in the narrative, three main areas for improvement emerge for future action cycles.

Firstly, to sustain motivation across the whole group, future implementations should diversify the gamified tools that go beyond standard points, integrating non-competitive features, such as personal progress tracking, alongside with sessions to appeal to different learning styles. Moreover, taking into consideration the decrease in motivation due to the same students winning on the Kahoot! activities, an important adjustment for future implementations would involve implementing strategic incentives, such as bonus class participation. This would consider every student that participates in the activity not only those who win, validating consistency and participation. Lastly, to create a more effective language acquisition, questions design should emphasize on practicing the productive use of the target structure instead of focusing on simple recognition of the structural part of grammar.

CHAPTER VI:

Discussions

5. Discussions

This chapter presents the findings obtained through the triangulation of the Likert scale, focus group, and teacher log. The following discussions are organized according to the four specific objectives of this action research.

5.1 Specific Objective 1: To analyze 9th-grade students' perceptions of the usefulness and ease of use of Kahoot in grammar learning.

The first objective for this action research aimed to analyze 9th students' perceptions of the usefulness and ease of use of Kahoot for grammar learning. The findings revealed that students highly agree with the statement that Kahoot facilitates the learning of English grammar reducing the complexity of said tasks.

As exhibited in the findings, the statement "Kahoot is an easy-to-use tool" showed the highest agreement in this dimension, with 18 students who selected "strongly agree". This allows to categorize students as "digital natives", as described by Kalogniannakis et al. (2021), allowing students to easily use the platform without any operational constraints.

On the other hand, regarding to the usefulness the results varied more in responses, driven by the item "Kahoot helps me learn English grammar better", which combined "agree" and "strongly agree" responses. However, a considerable minority contested "strongly disagree" when asked if the application helped them improving in class. This suggests that while students find the tool easy, a specific group does not consider it academically rigorous at all.

5.2 Specific Objective 2: To examine students' attitudes toward using Kahoot in grammar classes and their intention to continue using it for grammar practice.

In this objective, it is demonstrated to be one of the strongest findings of the study since students exhibit a highly positive attitude toward the use of Kahoot and approve the desire for continued implementation.

The qualitative data gathered provided positive foundations regarding the use of Kahoot! for Grammar learning and the student's perception towards using it in their everyday lessons. The primary finding presented high scores in each of the 3 Likert scale dimensions, acknowledging the significant effectiveness and usefulness of Kahoot! in creating a motivating and entertaining environment to learn, research by Zarzycka-Piskorz (2016), highlights the student's perception of Kahoot! as a fun and engaging teaching method that boosts their motivation towards learning grammar.

The secondary findings emerged from the qualitative depth of the focus group which was vividly corroborated by the third finding data gathered within the teacher's log, both of them documented observable surges in enthusiasm and participation with students voluntarily asking to play the game, and by the questionnaire of the focus group, where students consistently used terms such as "fun" and "entertaining" showing a motivational anchoring to the new content and its presentation. Finally, the strength of the motivational drive within student's perceptions along with the principles of game-based learning suggest that game-based format classes can, as Plass et al. (2015) notes, successfully lower anxiety barriers and foster the conditions for significant and meaningful learning.

5.3 Specific Objective 3: To identify students' levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning.

While Kahoot! demonstrates to be an useful tool for learning which shows a relevant effect in learning performance, this tool's effectiveness strongly relies on factors such as the school context and its implementation inside the classroom (Wang and Tahir, 2020), specially in Chilean classrooms, where it is well-known that EFL resources may be often limited and risky to implement if they are not perceived as directly contributing to overcoming major challenges (Barahona, 2016). Furthermore, the subtle decline in enthusiasm throughout was only linked to the game's highly competitive format, especially in students with lower levels who were often achieving the last positions, as well as other logistical and technical challenges such as unstable internet connections that the school offers to them or the inconsistency in students' devices.

In the same way, it is important to understand its limitations. First, the research was implemented within a single Chilean school with a specific group of 9th grade students (1ro Medio), which limits the generalization considering the findings to other educational contexts or age groups. Secondly, the teacher's log, while rich in qualitative detail, represents the perspective of a single practitioner-researcher, introducing the potential bias the researcher may have. Thirdly, the study measured perceptions and behaviors related to engagement but did not employ a pre-test to measure the direct causal impact of Kahoot! on long-term retention of grammar acquisition. The findings, therefore, speak to the future and experimental domain of learning and educating rather than to definitive cognitive gains.

5.4 Specific objective 4: **To analyze the teacher-researcher's pedagogical experience, implementation challenges, and reflective adaptations during the integration of Kahoot for grammar learning.**

In this objective, the teacher's log has offered a profound understanding of the pedagogical use of Kahoot. Therefore, there are some important ideas which arose in the final discussion. In terms of successes, it is important to highlight how Kahoot! served during the interventions as a motivation tool due to the attention from students evidently improved while they were waiting for playing the game. In addition, there exists an evident increase in engagement, considering that students reacted in a positive way, remained attentive and voluntarily requested for the continuation of Kahoot activities in the classrooom.

Furthermore, based on these findings and limitations, several outcomes for future research present themselves. A transforming direction would be a longitudinal study that investigates the long-term impact of regular Kahoot! use of grammar retention compared to other methods, research could focus specifically on differentiated implementation strategies, such as team mode or teacher-paced challenges, to empirically test which models most effectively reduce anxiety for lower-proficiency learners. Furthermore, a broader, mixed-methods study across a diverse range of Chilean schools and teachers could explore how socioeconomic factors and institutional resources mediate the successful integration of GBL tools like Kahoot! in the current EFL curriculum.

To sum up, it is conveyed that this study makes two essential contributions to the understanding of students' perception towards the use of Kahoot! in the Chilean EFL context. For the Chilean EFL teacher, this means moving beyond traditional practices integrating GBL tools as a simple "fun activity" and leveraging it strategically within a balanced, empathetic, and differentiated teaching practice that considers the diverse needs of every student in the classroom. The tool is a potent resource, but the onus remains on the educator to wield it wisely.

CHAPTER VI:

CONCLUSION

6. Conclusion

This study set out to explore how 11th grade EFL students perceived the use of Kahoot! as a gamified tool for Grammar learning in a Chilean Public school. Using an action research methodology, we decided on implementing several sessions using kahoot to teach students the simple past tense and then gather all students' opinions through a Likert-scale questionnaire, a Focus group, and the Teacher-researcher's own log. Across all four objectives, the findings finally converged in showing that learners broadly view Kahoot! as useful, easy to follow, and motivating grammar practice. Although perceptions of usefulness varied, ease of use remained consistently strong, and students expressed a notorious interest in making use of the tool in future lessons. Kahoot! contribution inside a classroom showed higher engagement, enjoyment, and the students' disposition to participate. Even though challenges such as problems with unstable connectivity, timed-question pressure and the competitive format occasionally affected students' performance. Teacher-researcher reflections further confirmed that Kahoot enhanced participative interaction inside the classroom, nevertheless, it required continual pedagogical adjustments, for instance, shifting between individual to pair-work to minimize anxiety levels. Overall, the project demonstrated that the tool can effectively function in a grammar lesson if when integrated it consists of flexibility and attention to classroom contexts.

6.1 Final Reflection

Taken together, the evidence suggests that Kahoot enriches grammar instruction by creating a more interactive, dynamic and student-centered environment, even though it is not possible to replace entirely the need for a reliable pedagogical guidance or resolve structural limitation struggles such as internet access, Its inspiring impact is significant yet not balance across every student, especially those who struggle with the competitiveness and fast-paced tasks. Nevertheless, trying to keep up students' engagement and interest is an ongoing challenge, particularly in the Chilean public school system. Such tools promote meaningful opportunities, also participation, and reshape students' attitudes between grammar and how it is learned. Ultimately, this study reinforces the idea that meaningful learning emerges when pedagogy,

technology, and student engagement intersect; and it is within that intersection that future EFL classrooms can be in constant growth.

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7. Appendix

7.1 Appendix 1: *Consent letter*

CONSENTIMIENTO INFORMADO
PADRES O APODERADOS

Proyecto de Investigación-Acción: Exploración de las percepciones de los estudiantes sobre Kahoot para la adquisición de gramática en el aula de EFL
Universidad San Sebastián

Estimado/a Apoderado/a:
Me dirijo a usted en mi calidad de Aylin Toledo, estudiante en práctica profesional de Pedagogía Media en inglés, desarrollando mi pasantía en el nivel de primero a segundo medio de este establecimiento educacional.
Se invita a su pupilo(a) a participar voluntariamente en un proyecto de investigación-acción que se llevará a cabo durante las clases de inglés. Antes de que tome una decisión, es fundamental que comprenda la naturaleza de la investigación y lo que implicará la participación de su pupilo/a.
Le solicito que se tome el tiempo necesario para leer cuidadosamente la siguiente información. Si tiene alguna duda o requiere clarificación adicional, le ruego consultarme antes de tomar una decisión, a fin de asegurar que su consentimiento sea completamente informado.
Antecedentes del Proyecto
El proyecto tiene como objetivo principal "Analizar las percepciones de los estudiantes de EFL sobre el uso de Kahoot como herramienta gamificada para el aprendizaje de gramática en el aula de EFL".
Los objetivos específicos de este estudio son:

1. Analizar la percepción de los estudiantes respecto a la utilidad y facilidad de uso de Kahoot en el aprendizaje de la gramática.

2. Examinar las actitudes de los estudiantes hacia el uso de Kahoot en las clases de gramática y su intención de continuar utilizándolo.
3. Explorar los niveles de satisfacción, así como las oportunidades y desafíos que los estudiantes asocian con la implementación de Kahoot para el aprendizaje de la gramatica

La participación de su pupilo/a es totalmente voluntaria y anónima.
Usted o su pupilo/a tienen la libertad de retirarse o rechazar la participación en el estudio en cualquier momento, sin necesidad de justificación y sin que esto implique consecuencia alguna.

Los resultados derivados de esta investigación-acción podrán ser difundidos a través de artículos en revistas académicas y/o en presentaciones públicas. En todas las circunstancias, la identidad de los participantes se mantendrá en estricto anonimato. Por lo tanto, no se utilizarán nombres reales, y se proporcionarán seudónimos cuando sea pertinente (por ejemplo, para el nombre de la escuela y los/as estudiantes).
Yo (su nombre completo) …….. autorizo a mi pupilo/a (nombre completo de su pupilo/a) …….. a participar del proyecto de investigación.

Concuerdo en que se entreviste a mi pupila/o Sí___ No___

_____ _____ _____
Nombre de participante Firma

Estudiante Nombre: Aylin Toledo
Universidad San Sebastián
Mail atoledof1@correo.uss.cl

12.2 Appendix 2: *Assent letter*

Asentimiento Participantes

Yo, _____, por medio del presente documento, expreso mi acuerdo y consentimiento para participar en el proyecto de investigación-acción denominado “Explorando las percepciones de los estudiantes sobre Kahoot para la adquisición de gramática en el aula EFL".

Los investigadores responsables de este proyecto son: son Aylin Toledo, Bastián Arriagada, Mathias Fuentealba, Felipe Salgado, estudiantes de Pedagogía Media en inglés de la facultad de Educación de la universidad San Sebastián. El estudio se realiza bajo la supervisión de la Dra. Angie Quintanilla, académica de la Universidad San Sebastián, y este proyecto corresponde al programa “Research Project” de la mencionada carrera.

El **objetivo general** de este estudio es “Analizar las percepciones de los estudiantes de EFL sobre el uso de Kahoot como herramienta gamificada para el aprendizaje de gramática en el aula de EFL”.

Los objetivos específicos de este estudio son:

1. Analizar la percepción de los estudiantes sobre la utilidad y facilidad de uso de Kahoot en el aprendizaje de la gramática.

2. Examinar las actitudes de los estudiantes hacia el uso de Kahoot en las clases de gramática y su intención de seguir utilizándolo.

3. Explorar los niveles de satisfacción de los estudiantes, así como las oportunidades y retos que se asocian con el uso de Kahoot para el aprendizaje de gramática.

Metodología y participación.
Se prevé que la participación en este estudio de investigación-acción tenga una duración máxima de 7 sesiones.
La intervención consiste en recopilar información sobre la percepción de los estudiantes al utilizar Kahoot mientras aprenden la gramática del idioma. Se realizarán sesiones de recopilación de datos durante y posteriores a la intervención, destinadas a examinar, explorar e identificar los resultados en relación con el uso del inglés.
Los instrumentos de recopilación de datos que se utilizarán son: rúbricas analíticas (para las sesiones durante y post-intervención), una escala de Likert, entrevista grupal (focus group), y notas de campo.

Entiendo que firmando este documento:

- Mi participación es completamente voluntaria y anónima.
- Tengo la libertad de retirarme o rechazar mi participación en cualquier momento, sin necesidad de justificación y sin que esto conlleve consecuencias de ningún tipo.
- Esta investigación no conlleva ningún tipo de riesgo o costo para mí como participante.
- La información y los datos recopilados serán tratados bajo estricta confidencialidad. La investigadora responsable, Aylin Toledo Fica, guardará los datos en formato virtual y los almacenará en carpetas protegidas con claves secretas, manejadas únicamente por ella. Los datos serán utilizados exclusivamente para la presente investigación.
- La información recogida podría ser utilizada en artículos de revistas académicas y/o en un libro, así como en presentaciones públicas de los resultados de investigación, siempre resguardando el anonimato y la confidencialidad acordada con los participantes.

Marca con una X

Concuerdo con participar en el proyecto de investigación-acción:
Sí____No____

_____
Nombre de participante Firma

Fecha:

Investigador Responsable
Aylin Toledo
Tesista de Pedagogía Media en inglés, Universidad San Sebastián
Email: atoledof1@correo.uss.cl

12.3 Appendix 3: *Validation letter for Focus group and Likert scale*

Dear Academic,

As part of the requirements of the Pre-Grade Programme “Pedagogía en Educación Media en Inglés”, We are currently developing an action research project. This type of research allows us to investigate issues in our teaching practice and to reflect on them in order to achieve improvements, meaningful contributions, and a deeper understanding of our pedagogical reality. In this regard, data collection and the validation of instruments are essential to ensure the accuracy and reliability of the findings. For this reason, we kindly request your assistance in reviewing the instruments that will be used in this study.

The main objective of this research is to analyze EFL students’ perceptions of the use of Kahoot as a gamified tool for grammar learning in the EFL classroom. To address this, two instruments will be employed: a Likert scale questionnaire and a focus group discussion.

The research question guiding this project is:

“***What are EFL students’ perceptions of 1do Medio from Colegio using Kahoot for grammar learning in the classroom?***”

The specific objectives are:

1. *To analyze students’ perceptions of the usefulness and ease of use of Kahoot in grammar learning.*

2. *To examine students’ attitudes toward using Kahoot in grammar classes and their intention to continue using it.*

3. *To explore students’ levels of satisfaction, as well as the opportunities and challenges they associate with the use of Kahoot for grammar learning.*

We would be very grateful if you could review the attached instruments and provide your expert feedback regarding their clarity, appropriateness, and validity, for that reason we developed a Likert scale and a Focus Group. Noteworthy, there is a Validation rubric in which you can express your thoughts on any aspect of the instruments; We really appreciate your sincerity.

Thank you very much for your valuable time and cooperation.

Sincerely,

Bastián Arriagada, Aylin Toledo, Felipe Salgado & Matías Fuentealba

Likert Scale For Students

Lea los ítems presentados a continuación y marque con una X el cuadrado que más se adecue a tu nivel de satisfacción y comprensión al usar Kahoot como medio para aprender Inglés.

ENFOQUE	ÍTEMS	Muy desacuerdo 1	En Desacuerdo 2	Neutro 3	De acuerdo 4	Muy de acuerdo 5
RENDIMIENTO Y APRENDIZAJE	Kahoot me ayuda a aprender mejor la gramática en inglés.					
	Con Kahoot, me resulta más fácil hacer ejercicios de gramática.					
	Usar Kahoot me ayuda a mejorar en la clase de inglés.					
FACILIDAD DE USO	Aprender a usar Kahoot fue fácil para mí.					
	Kahoot es una herramienta fácil de usar.					
	Puedo usar Kahoot sin problemas en clase.					

	Me gusta usar Kahoot en la clase de inglés.					
MOTIVACIÓN Y ACTITUD	**Usar Kahoot en clase es divertido.**					
	Kahoot hace que la clase de inglés sea más entretenida.					
	Estoy satisfecho con el uso de Kahoot en mis clases.					
SATISFACCIÓN E INTERACCIÓN FUTURA	**Me gustaría seguir usando Kahoot en el futuro.**					
	Creo que Kahoot es una buena herramienta para aprender inglés.					

In the following page you will find the Validation Rubric for this Likert Scale, please feel free to note and comment any improvement or error you may find.

Thanks!

Analytic Rubric For "Likert Scale" Validation Checklist

Criteria	1. Poor	2. Limited	3. Fair	4. Good	5. Excellent
Relevance of Items	Items are irrelevant to the construct.	Few items are relevant.	Some items are only loosely related.	Most items are relevant.	The items are directly related to attitudes toward Kahoot in English learning.
Coverage of Dimensions	Very limited scope.	Major gaps in coverage.	Some important dimensions are missing.	Most dimensions covered, minor gaps.	The questionnaire covers all key dimensions (learning, usability, motivation, satisfaction, future use).
Length of Instrument	Unusable due to excessive length.	Too lengthy, risk of fatigue.	Some redundancy.	Slightly long but acceptable.	Short, manageable (10–15 items).
Ease of Administration	Very impractical.	Hard to administer.	Some difficulties.	Easy with minor issues.	Very easy to implement in class (paper/digital).
Wording	Most items are confusing.	Several items are vague/ambiguous.	Some items may cause	Mostly clear, with minor	Items are clear, simple, and easily

			confusion.	complexity.	understood by students.

NOTES: **__24__ / 25 POINTS**

COMMENTS:

Do the students know what exactly “grammar” means and what it involves within the English class? It is important that you make sure about this, otherwise their answers may not be directly related to “grammar”.

FOCUS GROUP

Preguntas	Objetivo de la pregunta	Respuestas
¿Crees que Kahoot es útil en tu clase de gramática? ¿Por qué sí o por qué no?	Identificar percepciones sobre la efectividad de Kahoot en el aprendizaje gramatical.	
¿Crees que Kahoot es fácil de usar en tu clase de	Explorar la experiencia del estudiante respecto a la usabilidad de Kahoot.	

gramática? ¿Por qué sí o por qué no?		
¿Tienes una actitud positiva hacia el uso de Kahoot en tu clase de gramática? ¿Por qué sí o por qué no?	Evaluar la disposición emocional y motivacional hacia Kahoot.	
¿Apoyarás el uso de Kahoot en tu clase de gramática en el futuro?	Identificar la intención de continuar utilizando la herramienta.	
¿Cuáles son las tres ventajas principales de usar Kahoot en tu clase de gramática?	Reconocer beneficios específicos desde la perspectiva de los estudiantes.	

¿Cuáles son las tres desventajas o retos principales de usar Kahoot en tu clase de gramática?	Identificar limitaciones o dificultades relacionadas con el uso de Kahoot.	

In the following page you will find the Validation Rubric for this Questionnaire in the Focus Group Phase, please feel free to note and comment any improvement or error you may find.

Thanks!

Analytic Rubric For "Focus Group" Validation Checklist

Criteria	1. Poor	2. Limited	3. Fair	4. Good	5. Excellent
Clarity of the statement	The item is confusing, ambiguous, or difficult to understand.	The item is mostly unclear, with limited precision.	The item is understandable, but wording could be improved.	The item is clear and easy to understand, with minor improvements possible.	The item is completely clear, precise, and easy to understand.
Cohesion and relevance	The item is not related to the construct being measured.	The item shows little relevance or limited connection.	The item is related, but somewhat dispersed.	The item is mostly relevant and cohesive with the questionnaire's goals.	The item is fully relevant and cohesive with the questionnaire´s goals.
	The item is redundant, lengthy, or	The item is somewhat inefficient	The item fulfills its purpose, though with	The item is efficient and conveys the idea with	The item expresses the idea briefly,

Efficiency of the statement	not functional.	or partially redundant.	some redundancy.	minor redundancies	directly and efficiently.
Convenience of the formulation	The item is not suitable for the students' context.	The item is barely suitable, with low contextual fit.	The item is moderately suitable, but could be better adapted.	The item is mostly suitable and appropriate for the context.	The item is fully appropriate to the level and context of application.
Relevance to the research objective	The item does not provide significant information.	The item provides limited or superficial information.	The item provides partial information.	The item provides relevant information, though not fully comprehensive.	The item provides central and valuable information for the research aim.

NOTES: **_25___ / 25 POINTS**

COMMENTS:

How many students will take part in this focus group? Will you conduct only 1 focus group? Or a few? It is important to take into consideration the number of participants, if the group is small, their answers may not be as detailed as you need them and this will not work as a conversation, but as an interview.

Validation approved by Mister Felipe Soto, academic from Universidad San Sebastián.

Analytic Rubric For "Likert Scale" Validation Checklist

Criteria	1. Poor	2. Limited	3. Fair	4. Good	5. Excellent
Relevance of Items	Items are irrelevant to the construct.	Few items are relevant.	Some items are only loosely related.	Most items are relevant.	The items are directly related to attitudes toward Kahoot in English learning.
Coverage of Dimensions	Very limited scope.	Major gaps in coverage.	Some important dimensions are missing.	Most dimensions covered, minor gaps.	The questionnaire covers all key dimensions (learning, usability, motivation, satisfaction, future use).
Length of Instrument	Unusable due to excessive length.	Too lengthy, risk of fatigue.	Some redundancy.	Slightly long but acceptable.	Short, manageable (10–15 items).
Ease of Administration	Very impractical.	Hard to administer.	Some difficulties.	Easy with minor issues.	Very easy to implement in class (paper/digital).
Wording	Most items are confusing.	Several items are vague/ambiguous.	Some items may cause confusion.	Mostly clear, with minor complexity.	Items are clear, simple, and easily understood by students.

NOTES: No comments to add. 25 **/ 25 POINTS**

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Analytic Rubric For "Focus Group" Validation Checklist

Criteria	1. Poor	2. Limited	3. Fair	4. Good	5. Excellent
Clarity of the statement	The item is confusing, ambiguous, or difficult to understand.	The item is mostly unclear, with limited precision.	The item is understandable, but wording could be improved.	The item is clear and easy to understand, with minor improvements possible.	The item is completely clear, precise, and easy to understand.
Cohesion and relevance	The item is not related to the construct being measured.	The item shows little relevance or limited connection.	The item is related, but somewhat dispersed.	The item is mostly relevant and cohesive with the questionnaire's goals.	The item is fully relevant and cohesive with the questionnaire´s goals.
Efficiency of the statement	The item is redundant, lengthy, or not functional.	The item is somewhat inefficient or partially redundant.	The item fulfills its purpose, though with some redundancy.	The item is efficient and conveys the idea with minor redundancies	The item expresses the idea briefly, directly and efficiently.
Convenience of the formulation	The item is not suitable for the students' context.	The item is barely suitable, with low contextual fit.	The item is moderately suitable, but could be better adapted.	The item is mostly suitable and appropriate for the context.	The item is fully appropriate to the level and context of application.
Relevance to the research objective	The item does not provide significant information.	The item provides limited or superficial information.	The item provides partial information.	The item provides relevant information, though not fully comprehensive.	The item provides central and valuable information for the research aim.

NOTES: No comments to add.

25 / 25 POINTS

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Camila Díaz
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Source: Validation approved by Miss Camila DÍaz, academic from Universidad San Sebastián, sede Concepción.

12.4 Appendix 4: *Focus Group*

Preguntas	Objetivo de la pregunta	Respuestas
¿Crees que Kahoot es útil en tu clase de gramática? ¿Por qué sí o por qué no?	Identificar percepciones sobre la efectividad de Kahoot en el aprendizaje gramatical.	
¿Crees que Kahoot es fácil de usar en tu clase de gramática? ¿Por qué sí o por qué no?	Explorar la experiencia del estudiante respecto a la usabilidad de la herramienta.	
¿Tienes una actitud positiva hacia el uso de Kahoot en tu clase de gramática? ¿Por qué sí o por qué no?	Evaluar la disposición emocional y motivacional hacia Kahoot.	

¿Apoyarás el uso de Kahoot en tu clase de gramática en el futuro?	Identificar la intención de continuar utilizando la herramienta.	
¿Cuáles son las tres ventajas principales de usar Kahoot en tu clase de gramática?	Reconocer beneficios específicos desde la perspectiva de los estudiantes.	

Cuáles son las tres desventajas o retos principales de usar Kahoot en tu clase de gramática?	Identificar limitaciones o dificultades relacionadas con el uso de Kahoot.	

Source: Self-elaboration

12.5 Appendix 5: *Likert scale questionnaire*

ENFOQUE	ÍTEMS	Muy desacuerdo 1	En Desacuerdo 2	Neutro 3	De acuerdo 4	Muy de acuerdo 5
RENDIMIENTOY APRENDIZAJE	Kahoot me ayuda a aprender mejor la gramática en inglés.					
	Con Kahoot, me resulta más fácil hacer ejercicios de gramática.					
	Usar Kahoot me ayuda a mejorar en la clase de inglés.					
	Aprender a usar Kahoot fue fácil para mí.					
	Kahoot es una herramienta fácil de usar.					

FACILIDAD DE USO	**Puedo usar Kahoot sin problemas en clase.**					
MOTIVACIÓNY ACTITUD	**Me gusta usar Kahoot en la clase de inglés.**					

Source: Adaptation from Tuan and Tanh

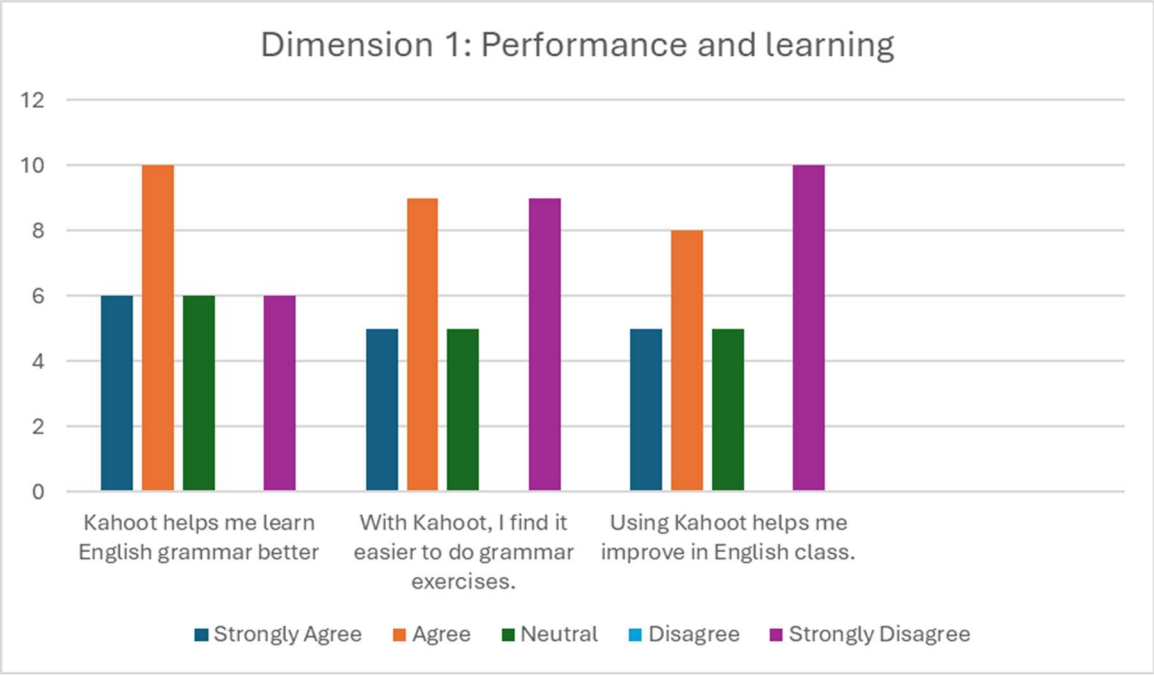
Appendix 6: *Teacher´s log*

Teacher's Log			
Date		**# of Participants**	
Session		**Length of the Session**	

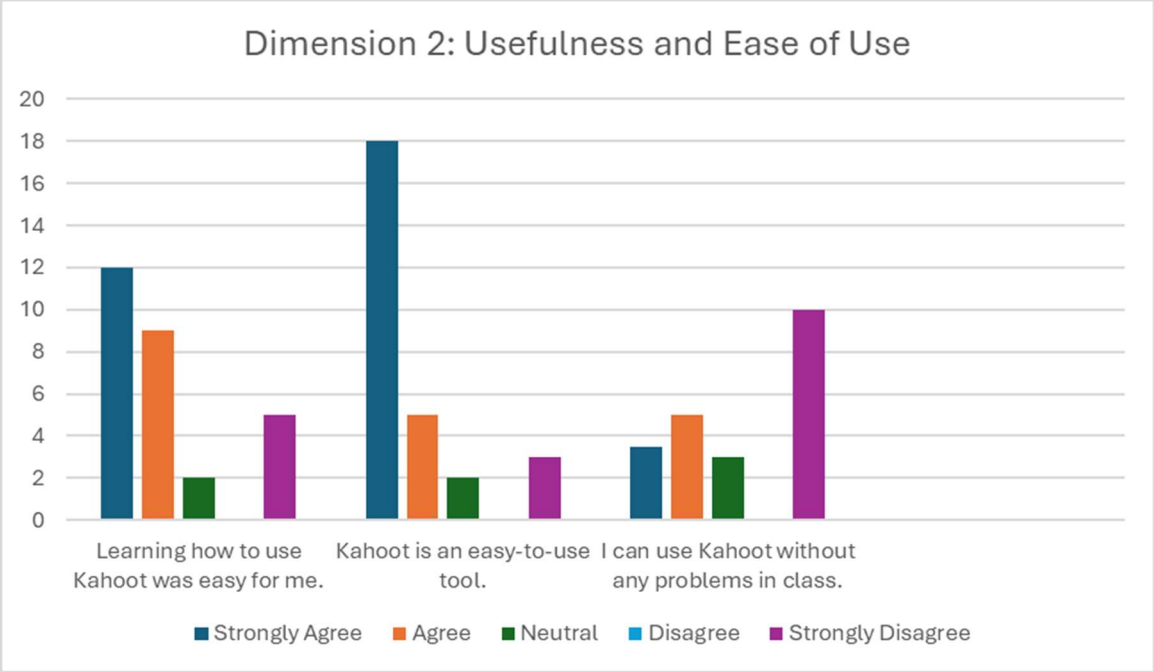
Content of the Session	
Observations (Pre Activity)	**Observations (Post Activity)**
Summary	

Personal and extra notes:

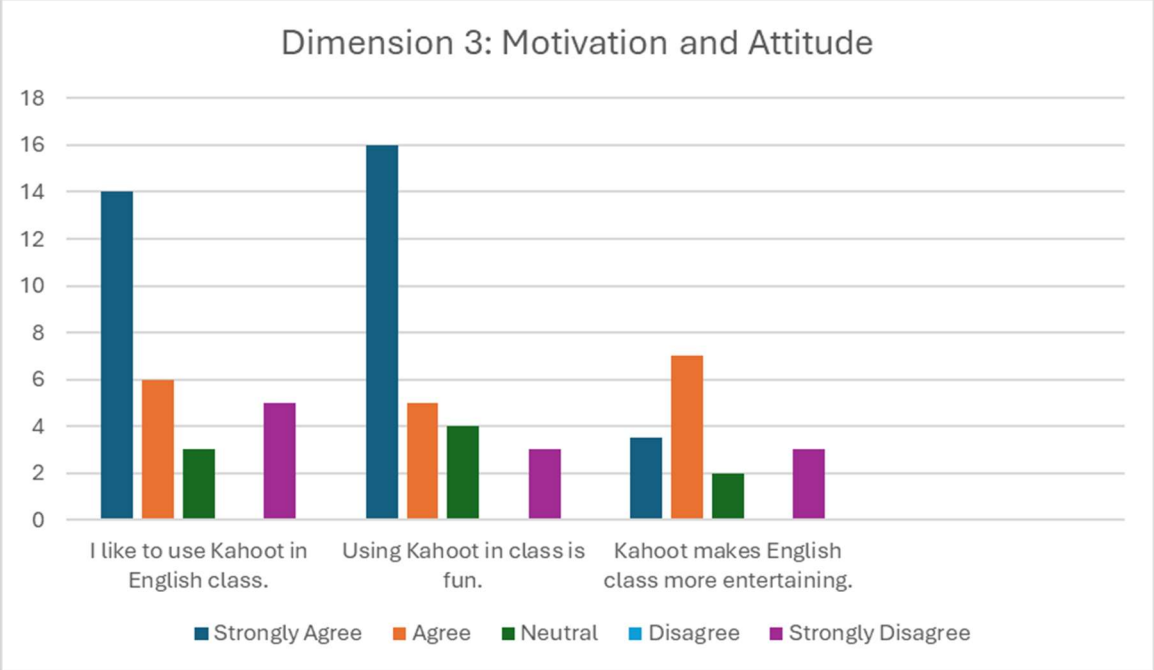
12.7 Appendix 7 Figure 2: Dimension 1 Liket scale answers



12.8 Appendix 8 Figure 3: Dimension 2 Likert scale answers



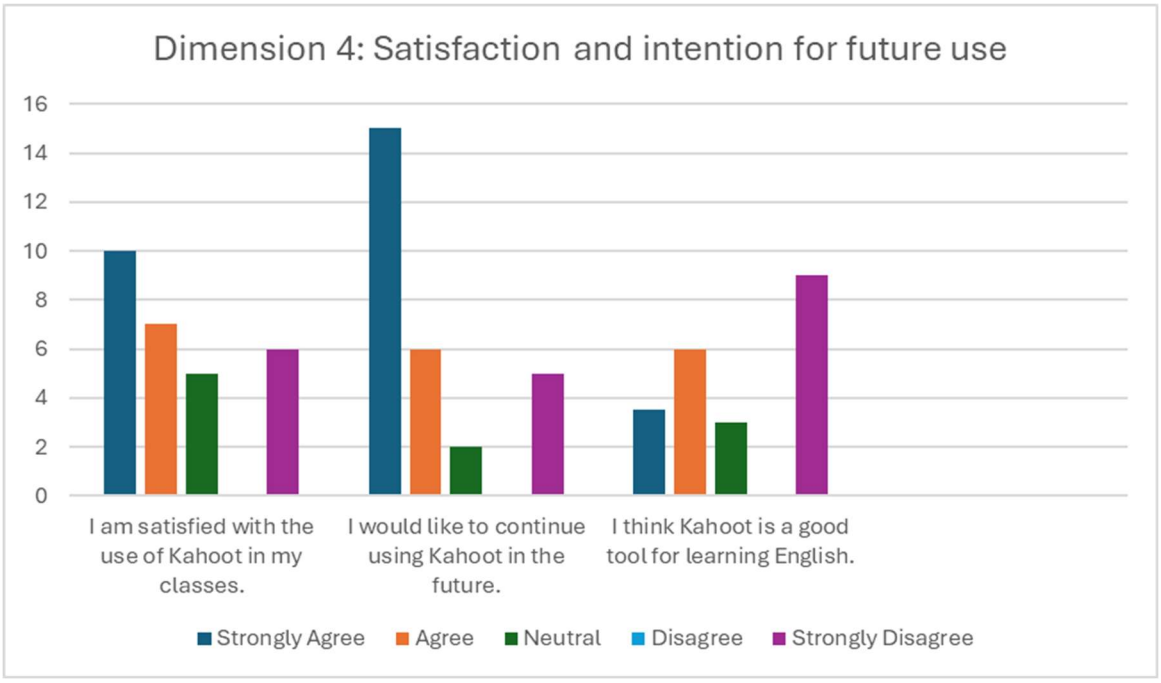
12.9 Appendix 9 Figure 4: Dimension 3 Likert scale answers



12.10 Appendix 10 Table: Frequency of answers Likert scale

Themes	Sub-Themes	Frequency	Example
Enhanced engagement and classroom environment.	Enjoyment and increased interest	5	
	Higher Participation and attention	3	Student 1: “We are eager to pay attention in class so that later we have better performance at the game”. Student 3: “It keeps you concentrated”
	Positive competitive and social dynamics	4	
	More relaxed and comfortable learning atmosphere	4	Student 2: “Losing is not demotivating because nothing bad happens if you don’t win”.
Positive attitude toward continued and improved use.	Motivation to continue using Kahoot	5	Student 5: “It helps me to easily identify the grammar”
	Perceived effectiveness for grammar learning	5	Student 4: “I would like to keep playing Kahoot in my English classes since it makes it way more engaging”.
	Shift in perception of English class Desire for improvements and added features	5	

12.11 Appendix 11 Figure 7: Dimension 4 Likert scale answers


Dimension 4: Satisfaction and intention for future use
16
14
12
10
8
6
4
2
0
I am satisfied with the use of Kahoot in my classes.
I would like to continue using Kahoot in the future.
I think Kahoot is a good tool for learning English.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree