



UNIVERSIDAD DE CONCEPCIÓN
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Implementing Kahoot for increasing EFL university students' participation in class

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Alan Jara Díaz
Concepción-Chile

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Profesoras Guía: Dra. Angie Neira Martínez
Mg. Nataly Telles Quezada

Universidad de Concepción

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ABSTRACT

This Action Research study aims to explore the effects of Kahoot on students' participation levels. The participants are eight students from the Biotechnology program in a Chilean university located in Los Angeles. During three sessions, students worked with Kahoot at different times during the lesson to observe if Kahoot improved the student participation ratio. To collect the results of the intervention, a Likert scale, a checklist, and a semi-structured interview were used. The findings showed that students increased their levels of participation in all aspects of participation presented in this study, especially students working at the end of the class with Kahoot! Therefore, it can be concluded that the use of Kahoot contributed to the increasement of students' aspects of participation.

Keywords: Participation, Kahoot, EFL,

RESUMEN

Este estudio de Investigación Acción tiene como objetivo explorar los efectos de Kahoot en los niveles de participación de los estudiantes. Los participantes son ocho estudiantes de la carrera de Biotecnología de una universidad chilena ubicada en Los Ángeles. Durante tres sesiones, los estudiantes trabajaron con Kahoot en diferentes momentos durante la clase para observar si Kahoot mejoraba la tasa de participación de los estudiantes. Para recoger los resultados de la intervención se utilizó una escala de Likert, una lista de cotejo y una entrevista semiestructurada. Los hallazgos mostraron que los estudiantes aumentaron sus niveles de participación en todos los aspectos de participación presentados en este estudio, especialmente los estudiantes que trabajaban al final de la clase con Kahoot. Por lo tanto, se puede concluir que el uso de Kahoot contribuyó al aumento de los aspectos de participación de los estudiantes.

Palabras clave: Participación, Herramientas TIC, Kahoot

Chapter I: Introduction

1.1 Background Information

Since the pandemic, plenty of students have found very difficult to be engaged in the classroom, especially in English classes, since learning another language may negatively affect the students' feelings, inhibiting all types of participation in the classroom. Additionally, there are other types of inhibitors that may affect the students' performance in the English classes such as shyness or external factors that may affect the students. A study conducted by Ahmed (2015) states that depending on the external factor of the students, learning a second language may lead to resentment of the students. For instance, academic pressure can result in minimal internal motivation and overall, to a negative attitude towards the language. However, participation is essential since it helps to improve skills such as speaking. Therefore, teachers should enhance motivation and participation of the students through different means and techniques, and teachers should also know their educational context to choose the best option to improve participation.

Participation could include many aspects, such as talking in classes, students raising their hands, or talking among themselves in L2 inside the classroom. Since the term participation is broad, we must define in which manner the assessment of students' participation will be presented.

This study is conducted in an EFL university students located in Los Angeles, Chile. The students are from the Bio-technology program, in which English is a mandatory subject. The participants were at English III level according to the platform English Online used at university. That would be approximately an A2-B1 level of English, according to the CEFR.

1.2 Problem Identification

Through classroom observation and summative assessment, it was possible to observe that students had a solid base in English. However, according to the students' comments, the motivation and engagement in the class were low last year because of the pandemic. In addition, some students commented that they felt that learning and participation were hindered because of online courses. Finally, students felt that learning through the means of online classes was not the best option for them as they thought that classes were boring, repetitive, and unstable sometimes because of connectivity issues.

The low participation of the students last year was a problem since that year students had only online classes. The sudden change from online to on-site classes might affect their participation in the classroom. In the first class, the participation ratio was very low since the students were working with the institutional app that they were using the previous year. Accordingly to the students' comments, they thought that we were going to work with the same app during the entire semester and that hindered their participation level in the first class.

To improve motivation, engagement, and, most importantly, participation, I decided to use Kahoot in the classroom. Kahoot is a game-based learning platform that is easy to manage both as a teacher and a student. This platform includes many options, including creating, sharing, and playing learning games or trivia quizzes in minutes. This platform is recommended to be used in a group setting. The age recommended is according to the type of activities you are going to assess with the students. For those reasons, students felt very comfortable when working with Kahoot.

The reception of this decision by the students was positive because they were used to work with this tool, so their use was easy to learn. In conclusion, the decision to work with Kahoot was based on the studies that supports that the use of ICT tools and specially Kahoot will enhance the students' participation levels and improve their English levels. Therefore, this Action research focused throughout the weeks of implementation on working with Kahoot in different sessions and on observing any sign of participation improvement in the students during the course of the implementation of the strategy.

Research Question

How does the use of Kahoot contribute to the increase of students' participation in EFL in university students?

Aims

General objective

To explore the contribution of Kahoot to increase undergraduate students' level of participation

Specific objectives

SO1: To describe undergraduate students' levels of participation during the intervention

SO2: To Identify the learner's perception towards Kahoot in the intervention.

Chapter II: Theoretical Framework

2.1 Participation in EFL classes

During the regular flow of any English class, there are some critical aspects that an English teacher should consider when planning their lessons. One of the most important concepts when planning a course is how to attract the students' attention and, most importantly, how to make our students participate in our English classes. This question should be addressed with seriousness because there are several points to consider when assessing participation in an English class. The age of students, the materials used in class, and the class objectives must be considered.

In this respect, Farnaz Baktash & Azizeh Chalak (2015) stated, "Oral participation provides the opportunity for students to prove themselves as active members of the classroom and improve their language abilities. However, students' nonparticipation in the classroom impedes second language teaching." (p.1). The authors highlight the idea that without the active participation of the students, the acquisition of a second language would be challenging; however, at the same time, teachers should also take into consideration the internal factors that affect students, for instance, anxiety, inability to articulate and extreme shyness. The authors considered participation as the oral interaction among classmates and/or interaction between teacher and students.

In addition, we must consider the type of activities and the different types of responses of the students. Some of these responses could be classified as participation and others could not. For instance, in his study, Caicedo (2015) ranked some of his students' reactions to his teaching activities. Some of the activities that received the most responses in English were Oral instruction and/or explanation in the L1 then students answered in the language they felt most comfortable and the teacher giving instructions and students following the instruction. On the contrary, the activities that receive the least participation ratio were writing production activities. The conclusion of this study is interesting to note: most Latin-American students decided to respond in L1 or L2 according to their confidence in their level of English. In addition, the receptive skills were the ones in which participation was less observed in contrast to the productive skills.

Nowadays, students and teachers use different technological gadgets in order to help us make the classroom more comfortable for everyone. The use of technological devices can help students to increase their participation levels. There are some studies which observed if teachers can use these technological devices to boost students' engagement and participation in the classroom. For example, Cakrawati (2017) concluded that students showed, in the form of participation, a great response to the learning platforms. According to the study, the more user-friendly the learning platform is, the more participation the students will show. However, it also depends on the type of activities created to observe student participation. Hence, the author recommended thinking carefully about the type of activities a teacher wanted to create before working on learning platforms on the internet.

Class participation involves plenty of choices for us teachers to consider when planning our classes. For instance, Activities that taught all the different types of students, the age of our students, and their disposition towards learning a second language.

Since the term participation is very broad, in this action research it was described throughout different signs of participation that students may showed during class time.

2.1.1 Signs of participation

The followings signs of participation were all taken into consideration for the action research. In order to gain more insight about the broad term which is participation.

The first aspect of participation considered is students raising their hand. Böheim (2020) explained that hand-raising is the first sign of participation that a student used that may lead to verbal implications. Hand raising is considered as a valid indicator of behavioral engagement. In addition, it is considered this action of raising the hand as intrinsic motivation that can lead to a verbal communication between teacher and students as well as to a direct interaction among students in the classroom. The results of the study explained “students who raise their hands more often, report more cognitive strategy use and obtain higher academic achievement. Moreover, findings indicate that hand-raising is responsive to perceived teacher emotional support and that it serves as a mediator between this contextual factor and academic achievement” (p. 4)

The second aspect of consideration was students participating in the discussion of the class. Han (2007) stated that class discussion is one of the signs of active participation which is more difficult for the students than other signs of participation. Students believed that class participation is difficult because they have to share their opinion and feelings towards a certain topic and the teacher or even their classmates would think that their opinion is wrong or they speaking abilities would be not enough to express themselves in English. This is because the moment a student is working is class discussion, the student must know about the topic of the discussion. According to the author, “Preparation for required speaking involvement in the classroom is much longer and complex for the EFL students. Oral participation and the contribution of ideas involve not only information to be disseminated, but diligent practice for presenting the contribution in an easily understood oral manner” (p. 9). The results of this study yielded that there was low participation in class discussion involving large group class discussion. In contrast to small group class discussion which had more participation among students. However, it is important to mention that students must be prepared to face class discussion in terms of acquiring the knowledge to face class discussion in order to participate actively. Because “L2 students’ lack of English proficiency inhibits class discussion participation” (p. 9)

The following aspect of participation is students answering questionnaires. The types of questionnaires used is through Kahoot, since Kahoot had this set of questions according to the topic of the class. According to Licorish (2018), by using this type of online platforms, students feel more engaged in classes. By making students engaged on the activities, their participation increases as well as their performance. The author explained that “that motivation and engagement strongly influence learning and may be critical to academic success”. The results of the study concluded that with the increasing use of game-based platforms, students felt more attentive, motivated and engaged in classes. However, the questionnaire created by Kahoot may not necessarily explain the sudden improvement in participation and motivation, since there are other platforms that can create questionnaires in the same way as Kahoot did. Kahoot brings this sense of gamification that students appreciate during the implementation.

2.2 EFL University environment

Participation inside the classroom may differ from student to student. Moreover, participation ratio may vary depending on age. University students tend to participate more according to my experience. However, it is still difficult for those students who their English proficiency is low to participate in the class. Teachers also have to take into consideration that new university students had online classes for an entire year.

A study conducted by Choi & Chung (2021) investigated the challenges and strategies used by university students that had online classes in order to increase participation. Students participating in this research reported that they were less willing to participate because of the connectivity issues they had suffered during pandemic. In order to tackle this issue, the author used different platforms such as Zoom and Kahoot. The response of the students was positive and their participation level raised as well as the students find online classes more appealing and they wanted to keep using those platforms in on-site classes. The results of the study showed that students did increase participation using a series of strategies in order to keep students motivated in the class. Some of the strategies suggested are using non-verbal communication as physical gestures to communicate in English if a student do not know the word and be visually and virtually, if possible, to those students who need more support in the English class.

This year, university teachers started to implement on-site classes to those students who were not infected with COVID in order to have more students on site. University students started to go on-site campus because they felt that face to face interaction was good for them according to their own comments. This statement can be further supported by a study conducted by Lee *et al.* (2011) in which they tried to examine the amount of English content a student had outside the classroom in comparison to those students who had on-site classes, additionally, the study also aimed to observe if the surrounding of the students had any impact on the English content a students may learn. The results of the study were that there is a difference on

students who worked on campus to those students who worked on home, according to the responses on the result chapter. For instance, most of the students who did not respond a question came from the group of online classes. As we can observe in this study, students who attend on-site classes improved more on their productive skills rather than online classes. However, it is important to mention that the surroundings of the students did not have any impact as solely depended on the students if they wanted to answer or not.

Participation in university students can be perceived in various manners. Moreover, university level students tends to be more polite in the manner they speak to the teacher. However, every student had its own context to take into consideration and a generalization of the cases of every reason to participate in classes it is not recommended. The following paragraph would try to explain the reasons of university students' participation in the class and its inhibitors.

2.2.1 University Students and Participation

University students may have a different mindset than the rest of the younger students. Most university students view their education as necessary and generally behave better than youngsters. In addition, not all students have the same level of English when they entered university. Some of the students may have better level of English than other students, which may hinder their participation in the English language. This statement is supported with a study conducted by Gallardo, *et al.* (2014) which states that there is a noticeable gap in students who finish their studies in a paid high school in contrast to those students who are in free schools. Students in paid schools tend to have better behavior in the classroom in contrast to municipal schools (p. 136-137). However, we must still find similarities in their nonparticipation in English activities. Baktash & Chalak (2015) found similarities in why university students would not participate or comment in L2. "Seven out of twelve students stated that they worry about what other students would think of them if they made a mistake. The students did not like to be laughed at by others when they offered a wrong answer" (p. 6). Additionally, "Six participants said they feared the instructor would get a bad impression of them if they said the wrong thing. Moreover, eight students said it was difficult to make oral presentations in front of the whole class". (p. 6). We can observe that there is an anxiety issue even with older students. According to the students, the reasons why they did not participate in the classroom were shyness, anxiety and confidence issues, and students thinking that their level of English is not adequate or that their classmates speak better. Finally, some students did not participate in the lesson because they did not feel interested on it or did not participate at all because they are not interested in English language.

Participation levels can be increased by creating different activities that develop participation. Al-Jarf (2015) stated that students whose level of involvement also enhanced improved at learning. In this scenario, the author used writing activities, however the author explained that you can use other types of activities in order to improve participation. However, "writing skills were significantly more effective. They proved to be an important factor in enhancing the writing quality of unskilled, low-

ability EFL students. They resulted in a significant improvement in their post-test scores." (p. 8). In addition, students who showed better improvement in participation topics activities also "became more competent, could write fluently, and communicate easily. They wrote long essays, long sentences, and compound and complex structures instead of incomprehensible sentences at the beginning of the semester." (p. 8). Participation levels can be improved by the type of activities that are used on the students. However, it is important to mention that not all activities that were useful and engaging to a group of students may work effectively on other group of students. There are different factors that are present that we should consider in creating activities that may attract the students attention such as their likes and dislikes, age, background and so on.

Teacher should also ask the students if they liked the activity and if they found the use of ICT tools engaging in the classroom. In this sense, a study conducted by White & Mills (2015) wrote that 71% of university learners favored their English lessons employing smartphones instead of computers. In addition, the learners also valued using cell phones because they believed that is valuable in learning the English language. The student's positive attitude towards smartphones helped to improve students' participation. However, it is essential to mention that even though the students' participation ratio improved, students were also reluctant to use smartphones as an educational means based on application usage. Still, students were participative over the 12 months due to the use of different applications.

It is essential to understand that participation involves a vast number of ideas but also misconceptions. Therefore, teachers must consider all the previous elements when planning their lessons to make students more participative and competent in their English levels. One of the strategies currently used is the integration of different daily-life tools such as cellphones, notebooks and data. The integration as well of apps that were initially conceived with no educational purposes such as WhatsApp, Facebook and Instagram and finally, Educational tools such as Google Docs, Edmodo and Kahoot.

2.3 ICT tools in EFL learning

Integration and Communication Technology tools have been a recurrent theme throughout the last century, especially since the pandemic and post-pandemic era. According to Alkamel & Chouthaiwale (2021), ICT tools are present in everyday life, and some can be used in educational settings. Moreover, many objects not conceived as ICT tools can be used differently, which may help students improve their participation in English. The authors mentioned that ICT tools can bring many benefits to the classroom, such as enhancing positive attitudes toward learning a second language. In addition, students felt more comfortable with the extensive spectra of available resources such as" images, animation, audio, and video clips." (p. 32)

ICT tools are helpful not only for students but for teachers as well. Ammade & et al. (2018). In this review, the authors stated that ICT tools in educational settings focused on the English classes significantly improve teacher learning. The authors also search for plenty of ICT tools that can be used for teaching instructions. The research findings showed that integrating technology in teaching "can improve the experience for students and teachers and improve learning for students." (p. 107) In addition, the authors greatly encourage using ICT tools in his country (Indonesia) to enhance learning and teaching of the English language. For instance, the use of closed groups in Facebook in order to create writing activities such as journals were well received by the students involved in the project as well as those activities improved vocabulary range and grammar use. Edmodo was another ICT tool used in the intervention. This online app was used to improve the student's communicative competence with authentic material provided by the teacher. Finally, WhatsApp was used as additional material to teach vocabulary and practice writing and speaking skills.

Some teachers have some regard for the application of technology in the classroom. However, the number of benefits that ICT tools bring to an English EFL classroom is undeniable. The authors Ghavifekr & Rosdy (2015), explain that these tools will be the future assistant to teachers and will replace traditional teaching methods with a methodology based on technology teaching together with learning tools and facilities as well as this study analyzes teachers' perceptions of how effectively they work in their classrooms. The results were that most teachers preferred working with modern teaching styles with the inclusion of ICT tools. Finally, the teachers' perceptions are that most of them possess a medium ability to work with technology. In addition, most of the teachers agree that those tools provided more opportunities to work with authentic material as well as ICT tools makes learning more effective and entertaining. The teacher also believes that working with technology helps students to be more active in their learning.

Finally, it is essential to notice how ICT tools are part of our current education, especially during the pandemic. Hernandez (2018) demonstrated that ICT tools and their inclusion had been looked at with optimism since it helps teachers and students to soften the impact on learning and teaching to new teachers, as well as students. Since students nowadays are closely related to the new technologies and apps.

To conclude, a teacher must be diligent and willing to work with ICT tools because it will be the key to working in a "technological society" (Tello, 2007). ICT tools establish new models and methods of communication, give space for training, look for information, debate among themselves, reflect, and bring a sense of authenticity to the classes.

Participation in the class can be improved in different manners with the use of ICT tools. However, if those tools and apps were used in isolation, the class would become monotonous, and it would be no different than online classes. In order to avoid repetitiveness in the classroom, different authors used different techniques in order to use ICT tools to improve students' participation in the class.

2.4 Students' participation and learning through the use of ICT tools

The use of ICT tools in the classroom is very beneficial for both teachers and students. There are plenty of tools which can be used online, and those tools can be used in order to improve participation and learning. The following studies were focused on the use of ICT tools in order to improve students' participation and learning.

The main aim of this research conducted by Naumanen & Tukiainen (2009) is to use ICT tools for adults to improve motivation and participation. The students were motivated to start using new technology because these students perceived that the new technology had been proven beneficial. The results were positive, and all the learners seemed enthusiastic; all students stated that they had learned something new. They observed computer science and new technology and noted that collaboration with ICT tools is crucial, especially working with young students who are more accustomed to using them. Most students also appreciate the idea of obtaining feedback about the result. Learners also kept improving their positive attitude towards ICT tools. The conclusion of this study is that the contribution of ICT tools to adult learners is significant. Thanks to the use of ICT tools, adult learners felt empowered in their everyday life thanks to closeness to ICT tools in real life. In addition, adult learners felt motivated, there was proper adequation with ICT tool activities, and the author encouraged them to work with ICT tools in a calendarized manner.

In other studies, related to motivation and ICT tools, Alakrash & Razak (2019) investigated Arab students' motivation towards using ICT tools in learning to fulfill their countries' demands. In conclusion, Because of current ICT tools' availability, all students can use them and access the researchers' applications in their learning process. The female student stated that they have primarily attracted to technology thanks to the internet and social media. Thus, making learning accessible on ICT tools. However, both male and female students want to work with ICT tools and have access to the internet and computer at their home, making it easier to achieve learning outcomes. Students' preference was to work with more modern strategies, including ICT tools, and the author explained that teachers must familiarize themselves quickly to get comfortable with the new technologies that are coming at an alarming rate, depending on the focus of the teacher strategies and objectives. The importance of implementing and integrating technology and ICT tools can change students' attitudes and participation inside the classroom.

Following the same line of the benefits created by Zweekhorst & Maas (2015), they wanted to describe how ICT could be used to improve participation during lectures and their effect on students' learning outcomes. The results of the survey stated that 40% of the student agree that they have learned more using GSB rather than not using this technological device, and 40% of the student explain that they felt relatively neutral when knowing with or without GSB, most of the survey question has the exact percentages as most of the student approved the GSB tool in general. Participation was also improved as 88% of the students could participate during

lectures with GSB sessions. The interview results with students were also positive concerning the session. Students also emphasized the WIFI connection as it had to be adequate. The study's conclusion is also positive, and the author stated that there was engagement whenever the ICT tool was involved in their lecture class. Also, the author notices a correlation between the student's perception of engagement and the improvement of their learning. The use of ICT tools gives teachers much experience in attracting students' attention, and students also feel very engaged when working with this kind of technology.

2.4.1 Inhibitors of participation

Participation in the classroom can be hindered by plenty of reasons, most of them were closely related to proficiency in the target language which can lead to shyness to students.

A study conducted by Abrahams & Farias (2010) in Chile explained that there were six reasons why the English language education in this country was hindered. One of the reasons was the lack of proficiency in the target language, the measure standard at that time was very low, students only must talk and write on to a functional level (A1-A2 level of English) when finishing 12th grade of education. So, plenty of students who went to university level were not prepared to meet the standards of English level in university, hindered the participation plenty of times in the classroom because of their lack of proficiency through the course of their education. In conclusion, their lack of proficiency and previous preparation in the English language can hinder their participation in the classroom.

Moreover, another study conducted in Chile by Burgos and Molina explained that one of the common reasons of the lack of participation in classes is anxiety and fear of ridicule can affect negatively their participation. The result of this is that the English course is regarded as less important than the rest of the courses imparted. Some of the students in this study admitted that they would like to learn English, but they find it very difficult to learn it now on because of their lack of previous experiences in the English language (p. 53).

Anxiety is the main reason why the students did not participate in EFL classroom, a study carried on by Cutrone (2009) stated that English classes create more anxiety than math or language classes according to the students in this research. This anxiety can have various levels of intensity which at the highest levels can prevent the students from participating in the class. Language anxiety can be defined as "The apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient. Some of the symptoms include nervousness, tension, apprehension, and introversion." (p. 56). Some of the effects that language anxiety can cause are communication apprehension, social evaluation and test anxiety. Social evaluation is the cause that prevents students from participate freely in the classroom, the authors described this as "social evaluation may be defined as the worry over how one's actions will be perceived by others in the social setting." (p. 56).

Once the inhibitors of participation are reduced. Participation in the class may improve in different manners previously explained. The reduction of anxiety levels and social pressure is important in our context since it hindered heavily the levels of participation of students. It is important also to consider that there are some strategies that can enhance participation in students who are facing with the English language.

2.4.2 Enhancers of Participation

On the other hand, there are some techniques that improve participation inside the classroom. For instance, Rabbidge (2019) in his study suggested that the use of translanguaging (Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential. García, 2009. P. 140) can avoid students feeling apart from the class or the learning process. When a teacher reprimed the student for the use of translanguaging, the students become unwilling to participate in the classroom. The results were that the teachers who allowed translanguaging in their classes had improved the student's participation in general.

Another strategy used for increasing participation is the use of songs. Palacios & Chapetón (2014) used songs in order to improve participation in the school. The context of the study is students from a public school in Bogota. The students were in 11th grade of school. The responses of the students were all positive towards the use of songs-related activities and students improve their interest in learning the English language. The results are that with song-related activities, students feel more motivated and willing to take part in the conversation of the lessons. Their participation ratio boosted highly, especially if there are songs who are closely related to their own context.

The use of mobiles in the classroom is another strategy widely accepted nowadays. Hazaea & Alzubi (2016) in their study, investigate the use of mobile phones in EFL classroom. All students were permitted to use mobile phones in their classes to use apps that can help students to improve their vocabulary range such as WhatsApp, online dictionaries, note making apps and websites. The study concluded that the use of smartphones with those apps can improve reading skills in general. Collaborative competence among the students was also improved as well as giving peer-feedback was a technique that was present during the implementation of the technique. Motivation and participation were also improved with mobile phones as well as their reading competence and oral production increased.

Finally, as explained before, the use of ICT tools can improve participation in the classroom. The different tools and apps presented in this research can enhance participation in most students. However, there is one ICT tool that can bring a sense of competitiveness, gamification and can help students to learn vocabulary, grammar in English. That ICT tool is Kahoot.

2.5 Kahoot as a useful resource in the EFL classroom

The most important enhancer of participation are the online apps or platforms that can be searched online or have a gamification part that can attract the student's interest. Kahoot had the gamification component in which all students compete for the 1st prize as well as learning intrinsically by playing.

There exists plenty of studies which involve Kahoot and learning features of the English language. For example, most of the studies are closely related to teaching vocabulary and teaching grammar because of the functionality of the Kahoot app.

For instance, a study conducted by Flores et al. (2021) described the effects of using Kahoot to enhance their English vocabulary level in an EFL context -employing a quasi-experimental design. The participants of the study were students in 9th and 10th grade from public schools in Santiago, Chile. The experimental group's results were that this group increased their score significantly compared to the control group. In this research, it is essential to recall that both groups started in identical conditions. The results of this study were that the group which used Kahoot improved significantly the vocabulary range of their students in comparison to the group who did not work with Kahoot. The quasi-experimental design concluded that "Kahoot can be used to improve learning" (Muñoz, 2016; Ramírez et al., 2017). Additionally, in the area of learning a second language, Kahoot significantly impacts students' motivation and attitudes toward learning the language. In addition, the use of Kahoot showed more improvement compared to traditional methodology when assessing English vocabulary.

In addition, Zarzycka-Piskorz (2016). stated that games could increase motivation and help to learn any language. Her research is focused on observing university students' work with Kahoot to detect if their motivation increases and if there is any improvement in grammar and some other recommendations. The author used Kahoot to evaluate grammatical content such as irregular verb forms, reported speech, passive voice, subjunctives, and conditionals. Students could also describe how they felt during the course (happy, sad, indifferent). The implementation results were that 68% of the students thought the Kahoot game was fun, 90% explained that they had learned grammar thanks to the app, and 80% of them would recommend this learning methodology. Furthermore, 70% of the students felt motivated using Kahoot, and 94% would play again in different subjects. The conclusions are that motivation was with "the perspective of winning or getting a reward." So, any grammar input or vocabulary can be used, and ultimately all the learning objectives can be achieved. According to the author, working predominantly with Kahoot is fun, reduces stress significantly, and improves intrinsic motivation.

There are some studies about our context and Kahoot. For instance, Cardenas et al. (2019) conducted research in Chile focused on higher education. The researchers used Kahoot, and students were allowed to use their phones in the class. Their focus was to improve students' motivation, engagement, and learning. The results on learning outcomes stated that Kahoot was capable of "producing significant differences in learning gains as measured by students' scores on a low-stakes English language achievement test." (p. 74.). The game didactics, engagement of

the games in Kahoot, and student-centered learning, which in higher education students proved to be effectively helped to the improvement of students' attitudes towards Kahoot. They concluded that the influence of high levels of fun, engagement, and increased motivation impacted students' academic performance and learning achievements.

Furthermore, there is another closely related to our context. Muñoz & Rojas (2016) study, in which they explore the benefits of teaching English with the help of Kahoot. The study was conducted in Santiago, Chile, with university students. The results explain that Kahoot worked as an efficient tool for teaching lexicon and improving vocabulary. The perception of the students was also positive. Furthermore, the use of Kahoot is engaging according to the students; it contributes to a positive classroom environment and improves healthy competition among classmates. The perception of the students towards Kahoot was also positive as the great majority of the participants answered in the questionnaire and the interviews received positive reactions, making Kahoot one of the favorite methods to learn vocabulary. The authors conclude that "using Kahoot! as a pedagogical tool is perceived as a positive influence on the teaching of lexicon by Chilean EFL teachers" (p. 101)

In addition to the previous studies. Kaur & Naderajan (2019) observed the effects on working with Kahoot in an experimental group compared to those learners taught by traditional teaching methods. The results were that Kahoot provided students with a positive learning experience inside the classroom. The students were engaged in the type of activities provided by Kahoot, and teachers also valued the creativity that Kahoot can give to create their activities. In addition, also value the instant feedback provided by the app. Nowadays, students have cell phones, and most professors can create their classes with the help of a computer or notebook. These instruments facilitate learning and motivation inside the classroom, and Kahoot can be used with all these instruments.

Finally, Kahoot includes these gamification techniques, which improves participation, according to Tan Ai Lin K et al. (2018). This study was carried out in a university context in Malaysia. This study is closely related to my context concerning the age of the participants and their educational context. This study showed that using Kahoot in English classes improved motivation and engagement, fostering and reinforcing theoretical and practical learning. Using Kahoot and other ICT tools improves engagement and participation, as well as being an assistant inside the classroom.

The number of benefits that Kahoot brings to the classroom is outstanding. The use of Kahoot in EFL classes can help to create grammar activities and vocabulary banks. Those activities may be seen boring in other previous times, however with

Kahoot and its component of gamification, those activities become engaging and entertaining. Kahoot used at university level can help to reduce anxiety levels and shyness and this app can give instant feedback to all students to observe in which part of the activity the students obtain less points.

Chapter 3: Methodology

3.1 Type of study

This study aims to improve participation –in a group of university students using Kahoot. Therefore, the following study is action research(AR), which is used to intervene intentionally in a problematic situation to bring about changes and, even better, improvements in practice. The use of Action Research was in order to describe a problem within my context and attempt to solve that problem based on literature related to my problem. As explained by Burns (2010) “... One of the main aims of AR is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.”

This Action Research will have a Descriptive view. This research aims to describe and analyze the results before and after the implementation of Kahoot. Then, from the data collected, a detailed description of the differences between working with ICT tools and working without them will be described. Also, I can compare the level of motivation and the level of participation when working with Kahoot and the results of cause and participation working without Kahoot in a detailed description. According to Cook *et al.* (2008) descriptive studies focuses on the observation of a phenomena, which can contain outcome data, in addition there is no comparison group but there is presented a description of assessment and outcomes. Generally, descriptive studies ask the question “what was done?”.

3.2 Participants

The sampling of the present research was a non-probability sample, more precisely, a convenience sample. Accordingly, Taherdoost (2016) explains that this type of sampling focuses on small samples and examines a real-life phenomenon, not making statistical inferences concerning the wider population.

This purposeful sampling was chosen because a group of students decided to collaborate with the researcher. A convenience sample is a method of collecting data from a conveniently available group of people. According to Etikan (2016), this type of sampling allows the researcher to get the data from easy access and considerations, such as accessibility, geographical proximity, availability, and willingness to help the researcher.

The participants of the of the intervention came from came from an English online course to conduct research. These students are at the university level from the Engineering in Bio-Technology program. The educational setting of the implementation is the University of Concepcion, Los Angeles campus. The students' ages ranges from 20 to 23 years old. There are 12 students, four males and eight females. The students have 3 hours per week. According to the Common European Framework of Reference (CEFR), their level of English is A1-A2.

It is essential to mention that English is a mandatory course in their program’s curriculum. This required course has a necessary number of credits in the curriculum. For that reason, they are demotivated in general, and the only reason they learn ESL is to have a passing grade.

3.3 Research Question

The research question for this Action Research will be How Kahoot contributes to the increase of students' participation in EFL in university students?

3.4 Research Objectives

3.4.1 General Objective

The general objective of this action research is:

To explore the contribution of Kahoot to increase undergraduate students' level of participation in EFL class.

3.4.2 Specific Objectives

The specific objectives of the Action Research are two:

- 1) To describe undergraduate students' levels of participation during the intervention
- 2) To Identify the learner's perception towards Kahoot in the intervention.

3.5 Research Problem

The lack of participation, especially in English classes, has been notoriously seen in most schools regarding the students' level or educational context. According to Baktash & Chalak (2015) the cause of nonparticipation in students is because students preferred to be silent rather than making mistakes in front of the teacher or their classmates. Some students avoid working in groups because of anxiety and finally, before participating in class discussion, students tend to write their answers and then talk to their classmates. According to the authors, "EFL teachers and learners should notice that learners' reluctance to participate is a big barrier for achieving English fluency and teachers should consider various factors which influence students' reluctance to participate in the EFL classrooms" (p. 7)

One common factor is the need for web-based ICT tools to work efficiently with students since nowadays teachers and students use plenty of ICT tools in the classroom or in their daily lives. According to Cong-Lem (2015), the use of web-based apps had a positive effect on L2 learners. Learners had improved their speaking proficiency and affective factors, those affective factors played an active role in feedback and oral production, which leads to better participation of the students.

In order to specify the term participation and what will be assessed, this study will divide the concept of participation into aspects of participation which are Students raising their hand, Students participating in the discussion of the class, Students answering the questionnaire in the Kahoot app at the beginning of the class, Students answering the questionnaire in the Kahoot app at the end of the class and

Students are engaged with a conversation with each other about the topic of the class.

3.6 Stages of the Action Plan

The action plan consisted of 3 weeks of implementation. In each week, Kahoot games were used during all sessions related to their current contents of each unit of the lesson plan. Details of the activities of the intervention are presented in the following chart:

Intervention Lesson Plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	R Objectives
June 28th	Students will be able to describe vocabulary from daily activities by the means of the frequency adverbs in a conversation.	<p>Warming up: students will be introduced to the topic of daily activities with the help of a video which describes everyday chores in a house. The students will have to write down all the words that means frequency in the video. Some of the frequency adverbs included in the lesson will be for example: always, sometimes, seldom, never and usually. After students had watched the video, the teacher will ask the students about their own activities they do in their house. Then, to check understanding of what is presented on the video, I will use the Kahoot app in order to apply what was learnt of the video.</p> <p>Introduction: Students will be presented with adverbs of frequency vocabulary with the help of the PPT presentation and the Institutional app. On the introduction part, students will have to recognize the frequency adverbs and to answer some questions in relation to the video. Later, the student is going to work the PPT in order to learn vocabulary about adverbs of frequency and vocabulary from daily activities (such as broom, mop, iron and so on) together with some expressions and idioms related to the topic of daily activities. The students will be instructed to use the Kahoot app. Students will be presented with the app and its functionality. During this first implementation class, the teacher will tell the students that they are going to work with this app during the following weeks, so students will know that they have to download it or just working with internet will be fine.</p> <p>During implementation: students will use the app to point out the correct answer in a set of answer. These set of questions will be related to adverbs of frequency use in daily activities. The set of questions will be 15. The teacher will address the correct answer and the incorrect ones I will ask why that was not the correct answers. I will ask for questions, checking for understanding and clarifying for doubts.</p> <p>After every round of question, the teacher will ask the students whether the answers were right or wrong. Students are expected to raise their</p>	<p>20-30 minutes:</p> <p>Warming up: 5 min.</p> <p>Introduction of the app: 10minutes</p> <p>During implementation 10 minutes</p> <p>Closure: 5 minutes.</p>	<ul style="list-style-type: none"> - Notebook - Projector - Kahoot app - Cellphones - PPT Presentation about daily activities (lesson 4) - English Online APP - Classroom observation sheet. - Video Introduction https://www.youtube.com/watch?v=GnYGcx4EmN8 - Kahoot for unit 4: at the end of the class https://create.kahoot.it/details/5ee752d6-1c6b-46dd-aa8c-77e47caa48d3 - Kahoot for unit 4:at the beginning of the class after the video: https://create.kahoot.it/details/587ff136-af4d-4c36-93da-61f0f968423b 	<p>At the end of the implementation of the intervention the students will be assessed formatively according how well the student did in the Kahoot app. The app at the end of the set of question, will assign points according to how many correct answers do they had. Based on that I will apply a scoring scale according to how many good answer students have on the app.</p>	<p>SO1: To describe the levels of participation in the learners during the implementation of Kahoot</p>

		<p>hand or to explain to the classmates why that question was right or wrong and to give the rule of using, in this case, the adverbs of frequency in a sentence.</p> <p>Closure: At the end of the set of questions, the teacher will announce the winner of the round. The teacher will review in a quick way the important aspects of adverbs of frequency and will ask for clarification, check for understanding and clarifying some doubts before finishing the class.</p>				
July 5th	Students will be able to describe daily activities with the use of modal verb "Can" in a conversation.	<p>Warming up: The teacher will continue with the topic of daily activities. First, the topics from the previous lessons will be addressed. I will use Kahoot to activate previous knowledge about last class + give hints about what is the next topic. Next, a list of actions using the modal verb "can" will be presented together with a PPT presentation. The PPT will contain the uses of can as well as some examples. to express ability, to make a request or give an order, to ask or give permission</p> <p>Introduction: Students will review all of the previous lesson in a quick way (vocabulary from daily activities, how to tell the time.). Next, I will teach the use of "before" and "after" in a sentence. Then the students will practice a few times the use of before and after in sentences add the topic of the modal verb "can". After students have written down and practiced the grammatical rules and the correct use of the modal verb "can" in a presentation the students will have to write down some examples of the different uses of can as a modal verb. The teacher will ask the students to use Kahoot in order to complete the following activity. The activity is that the students are going to choose on the correct answer about the uses of modal verb "can", the student will also have to recognize whether the modal verb is used correctly in a sentence or not</p> <p>During implementation: The teacher will also join the students in the use of Kahoot. After the correct answer is shown, the teacher will explain why that answer was right or wrong and will answer students' doubts. The teacher in this instance will also encourage the student to beat the teacher's score.</p> <p>After every round of question, the teacher will ask the students why/why not the question was right or wrong. Students are expected to raise their hand, explain to the classmates or just verbalize the reason why that question was right or wrong and to give the rule of using correctly, in this case the modal verb "Can" in a conversation.</p> <p>Closure: At the end of the set of questions, the teacher will announce the winner of the round. The teacher will review in a quick way the important aspects the different uses of the modal verb "can" and will ask for question, check for</p>	<p>20-30 minutes:</p> <p>Warming up: 5 min.</p> <p>Introduction of the app: 5 minutes</p> <p>During implementation 10-15 minutes</p> <p>Closure: 5 minutes.</p>	<ul style="list-style-type: none"> - Notebook - Projector - Kahoot app - Cellphones - PPT Presentation about daily activities (lesson 4) - English Online APP - Classroom observation sheet. - Kahoot for unit 4 modal verb and the end of the class https://create.kahoot.it/details/1061103f-b629-4130-97c4-c47ebb1358f2 - Kahoot for unit 4 to activate previous knowledge https://create.kahoot.it/details/9499d199-5904-4eac-8f6d-b45e5e2e10e0 	<p>At the end of the implementation of the intervention the students will be assessed formatively according how well the student did in the Kahoot app. The app at the end of the set of question, will assign points according to how many correct answers do they had. Based on that I will apply a scoring scale according to how many good answer students have on the app.</p>	<p>SO1: To describe the levels of participation in the learners during the implementation of Kahoot.</p>

		understanding and clarifying some doubts before continuing with the class.				
July 12 th	Students will be able to learn vocabulary about means of transportation and direction	<p>Warming up: The teacher will introduce a new topic about directions and location. The teacher will show up a big map of Los Angeles and students will have to try to give the teacher some direction in English in order to get to a certain place with the knowledge they have.</p> <p>Introduction: I will introduce the topic of unit 5 by addressing some new vocabulary related to means of transportation and giving directions. After practicing with the students about the means of transportation and direction I will use the Institutional app in order to reinforce the vocabulary learned. Because of the topic of the video, I will present a Kahoot about means of transportation and I will explain the correct pronunciation to some of the vocabulary of means of transportation.</p> <p>Then I will present some vocabulary about directions and they are going to practice with the English Online app. After students have practice how to get to certain places in pairs and then as a group class, the students will have to take of Kahoot. The teacher is going to announce what is the topic of today's use of the app. The teacher is going to recall the rules of the correct use of prepositions when giving direction.</p> <p>During implementation: Students will use the vocabulary learnt to do the exercise on Kahoot. Students will have to choose the correct way to give directions, preposition and order when giving instruction.</p> <p>After every round of question, the teacher will ask the students whether the answers were right or wrong. Students are expected to raise their hand or to explain to the classmates why that question was right or wrong and to give the rule of using, in this case the correct preposition or the correct word when giving directions.</p> <p>Closure: Students will work in pairs to create a short dialogue of one person asking for a direction and the other responding. I will walk around asking students if they had some question and after 5 minutes I will be assessing students formatively. The teacher will assess some aspects of pronunciation, use of English and grammar use.</p>	<p>15-30 minutes:</p> <p>Warming up: 5 min.</p> <p>Introduction of the app: 5 minutes</p> <p>During implementation 10-15 minutes</p> <p>Closure: 5 minutes.</p>	<ul style="list-style-type: none"> - Notebook - Projector - Kahoot app - Cellphones - PPT Presentation about giving directions (lesson 5) - English Online APP - Classroom observation sheet. - Map of Los Angeles - Kahoot of unit 5 at the end of the class https://create.kahoot.it/details/0336704f-b7c7-4904-b6c6-767ab6a97816 - Kahoot used at the beginning of the class of unit 5 https://create.kahoot.it/details/7ef529d0-955b-4902-96f4-80bbd3d8f589 	<p>At the end of the implementation of the intervention the students will be assessed formatively according how well the student did in the Kahoot app. The app at the end of the set of question, will assign points according to how many correct answers do they had. Based on that I will apply a scoring scale according to how many good answer students have on the app.</p>	<p>SO1: To describe the levels of participation in the learners during the implementation of Kahoot.</p>

3.7 Data collection techniques

There were three instruments applied for collecting data: a checklist, which was used in order to describe if students showed any sign of participation; a Likert scale, administered to the students to know their perceptions about the implementation of Kahoot, and a semi-structured interview with those students who showed more participation increasing along the sessions. In addition, to validate the instruments to assess every step of the implementation, all three instruments were revised by different schools teachers with plenty of years of experience in teaching English.

3.7.1 Checklist:

This tool was used to observe student participation levels during the Kahoot implementation. This Checklist consisted of five aspects of consideration and three dimensions during class time. The implementation of the checklist consisted of whenever I observed a certain aspect of consideration during class time, I would write it down and categorize it into a certain dimension. I decided to use a checklist because it allowed me to gather information in a faster manner and to follow quantitative data in a small group of people. The information was registered every time an aspect of consideration presented in the students was spotted during each class. If there is no aspect of consideration presented during class time, the checklist would be checked in the “no” option. If the aspect of consideration is presented during class time, the aspect will be checked in the “yes” option. Finally, every time students did participate in the aspects, the aspects would be checked in the “how many” option according to the times that the same aspect of participation was presented during class time. In addition, it has indicators that leave no room for misunderstandings. The Checklist consisted of five aspects of participation. The five categories are the following:

- Students raise their hand
- Students participate in the discussion of the class
- Students answer the questionnaire in the Kahoot app at the beginning of the class.
- Students answer the questionnaire in the Kahoot app at the end of the class.
- Students are engaged in a conversation with each other about the topic of the class.

3.7.2 Likert scale:

This scale was used to assess the student's perception of using Kahoot. This Likert scale consists of 5 items which were:

- I found very entertaining the use of Kahoot in the classroom
- With the use of Kahoot, I improve my use of the English language in general
- I want to work in other classes with different ICT tool
- When using Kahoot, I like to participate in classes
- I feel more interested in learning the English language after using Kahoot

The Likert scale presented the levels of agreement in decreasing order. The levels of agreement are the following:

- Strongly Disagree
- Disagree
- Indifferent
- Agree
- Strongly Agree

The students had to mark with an "X" the choice that represented them the most. The decision to include a Likert scale was based on the need to obtain quantitative data. This data was rated from "strongly agree" down to "disagree strongly." Each descriptor was previously revised and checked with professors of a master program and colleagues.

3.7.3 A semi-structured interview:

A semi-structured interview was applied to the students who participated more in the class according to the Likert scale score total, to explore deeper in students' perceptions. This interview was conducted outside classroom hours. The decision to include a semi-structured rather than a structured interview was that a semi-structured interview provides more room for a wide range of student responses as well as this instrument allows you to deepen into the perception of the students. Three instruments were used to collect qualitative and quantitative information as well as to gather as much information as I could in order to triangulate the data once I managed both sources of data. That would allow me to have a better understanding of the students' participation.

3.8 Data analysis techniques

For quantitative data the checklist and the Likert Scale were used. In order to obtain data in a numerical manner, a statistical analysis was used, such as the mean, median, and mode of each descriptor, as well as measures of dispersion to get a concise description of the distribution. First, the data presented was assembled and collected. Then, the data were separated and compared into categories to easily observe the data (develop tables or pie charts).

For qualitative data, content analysis talk was used. This analytic talk was based on recordings and transcripts created on discussions to get some critical points in the interview. In the beginning, I provided a general characterization, described it, and developed a description of the codes that repeat among students.

Thus, each interview was narrowed down the data collected; the first step is to define the main categories. The main categories were identified on how many times an important feature of participation was presented during the intervention. Once the main categories have been identified, subcategories are specified to elaborate on the detailed content.

The subcategories within each category while providing more detail.

To begin with, content analysis was used to interpret the data from the semi-structured interviews. I decided to work with the semi-structured interview because I wanted to know the students' perspective since the number of participants allowed me to do this during this part of the action research (three students). According to Adeoye-Olatunde & Olenik, "...Permits interviews to be focused while still giving the investigator the autonomy to explore pertinent ideas that may come up during the interview, which can further enhance understanding of the pharmacy service being

assessed" (p. 1360)—allowing me to ask more questions related to the student's responses.

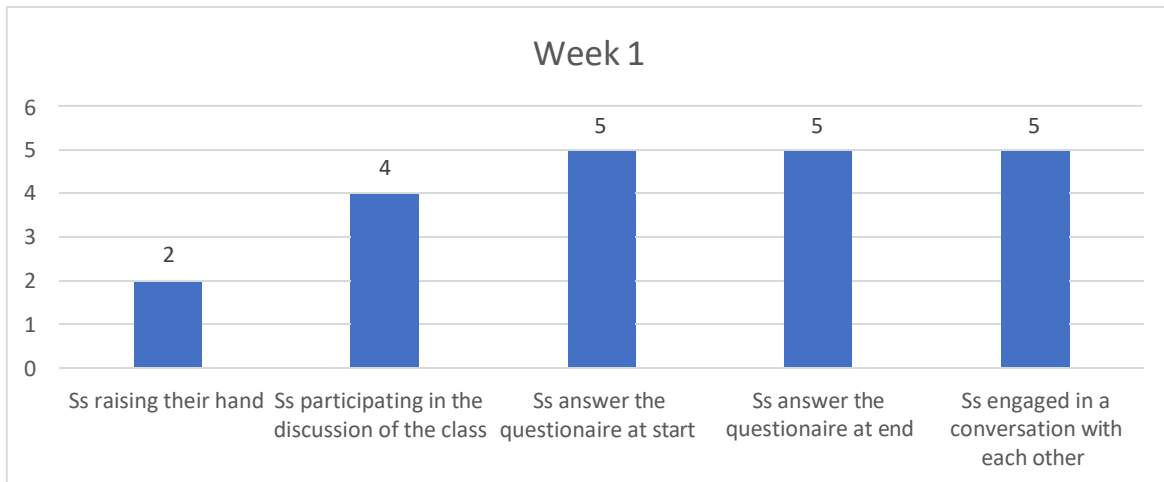
Chapter 4: Findings

In this chapter, the data collected through the intervention will be presented. First, the data gathered at the beginning and the end of the teaching strategy implementation is analyzed in each specific objective. Then, the main findings are presented according to each objective.

4.1 To describe the levels of participation in the learners during the implementation of the ICT tool

In order to describe the learners' levels of participation, a checklist was used. The checklist contained the "yes" and "no" options.

Throughout the three weeks, the students response to each aspect of participation was answered with the "yes" option. In the first week, all students participated in various ways, such as raising their hands, speaking with me, or with a classmate about the lesson topic, as we can observe in Graph 1.



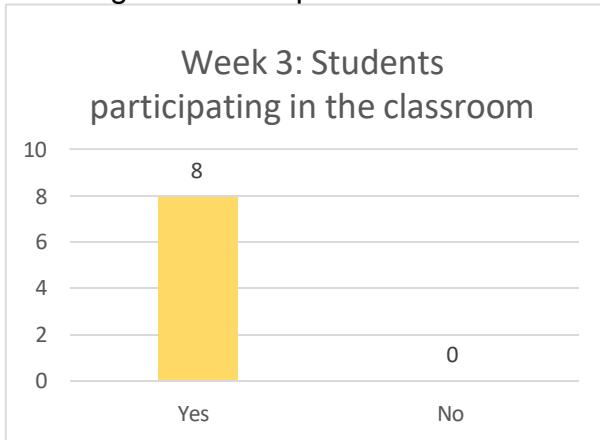
Graph 1: Students participation at Week 1

When analyzing Week 1 in detail, it can be observed that the item "students raising their hand" scored the lowest, with only two students showing this aspect of participation. It is essential to mention that those students raised their hands because they wanted to ask questions about a particular word they did not know. The highest indicator of participation was observed in 3 items:

- Students answered the Kahoot questionnaire at the beginning of the class.
- Students answered the Kahoot questionnaire at the end of the course.
- Students engaged in a conversation about the class topic.

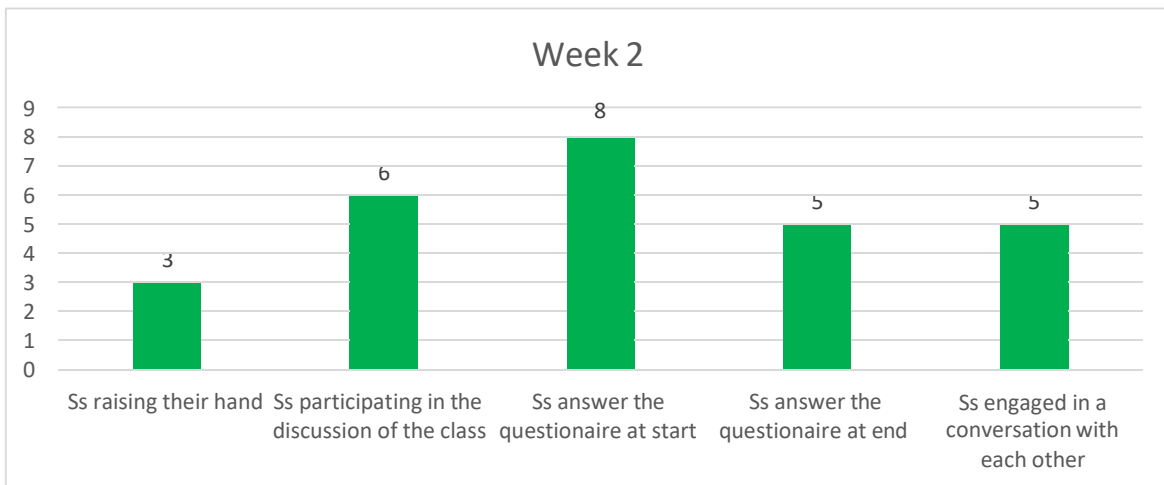
In Weeks 2 and 3, the results were similar, as all students participated in one way or another. During Weeks 2 and 3, eight students participated in general, showing a slight increase in their participation in the classroom in comparison to graph 1. The

following Graph 2 illustrates this phenomenon.



Graph 2: Students' participation at Week 2 and 3

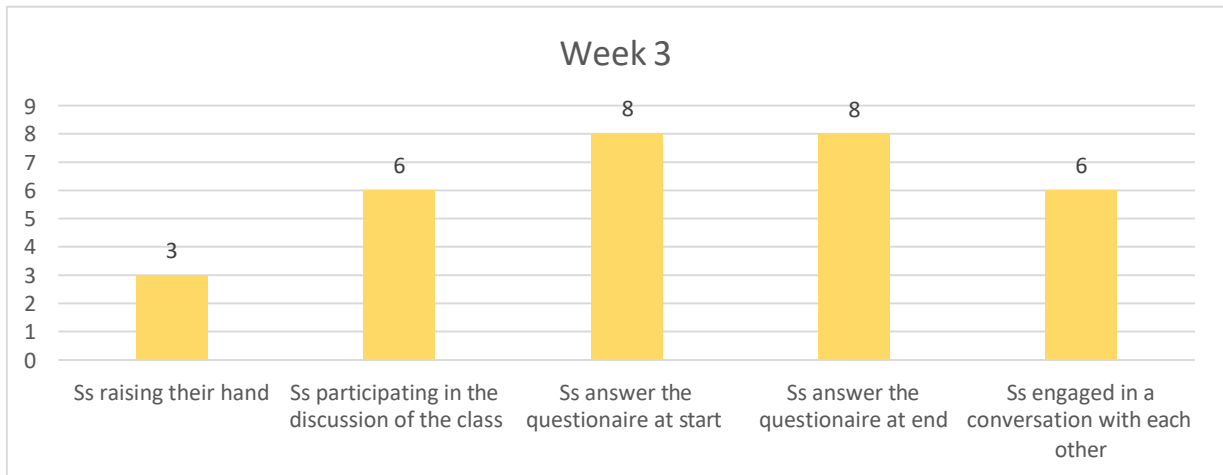
As seen in graph 2, during Week 2 and Week 3 the number of students participating in activities increased by three compared to the first week. This phenomenon occurs because the number of students participating during week 2 and week 3 was the same with eight students participating this week. The highest indicator of participation was in Item 3, "Students answering the Kahoot questionnaire at the beginning of the class," because all students were willing to participate in the questionnaire in Kahoot. After that, however, this number decreased by two because those students left earlier the class.



Graph 3: week 2 data of aspects of participation

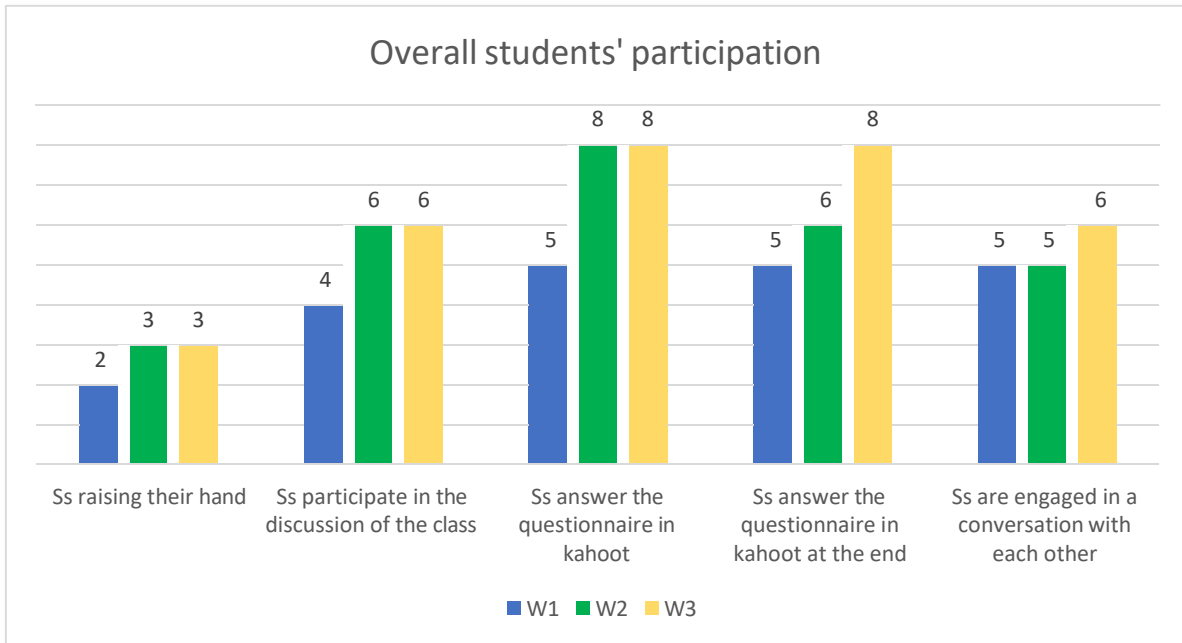
In addition, in Week 3, we can observe that most students participated in every aspect of the dimensions assessed. Again, the lowest participation rate was in Item one, "students raising their hand," with three students. Those students asked for clarification of instructions of the Kahoot and asked for the meaning of certain words.

This time, Items 3 and 4 obtained the same responses because every student at the beginning and the end of the class answered the questionnaire in Kahoot. To conclude this idea, six students were engaged in a conversation about the course topic with six students. This explanation is because the subject of the class was “giving directions,” and students were discussing how to get to a certain point. Thus, students spent several minutes negotiating the meaning of the word. Henceforth, this can explain the high participation in the last item.



Graph 4: Week 3 of students' participation levels

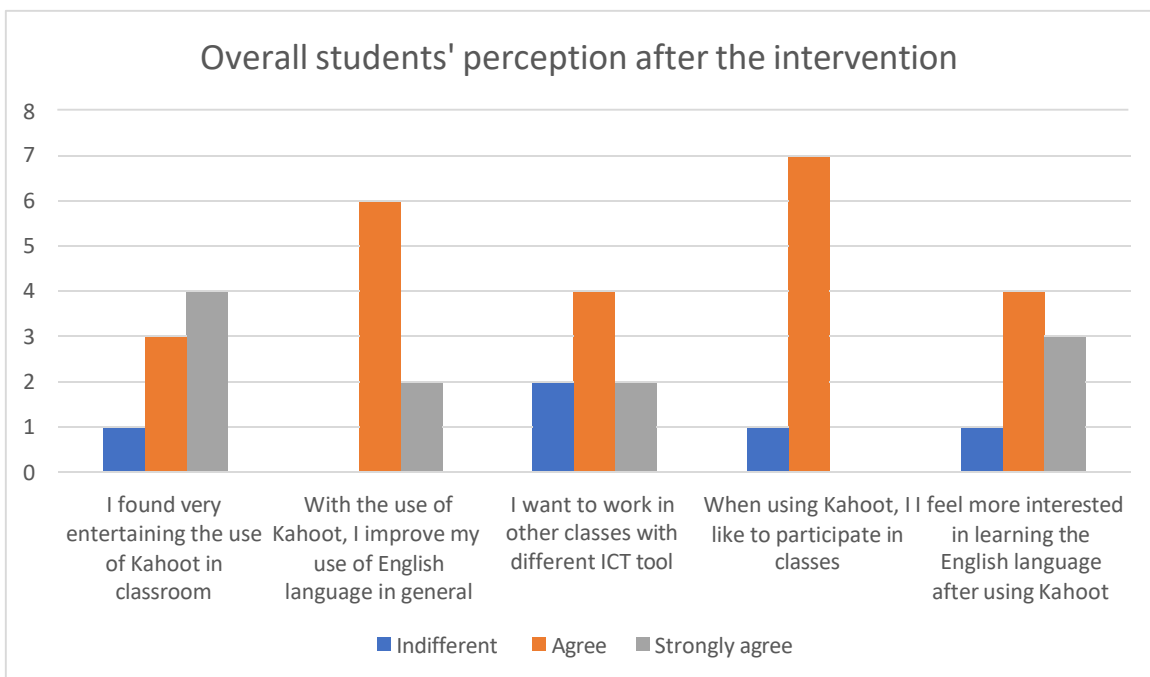
Graph 4 shows the overall participation rate of the class in terms of different aspects of participation. For instance, raising their hand, discussing during the lesson, answering the questionnaire in the Kahoot app at the beginning and end of the class, and being part of conversations with each other about the topic of the class. This graph illustrates the increase in the students' participation rate considering the aspects mentioned while the intervention occurred.



Graph 5: Overall students' participation

We can observe that throughout the three weeks, the first aspect of participation, “students raising their hands,” had the lowest participation ratio in the study. On the other hand, the highest participation ratio was on aspect 3, “students answering the questionnaire on Kahoot at the end of the class.” This can be explained because this instance of answering the questionnaire was intended to be used as an “exit ticket” for students and a way to review the lesson taught in classes.

4.2 To identify the learner’s perception towards the use of Kahoot during the intervention

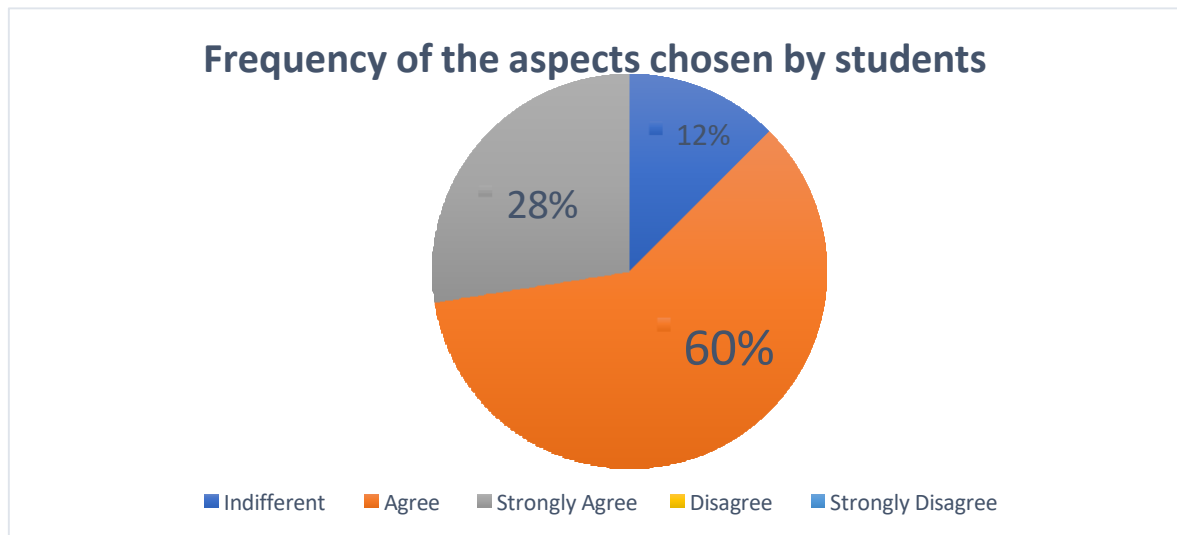


Graph 6: Overall students' perception after the intervention

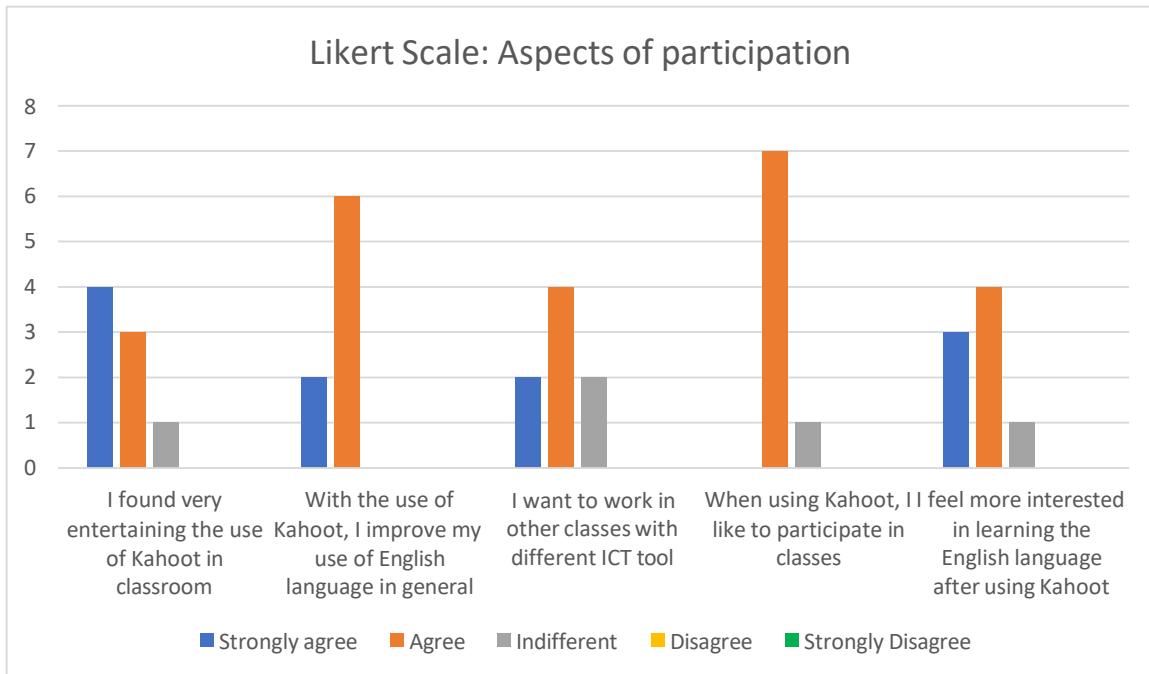
To describe the students' perceptions about the use of Kahoot, quantitative and qualitative data was collected by applying a Likert scale and a semi-structured interview, respectively.

In addition, eight participants answered the Likert scale. No student rated the Kahoot app as "Strongly Disagree" or "Disagree." The option "Indifferent" was selected only five times which is 12% of the preferences. The level "agree" was the most popular, with 24% of the options being chosen. Finally, the option "Strongly agree" was chosen 11 times with 28% of the total.

The results of the Likert Scale are the following; The first item, "I found very entertaining the use of Kahoot in the classroom," obtained the most in the "strongly agree" option, with four times being selected. Next, in the item "with the use of Kahoot, I improve my use of English language in general," no students chose the option "indifferent." Finally, the item "I want to work in other classes with different ICT tools" was selected two times with "strongly agree," four times "agree," and two times "indifferent. Subsequently, when referring to the item "When using Kahoot, I like to participate in classes," it is observable that it was voted "agree" for most of the participants of the research, being chosen seven times for the option "agree." The following graph is a distribution of percentages according to the frequency of the aspects of participation chosen by the students.



Graph 7: Frequency of aspects of participation chosen



Graph 8: Total of Students perception after the intervention regarding aspect of participation.

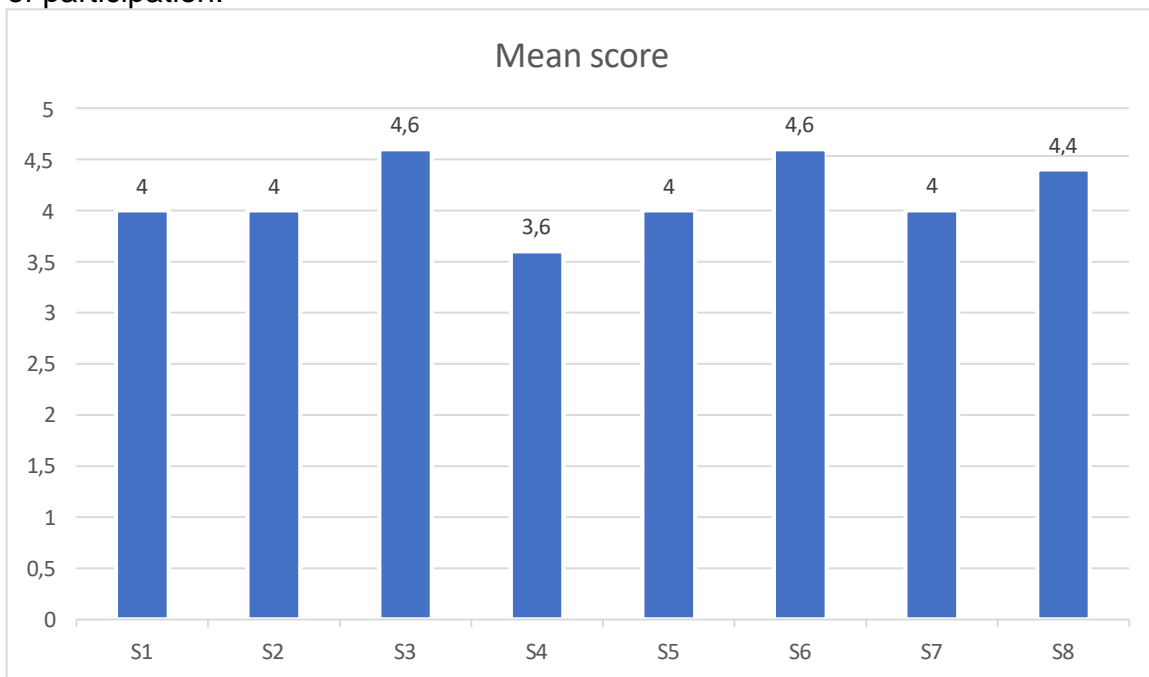
The following table shows the students' choice from the Likert scale and how many times each student chooses an aspect of participation.

	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
S1	0	0	1	3	1
S2	0	0	0	5	0
S3	0	0	0	2	3
S4	0	0	2	3	0
S5	0	0	0	5	0
S6	0	0	1	0	4
S7	0	0	1	3	1
S8	0	0	0	3	2

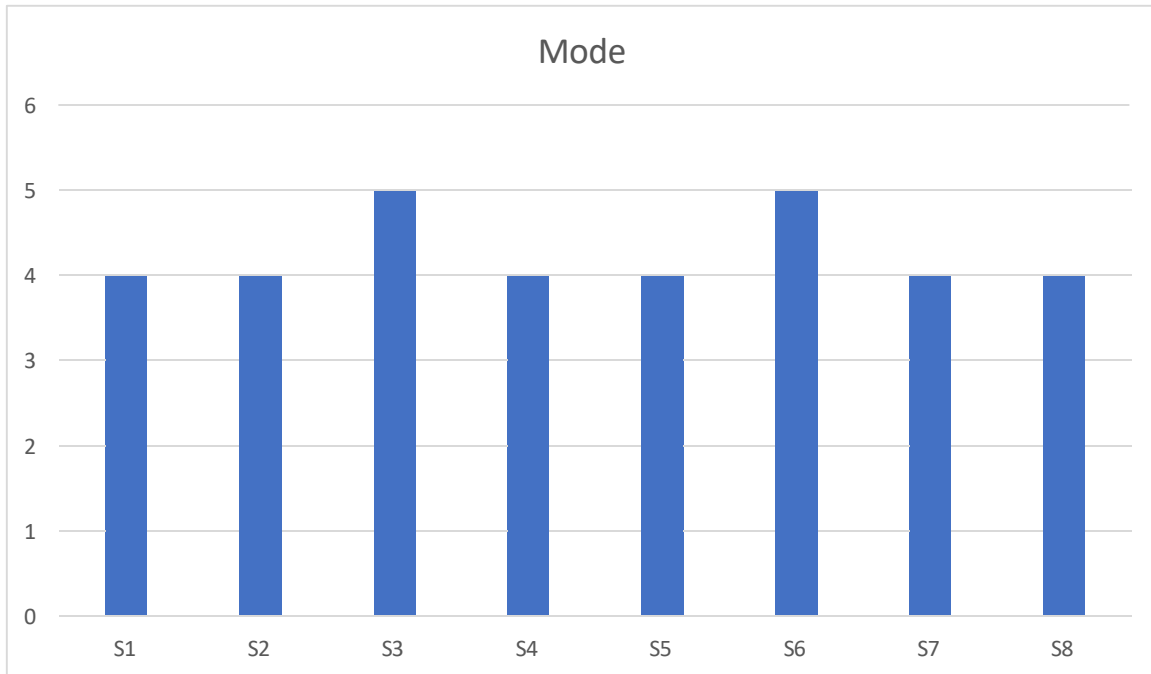
It can be observed that no student chose the category "disagree" or "Strongly Disagree." This is a positive indicator of the student's perceptions towards the use of Kahoot and their participation in the classroom since no students considered that Kahoot hindered or decreased their participation in any manner. In addition, four items, "Indifferent" and the item "I want to work in other classes with different ICT tools," were categorized by two students.

Another critical data is on the aspect of participation in item 4, "When using Kahoot, I like to participate in class." Item 4 was voted the most in the agree-on option. The incorporation of Kahoot strategies in English classes had its benefits. Students participated in the course flow, answered the questionnaire, and, most importantly, found Kahoot very useful because it directly affected their educational context to review what they had seen in classes. In addition, most of the students did relatively well in their assignments thanks to the incorporation of Kahoot according to the feedback that Kahoot gives at the end of each round of question. Finally, the first item, "I found very entertaining the use of Kahoot in the classroom," presented in the "strongly agree" option the most voted in this option. It is imperative to take into consideration the student's opinions towards Kahoot. Students liked the game component of Kahoot, the competitiveness of the app and the layout of a gamified activity made them feel comfortable, and that could explain their choices about item 1.

The following table shows each student's participation rate in terms of mean, median, and mode. The following table shows each participant's total points and mean score, medium, and mode in detail. Each participant will be given a number to represent a participant's Likert scale. Thus, participant one achieves on their Likert scale twenty points. For instance, participant one got a total point of twenty, a mean score of four, a medium of 3, and finally, a mode of 4. This information is important because with the mean score of each of the students it can be measured their student performance and gather insights on how certain behaviors can further improve education. In addition, the mode explains how many times a student answered in a certain aspect of participation.

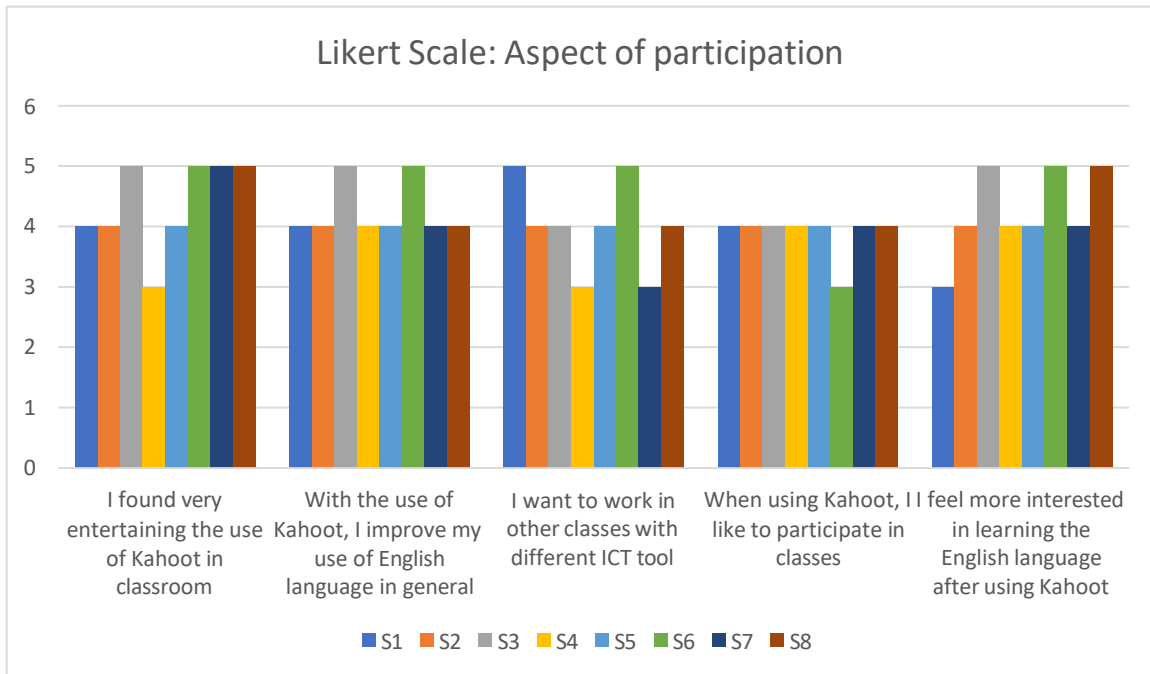


Graph 9: Mean score of all students' response



Graph 10: Mode score of all students' response

The maximum score of the Likert Scale was 25 points. None of the eight responses presented the total score; however, the maximum total score was selected by students 6 with 23 points. Most of the Likert scales had a point average of 20 points, meaning that most of the students had a positive attitude towards the incorporation of Kahoot in the classroom. The mean score for most of the Likert scale was 4, and the range fluctuated between 3,6, and 4,6. Finally, most of the mode was on 4 ("agree"), and only two times the mode scored 5. This statistical analysis demonstrates that most of the students involved in the intervention agreed on most aspects of participation. Finally, graph 9 illustrates each student's response to the Likert scale.



Graph 9: Representation of each student’s score in the Likert scale

As we can observe in this graph, the first item “I found very entertaining the use of Kahoot in classroom” obtain the most points in the Likert Scale with 4 students voting on the Likert Scale with 5 points. This means at first glance that students feel that with the use of Kahoot, they were entertained in the classroom. In comparison to Item 4 “When using Kahoot, I like to participate in class”, which obtain the least points on the Likert Scale.

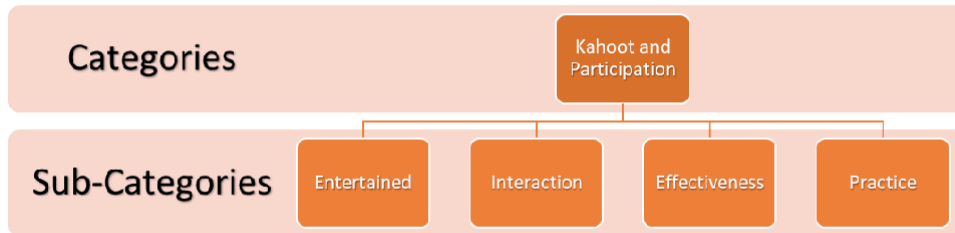
A qualitative data collection technique was also applied to accomplish the second objective. This was possible by classroom recording and semi-structured interviews. Content analysis was used to analyze the interviews to find patterns and create connections among all students' responses.

The following categories emerge through the semi-structured interview:

- Participation
- Kahoot

The following sub-categories appeared through the semi-structured interview

- Entertained
- Interaction
- Effectiveness
- Practice



Graph 10: Categories and Sub-categories of the Semi-structured interview

The following table shows the themes and subthemes found during the interview.”-

CATEGORIES	SUB-CATEGORIES	FREQUENCY	EXAMPLE
PARTICIPATION	Entertained	3	- “En las clases de inglés las clases me parecieron más entretenidas y dinámicas”
	Interaction	5	- “Fue muy Interactivo, no lo sentí, así como forzado y así fue más fácil aprender inglés”
KAHOOT	Effectiveness	4	- Los métodos que usó en las clases fueron mucho más interactivos y pudimos aplicar lo que aprendimos, lo encontré super efectivo.
	Practice	5	- El inglés debe practicarse, por lo que necesitábamos participar.

Table 11 Table of frequency of the sub-categories:

The students had different comments about their participation during the semester. For example, student A commented that he initially felt very doubtful about using Kahoot, but throughout the semester, he realized his improvement in participation levels. The following is an extract of the student's response about this topic.

“al principio con muchas dudas porque no estaba Seguro de nada, no tenía tantos conocimientos básicos, después más Adelante ya la clase era más fluida la interacción con el profesor y con los compañeros al desenvolvernos en los temas (de la clase).” (Student A)

Student B reported that he participated a little during classes, but with Kahoot, he focused more and felt it was entertaining.

“Mi participation fue bien leve por que yo no soy de hablar en voz alta en clases, sin embargo en ingles se me hacia mas entretenido responder porque las clases eran mas dinamicas.” (Student B, Semi-structured interview)

Finally, student C Stated that she felt that her participation was effective because of the different methodologies that were applied in the classroom.

“... mi participación en el curso fue efectiva, como ya había reprobado antes no tenía como muy clara la información. Los métodos que aplico (usted) este semestre para pasar la materia la encontré mucho más interactiva y lo encontré como... que aplicábamos los contenidos y aplicando los contenidos como que ese es mi método de aprendizaje y me fue mejor con los métodos que aplicaba usted en sus clases.” (Student C)

The first theme was participation. In this part, students commented on how the use of Kahoot encouraged their involvement inside the classroom. All three students agreed that at the beginning, they felt shy or insecure about making comments in English. However, with the help of Kahoot, they could participate in English. The reasons students gave for each answer were related to the participation of the class most of the time. For instance, some students (Students A and C) believed that their involvement remained the same because Kahoot did not define their participation. They participated because they needed to join to learn English. And student B explained that his involvement did increase with the help of Kahoot because he was always the first on the Kahoot games, and that help on increasing participation or that it did help because it helped the student to review the content of the class differently.

We can observe two sub-themes for Participation. First, the sub-theme entertained. This subtheme was recorded five times during the interview. In addition, all students agree that another ICT tool (English Online) was the most predominant for them when learning a new lesson in our English classes.

Some students noted an increase in their participation. For instance, student B explained that at the beginning was difficult, but then, with more knowledge he was acquiring, he grew more confident in his English level and expression in English. All students agree that their participation increased in the last month of classes. As stated by student A

“En las clases de inglés las clases me parecieron más entretenidas y dinámicas”_ Student B. Semi-structured interview

The second sub-theme was Interaction. This sub-theme was identified in the interview five times. Students value Kahoot because it facilitates Interaction between classmates and the teacher. An example of this is a comment made by student C

“Fue muy Interactivo, no lo sentí, así como forzado y así fue más fácil aprender inglés”_ Student C, Semi-structured interview

The second theme that emerged was Kahoot. Students valued the fact that I introduced another app in the classroom. However, students remarked on how Kahoot works as a complementary app to learn English in a fun and didactic way.

To record their feelings and opinions about Kahoot and the lessons, students also were part of a reflective question about their participation in the class. In this part were able to identify their strengths and weaknesses when learning English with Kahoot. All the answers were related to themes of Interaction and Motivation when participating in the classroom.

The third subtheme was Effectiveness. This subtopic was presented four times during the interview. In this part, students recognized the Effectiveness in participation, engagement, and improvement in their level of English thanks to the use of Kahoot. An example of this is the following statement:

“Los métodos que usó en las clases fueron mucho más interactivos y pudimos aplicar lo que aprendimos, lo encontré super efectivo.”
(Student A, Semi-structured interview)

Finally, the last subtheme found was Practice. This sub-topic was seen five times during the interview. In this part, students talked about the ease with which Kahoot makes the students practice. The type of activities that can be found immediately was closely related to their lesson planning. In addition, students admitted that Practice is the best way to learn any language. An example of this is

“El inglés debe practicarse, por lo que necesitábamos participar.”
(Student C, Semi-structured Interview)

Chapter 5: Discussion

To collect and organize the data, I used different methods throughout the course of Action Research. Moreover, the results were divided into weeks: Week 1, Week 2 and Week 3 and per specific objectives. The specific objectives were to describe undergraduate students' levels of participation during the implementation of Kahoot and to identify the learner's perception of the use of Kahoot during the intervention.

5.1 Specific Objective 1: To describe undergraduate students' levels of participation during the implementation of Kahoot.

5.1.1 Summary of the findings

The first specific objective of this study was to describe undergraduate students' levels of participation when using Kahoot. The intervention demonstrated how students' participation increased during the intervention sessions when working with Kahoot. The findings reveal that all the participants showed different signs of participation through various indicators throughout the intervention. Every time a student showed any type of participation, the checklist would be checked in the "yes" option by the teacher-researcher. All students participated in different manners during the intervention weeks, this is equal to a 100% participation during all weeks.

The results of the first specific objective showed that all students participated throughout all the weeks of the intervention. The indicators used in the intervention are called Aspects of participation. The aspects of participation, for instance, were the following, raising their hand, participating in the class discussion, answering the Kahoot questionnaire at the beginning and the end of the class, and students engaged in a conversation among peers.

The best-ranked aspects of participation were 3; students answered the questionnaire at the beginning and the end of the class and engaged in a conversation with their classmates. It is essential to mention that Week 1 had the least total of students participating in the aspect of participation, "students raising their hand," with only two students participating in the aspect out of 8.

5.1.2 Analysis of the findings

Three aspects of participation were the highest indicator of participation while the intervention weeks:

- Students answered the Kahoot questionnaire at the beginning of the class.
- Students answered the Kahoot questionnaire at the end of the class.
- Students engaged in a conversation about the class topic.

The highest participation ratio was on aspect 3, "students answering the questionnaire on Kahoot at the end of the class." According to Zarzycka-Piskorz (2016), the explanation for this behavior is that some game components can be used in other non-gaming contexts to generate practical student engagement and improve persistence and motivation to win or to learn in the classroom. This concept is familiar for teachers, especially during the pandemic. According to Zarzycka-Piskorz (2016), gamified education has a close relationship with intrinsic motivation, which

can lead to a higher level of participation of the students. Participation can be improved by employing gamification because of its characteristics (being fun, working alone or as a group, and encouraging participation). The students participating in the Action Research were able to work with Kahoot, which has the characteristics of being fun, working as a group, and encouraging participation when the teacher asked them. According to –Zarzycka-Piskorz , Kahoot brings to the classroom a sense of competitiveness, it is not monotonous to work, and the environment of the class may become smooth if different techniques applied by the teacher are used in the classroom.

Another explanation of this student's preference for working with Kahoot can be interpreted as this instance of answering the Kahoot questionnaire used in the intervention weeks was intended to be used as an "exit ticket" for the students and a way to review the lesson taught in the class. Kahoot can be used in any part of the class. On the introductory part of the class or the closure of the class. It depends on the teacher' decision according to the lesson. It is important to change the pace of the class to avoid repetitiveness in the class.

On the contrary, when analyzing Week 1 of the intervention in detail, students' participation by raising their hands scored the lowest, with only two out of eight students. –This scenario also repeats during Week 2 and Week 3. Students might feel anxious when raising their hands because of fear of being mistaken, which can happen even with older students. According to Meihua Liu (2006), older students often become doubtful and nervous when speaking in a second/foreign language due to unknown linguistic and sociocultural standards. Those feelings of anxiety and extreme shyness are also observable in this context, and even though some of these may vary from student to student, anxiety and shyness are present in every student, regardless of age, gender, or educational background.

This tendency of students of not participating by raising their hands could happen for two reasons: shyness and anxiety. However, Böheim et al. (2020) stated that attention was the essential factor of achievement in contrast to hand raising, which was not observed to significantly influence the L2. Hand-raising contributes to students' learning abilities. Students may have different manners to express participation, such as speaking or group talking.

Moreover, some students had negative feelings towards a foreign language because they may need a better base in the English language, which may affect their speaking skills and hinder participation.

Specific Objective 2: To identify the learner's perception towards the use of Kahoot during the intervention

5.2.1 Summary of the findings

When referring to the aspect of participation, “When using Kahoot, I like to participate in classes,” it is observable that it was voted “agree” for most of the participants, being the option agree chosen seven times. This tendency could be interpreted as Zarzycka-Piskorz (2016) called intrinsic motivation, which comes with games, and with that, Kahoot reunites all the elements that make this ICT tool an instrument to improve participation. Kahoot contains “game elements that could be responsible for increasing motivation to participate and engage in a grammar learning game.” (p. 17)

The most favorable item voted for was the first item, “I found very entertaining the use of Kahoot in the classroom,” presented in the “strongly agree” option. Students liked the game component of Kahoot! The competitiveness of the app and the layout of a gamified activity made students feel comfortable, and that could be an explanation of their choices about item 1. Another relevant data is on item 4 “When using Kahoot, I like to participate in class.” According to the results of the study, the participants felt that incorporating Kahoot in the English lessons had its benefits. Students participated in the class, answered the questionnaire, and, most importantly, found it very useful to use Kahoot because it directly affects their academic results to review what they had learned in classes. In addition, most of the students did relatively well in their assignments thanks to the incorporation of Kahoot.

5.2.2 Students' perceptions

Regarding the second specific objective, from the students' perception emerged the following subcategories; Entertainment, Interaction, Effectiveness, and Practice.

The subcategory Entertainment was mentioned by two students. For instance, student B reported minimal participation during class time, but with Kahoot, he was more focused and felt that the class was entertaining. On the other hand, student C stated that she felt that her participation was important in the sense that every time she participated was to solve doubts or to make a comment about the topic of the class, which she considered necessary because of the different methodologies such as task-based activities together with the use technology in the classroom. Games tend to be more appealing to students of their age (university students). In addition, this generation of students appreciates more the fact that teachers use technology. Cárdenas et al. (2020) explained that “digital games are undoubtedly prevalent and have become a routine activity and are no longer teenagers' exclusive domain.” (p. 66). According to Cardenas, the motivation, entertainment, engagement, and enjoyment of games can be integrated into curricular content to develop accordingly (2003). All the students presented in the interview could observe and feel this entertainment feature of Kahoot by participating in classes. Even something like grammatical structure can be considered fun and entertaining if the correct activities are presented in the Kahoot games.

When indicating Interaction, this subcategory was mentioned five times during the interview. This Interaction can be explained as the Interaction among themselves, classmates, materials, and teachers. Kahoot brings this Interaction among all the previous elements. Cardenas et al. (2020) explained that research on SRSs (Students Response Systems) is closely related to ICT tools, revealing that students perceive those as promising tools for learning. For instance, "as its use increases participation and the general enjoyment of classes, fosters interactions, and allows learners to self-assess and compare their performance with that of their peers (Cardoso, 2011), which, in turn, improves language skills." (p. 67). In the intervention, there was time for feedback at the end of each Interaction with Kahoot. There was room for improvement in the language as the different sets of feedback that a student may receive are large. The students may receive feedback from their classmates, the platform they are using, Kahoot, and the teacher, thus making learning easier for the students.

Regarding the Effectiveness subcategory, it was discussed four times during the semi-structured interview. Student A explained that he felt that the methods used throughout the intervention weeks were interactive, and because of that, this student felt that he could apply what he had learned, and that learning was effective. Introducing didactic tools, ICTs, and different apps can improve students' learning pace, making learning a second language more effective. Hadijah et al. (2020) described that the use of Kahoot by their learners positively affects vocabulary. It attracted the students' attention and improved their engagement in language tasks, including tests. The authors also suggest that the readers "use and integrate technology for teaching vocabulary. Many online learning tools can be used, including the game of education and online graphics, which the teachers in the vocabulary instruction can use to make the learning process more interesting and effective" (p. 87). The effectiveness of Kahoot in language tasks depends heavily on the type of instructional tools and activities that a teacher can create on Kahoot. In the study, the creation of activities on Kahoot was based on vocabulary that directly relates to their daily lives so that the learning process would be more meaningful to them. According to Killi (2005), we should take advantage of Kahoot! as a learning tool. We, as teachers, can organize a game-based learning model to teach the students different vocabulary items or skills. Kahoot can be organized as an instruction tool to assess the students' vocabulary skills and support the teachers in direct instruction.

Finally, the subcategory Practice was present during the interview five times. Students recognize that the continuous practice of the elements and vocabulary previously taught in class was necessary for their improvement in the English language. For example, student C said, "English needs to be practiced, so we need to participate in learning." This statement also is further supported by Ebadi et al. (2019), who explain that the benefits of using technology in the classroom are, for example, accessibility and portability granted in most of the current ICT tools in the

present. This allows students to practice at any given time in the classroom or even outside of it. In addition, technology and ICT tools can provide different tasks and materials because of the use of the Internet, thus allowing students to "facilitate "reflective practice" for the learners, "possible timing capabilities" (Van Praag & Sanchez, 2015, pp. 299–300), and enhancing learners' motivation in language learning (Hsu, 2013).

Chapter VI: Conclusion

6.1 Conclusions

During the intervention weeks, it was clear that the implementation of Kahoot to improve the participation of the students was a success. The study's findings reveal that all students involved participated at different rates during the implementation of Kahoot.

In relation to the first specific objective about undergraduate students' participation levels during the implementation of Kahoot, interesting results were yielded. Specifically, the highest participation levels presented during the intervention sessions were in 3 items; Students answered the questionnaire at the beginning of

the class, students answered the questionnaire at the end of the class, and students engaged in a conversation about the topic of the class. However, the student participation ratio differs in various manners. For instance, only two students raised their hands in the first week of implementation, and this tendency only repeats during weeks two and three. Finally, the highest participation rate was on aspect 3, "students answering the questionnaire on Kahoot at the end of the class." The inclusion of Kahoot as an exit ticket positively influences students' participation because of Kahoot's feature of gamification. Kahoot brings to the classroom a sense of competitiveness, it is not monotonous to work, and the environment of the class may become smooth if different techniques applied by the teacher are used in the classroom. The learners' participation could be described as low before the intervention plan, especially in activities where ICT tools were not involved. After the implementation weeks students did improve their participation ratio thanks to the help of Kahoot.

The second specific objective "to identify the learner's perception towards the use of Kahoot during the intervention, "The results on the quantitative data explain that on the dimension "When using Kahoot, I like to participate in classes". was voted "agree" for most of the research participants" . Finally, the Likert scale also identifies which item has the most "strongly agree" option voted, which was the first dimension, "I found very entertaining the use of Kahoot in the classroom." Teachers must take into consideration their student's opinion about their lessons, in this case, students found entertaining and appealing the use of Kahoot during the implementation weeks. Regarding the categories and subcategories. First, the topic of entertainment was discussed three times and explained by two students. Those students said they participated a little during classes, but with Kahoot, they focused more, and felt that was entertaining. In addition, they stated that they felt that participation was effective because of the different methodologies and ICT tools that were applied in the classroom. The topic Interaction emerged 5 times during the interview, and the student valued the fact that ICT tools facilitate the interaction among students, teachers, and Kahoot, especially when receiving feedback from themselves or the teacher. Finally, the topic of Effectiveness was discussed four times in the interview, and all students who participated in the interview agreed that using Kahoot was a great help for them to learn the English language. They felt that learning was effective through the means of Kahoot.

6.2 Limitations of the study

One of the limitations of this study was time constraints during the implementation weeks. The implementation strategies were set during the student's last assignments of the semester. In addition, the action plan had to be re-written because of the need for more consistency in previous attempts at creating an action plan. As a result, the implementation of strategies lasted only three sessions, divided into three different weeks. This could have affected the results because if students had more time to invest in working with Kahoot, it could have impacted some of the undergraduates' perceptions in the Likert Scale or the Checklist.

Another limitation might be the sample because of the number of students presented during the intervention session. At that time, only 12 were part of the class, but some had struggles with clashes (having two courses at the same time), and some of the students had to leave earlier. Thus, the number of students answering the consent and working with me during the intervention was reduced to eight. Therefore, obtaining a bigger sample of students may have been more significant to the study results.

Finally, several activities during the intervention sessions lasted longer than anticipated. Specifically speaking, some activities regarding the closure of the class because some students had to leave earlier because of other academic responsibilities and administration issues that interrupted the class flow.

6.3 Implication of the study

The following action research could be very useful to those teachers/researchers who want to dive into the area of students' participation regarding the use of ICT tools in the classroom. During the study, it was interesting to notice the positive effects that Kahoot can bring to our classroom. Most of the ICT tools are easy to use, and most of them are easy to find. Therefore, teachers and students can benefit from their use inside the classroom, and learning English with the help of ICT tools can be successful learning. However, we need the correct preparation and background to know how to use these tools to their full potential and how to find them, and this action research could be a good starting point to understand its benefits.

In addition, this action research can also help those researchers who want to understand the use and the benefits of using Kahoot inside the classroom. In this Action Research, it was observed through different studies how to use Kahoot correctly in an EFL classroom, its benefits, and how to use Kahoot with a different group of students or to use it to learn a particular skill or sub-skill in English. In most studies regarding Kahoot, the benefits of using this app are closely related to motivation, as explained by Hadijah (2020), "The results of this study show that Kahoot! motivates students to get involved and encourages interaction in the classroom for both students and teachers." (p. 97)

Finally, this study also ventures into the area of students' participation. Although it is difficult to label the term "participation", since participation involves plenty of aspects that are occurring at the same time in the classroom, this Action Research tries to state a starting point in order to observe and identify different aspects of participation that we as the teacher can observe during class time.

6.4 Personal reflection

This is the first time carrying out an Action Research study since my previous works were descriptive studies. The creation of the study proved to be very challenging. However, I realized how much I have learned from this Action Research, which allowed me to know how to investigate, evaluate, and use different qualitative and quantitative methods and instruments.

The hardest task to fulfill was the creation of a proper action plan. This part was complicated because the action plan had to relate to the student's curricular obligations and lessons closely. To try to create an action plan that was closely related to the student's own lesson plan was difficult, but then again, it helped me to gain confidence to create lesson planning that was creative and, most important, engaging for the students.

The first week of the implementation was very challenging because I did not know if the lesson plan would work, and I felt very nervous during the implementation. However, nervousness was quickly replaced with anxiety and excitement because the class was filled with incidents.

Nevertheless, throughout the semester, there were many obstacles when discussing creating this Action Research. For instance, students walking out of classes because of them having clashes, affecting the flow of the class, or the low participation of students regarding the implementation session or even the time that the implementation session was set was difficult because there was the last week of the semester, meaning that students had limited time to work with me. After all, students had other curricular obligations (tests, work, dissertations in other subjects, and some other students finishing their subjects). However, even with that said, I could fulfill the implementation weeks plus the semi-structured interview for all students. Most of the issues were solved by giving the students time to work with me in other hours and time constraints were successfully faced with giving more deadline time to our work.

Finally, this Action Research helped me identify a problem and then how to solve that problem with the different methods that we were learning through the course of the masters.

6.5 Recommendations

For those teachers-researchers who want to dive into the area of participation and ICT tools, I recommend using Kahoot as a starting point to observe whether students get attracted by the layout of the app and its functionality. The Kahoot app works better with older students; however, you can also use it from 6th to 8th. For younger courses, it is recommended not to encourage the use of the app as a competition but rather as a means of feedback and correction of students' answers in the app.

In addition, this study is a great help in identifying specific aspects of participation in the students. For starters, you can use the same method to identify which aspect of participation you want to focus on most.

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Addendum

1.1 checklist for implementation

Aspect of consideration	Yes	No	How many
Students raising their hand			
Students participate in the discussion of the class			
Students answer the questionnaire in the Kahoot app at the beginning of the class.			
Students answer the questionnaire in the Kahoot app at the end of the class.			
Students are engaged with a conversation with each other about the topic of the class			

1.2 Likert scale

	Strongly agree	Agree	Indifferent	Disagree	Strongly Disagree
I found very entertaining the use of Kahoot in classroom					
With the use of Kahoot, I improve my use of English language in general					
I want to work in other classes with different ICT tool					
When using Kahoot, I like to participate in classes					
I feel more interested in learning the English					

language after using Kahoot					
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1.3 Semi structured interview

1) Semi-structured Interview.

This interview will be applied to those students whose participation greatly improves during class time. This interview will have a semi-conducted interview and will contain questions such as

- 3.1) En general, ¿Como describirías tu participación en el curso de inglés durante el semestre?
- 3.2) ¿Considerando tu participación, crees que el uso de Kahoot fue beneficioso?
- 3.3) Que elementos que se usaron en clases crees que más fueron efectivas en tu participación?
- 3.4) Has notado un aumento en tu participación en la sala de clases durante el último mes? ¿Por qué?
- 3.5) Que es lo que piensas sobre el uso de Kahoot en la clase de inglés?
- 3.6) Como definirías tu participación este semestre?
- 3.4) Crees que el uso de Kahoot aumento tu participación? ¿Por qué?