ONLINE PLATFORMS FOR GRAMMAR TEACHING: ENHANCING ENGLISH TENSE MASTERY IN LARGE CLASSES

NGUYEN PHUONG THAO
TRUONG BINH AN
NGUYEN THI HONG NGOC
Faculty of Foreign Languages,
Tay Nguyen University

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Abstract

This study examines how online platforms can address the persistent challenges of grammar instruction in large EFL (English as a Foreign Language) classes, with a particular focus on mastering English tenses. While previous Computer-Assisted Language Learning (CALL) research has highlighted the benefits of technology for grammar acquisition, most studies have been limited to small or blended learning contexts, leaving unresolved questions about scalability. A quasi-experimental design was implemented with 120 Vietnamese undergraduates divided into an experimental group using Quizizz and Kahoot and a control group receiving traditional instruction. Results showed significantly greater improvement in tense mastery in the experimental group. Survey findings further revealed that learners valued Quizizz for individualized practice and Kahoot for interactive reinforcement, though technical constraints persisted. These findings contribute to CALL research by demonstrating that gamified online platforms can effectively support English tense instruction in large EFL classes while enhancing learner engagement and practice opportunities. The study contributes to the understanding of how digital tools mediate learner engagement, feedback, and autonomy in constrained contexts, suggesting that integration strategies must be pedagogically grounded rather than purely technological. Implications are offered for expanding CALL frameworks to address large-class dynamics and tense-focused grammar learning.

Keywords: *Communicative learning, EFL, experiential learning, PCE-Kids, personalized learning, Vietnam, young learners.*

1. Introduction

Grammar competence is widely regarded as a foundational component of second language proficiency, forming the basis for learners' ability to produce accurate and meaningful communication. Among the various grammatical subsystems, English tense and aspect constitute one of the most intricate domains, requiring not only mastery of morphological markers but also an understanding of how temporal relations are encoded across contexts. For learners whose first language does not mark tense morphologically—such as Vietnamese—these challenges are amplified, often resulting in persistent errors and limited communicative precision. Empirical observations in Vietnamese tertiary settings indicate that learners frequently struggle to differentiate between tense forms or apply them appropriately in discourse, largely due to structural incongruities between English and Vietnamese and insufficient opportunities for individualized practice.

These difficulties are further compounded in large university classes, which remain a pervasive reality in public higher education systems in Vietnam and many other developing countries. With class sizes commonly ranging from 50 to 70 students, instructors face significant constraints in delivering timely corrective feedback, facilitating communicative tasks, or monitoring learners' progress. Prior research suggests that overcrowded classrooms reduce opportunities for interaction, hinder learner engagement, and contribute to anxiety and cognitive overload for both students and teachers (Shamim

Email: npthao@ttn.edu.vn
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& Kuchah, 2016). As a consequence, grammar instruction in such contexts often relies heavily on lecture-based explanations and mechanical drills, which may not sufficiently support the development of tense mastery or foster active learning.

Amid these challenges, rapid technological advances have introduced new possibilities for enhancing grammar instruction. Digital and online platforms—particularly gamified applications such as Quizizz and Kahoot—offer features that can potentially complement traditional teaching methods. These tools provide immediate automated feedback, repeated practice opportunities, multimodal input, and interactive task formats that may increase learner motivation and autonomy. Numerous studies within the field of Computer-Assisted Language Learning (CALL) have demonstrated the benefits of technology-assisted grammar instruction, reporting improvements in learner engagement, motivation, and accuracy (Celik, 2024; Bahari & Gholami, 2022). Such findings highlight technology's capacity to create more dynamic, personalized, and scalable learning environments.

However, a critical gap remains in the literature. Most existing studies on technology-mediated grammar learning have been conducted in small or moderately sized classes, or within blended learning contexts where teacher support is readily available. Consequently, questions of scalability, pedagogical feasibility, and learner experience in overcrowded classrooms remain insufficiently explored. In particular, empirical evidence on the role of online platforms in supporting the acquisition of English tenses—a notoriously challenging grammatical area—within large-class settings is noticeably limited. This gap is significant, given that large classes represent precisely the environment where CALL tools may be most needed to alleviate instructional constraints and provide individualized practice opportunities.

Against this backdrop, the present study investigates the integration of Quizizz and Kahoot into English tense instruction in large university classes at a public institution in Vietnam. By adopting a quasi-experimental design and incorporating both performance-based and perception-based data, the study examines not only the effectiveness of these platforms in improving tense mastery but also how learners experience and evaluate their use within an overcrowded learning environment. Through this dual focus, the study aims to contribute to ongoing discussions about technology-mediated grammar teaching and to expand CALL research into a context that has received limited scholarly attention despite its pedagogical urgency.

2. Literature Review and Synthesis

2.1. Computer-Assisted Language Learning

Computer-Assisted Language Learning (CALL) has evolved from drill-based computer programs in the 1980s to sophisticated digital ecosystems that support interaction, autonomy, and multimodal learning. Contemporary CALL research conceptualizes technology not merely as a delivery medium but as a pedagogical mediator that shapes how learners engage with linguistic input, receive feedback, and construct knowledge (Beatty, 2013). Within this paradigm, technological tools are viewed as extensions of the learning environment that facilitate forms of practice and interaction that may be difficult to achieve in conventional classrooms, especially those constrained by time, class size, or resources.

A central strength of CALL lies in its ability to provide immediate and individualized feedback, which is essential for grammar acquisition. Automated feedback mechanisms embedded in many CALL applications offer learners timely correction, allowing them to notice gaps between their interlanguage and target forms—a cognitive process widely recognized in second language acquisition theory. In addition, digital platforms enable repeated, self-paced practice, a feature that is particularly valuable for mastering complex grammatical structures such as English tense forms. As noted in the study's context, tense usage poses persistent challenges for Vietnamese learners due to structural differences between English and their first language, suggesting a strong pedagogical justification for integrating CALL tools into grammar instruction.

Gamified CALL platforms have received increasing scholarly attention due to their ability to enhance motivation and engagement. Tools such as Quizizz and Kahoot exemplify this trend by combining

pedagogical functions with game elements, including competition, scoring, and instant results. Previous studies have shown that such platforms increase learner participation and facilitate more active processing of grammatical input (Hashim et al., 2019). These benefits are especially relevant in large classes, where traditional teacher-led practice offers limited opportunities for formative assessment and individualized support. The document's review of the literature highlights that while CALL is well established in small or blended learning environments, its application in overcrowded university classrooms remains underexplored—representing a key research gap that the present study seeks to address.

Despite its potential, CALL implementation is not without challenges. Studies have pointed out the influence of contextual constraints such as internet connectivity, device availability, and teachers' digital pedagogical skills (Zaza & Neiterman, 2019). In large public university classes—such as those described in this study—these constraints may be more pronounced. Moreover, some research has found that without careful instructional design, gamified tools can become superficial additions rather than integrated components of the learning process. Thus, the pedagogical value of CALL depends heavily on how digital tools are selected, sequenced, and aligned with instructional objectives.

In CALL research, learning outcomes are commonly defined as measurable gains in learners' linguistic knowledge or skills resulting from instructional intervention (Chapelle, 2005; Bernard et al., 2014). In grammar-focused studies, learning outcomes are typically operationalized through pre- and post-tests assessing accuracy, form–meaning mapping, and error reduction. In the present study, learning outcomes refer specifically to learners' mastery of English tense forms, as measured by standardized grammar tests administered before and after the intervention.

Learner perceptions, by contrast, represent the affective and cognitive evaluations learners form regarding instructional tools, including perceived usefulness, engagement, and ease of use (Beatty, 2013; Bahari & Gholami, 2022). Within CALL literature, learner perceptions are often measured using Likert-scale questionnaires supplemented by open-ended responses to capture both quantitative trends and qualitative insights. Accordingly, this study conceptualizes learner perceptions as students' subjective evaluations of Quizizz and Kahoot in terms of their contribution to tense learning, classroom engagement, and learning autonomy, measured through a validated survey instrument.

2.2. Grammar Teaching

Grammar teaching has long been recognized as a core component of second language instruction because of its essential role in developing both linguistic accuracy and communicative proficiency. Scholars emphasize that explicit instruction, guided practice, and systematic feedback contribute significantly to learners' grammatical development (Qizi, 2023). Among the various grammatical domains, English tense and aspect represent one of the most challenging areas due to their abstract nature and the structural mismatch between English and typologically different first languages such as Vietnamese. As noted in the context of this study, Vietnamese learners often struggle with tense selection because their L1 does not mark time morphologically, leading to persistent confusion and errors in English (Shamim & Kuchah, 2016).

Effective tense instruction, therefore, requires sustained practice in controlled, semi-controlled, and communicative activities, as well as timely corrective feedback. However, such conditions are difficult to achieve in large university classes where teacher–student ratios limit opportunities for individualized support. In high-enrollment contexts—commonly seen in public institutions in Vietnam—teachers cannot feasibly monitor every student's progress or offer personalized feedback, which may result in fossilization of errors and reduced motivation for grammar learning (Shamim & Kuchah, 2016).

To respond to these challenges, recent shifts in grammar pedagogy advocate for more diversified and learner-centered approaches. Methods such as focus-on-form, task-based grammar instruction, and contextualized practice aim to connect form and meaning, moving beyond isolated drills. Nonetheless, the successful implementation of these approaches presupposes adequate instructional resources and manageable class sizes. When classes are overcrowded, teachers often default to lecture-based explanations and mechanical exercises that may fail to meet learners' needs.

In parallel with these pedagogical developments, digital tools have increasingly been incorporated into grammar teaching. Studies report that online platforms provide interactive exercises, multimodal explanations, and automated feedback, all of which enhance learner autonomy and engagement (Bajaj, 2020; Bernard et al., 2014). Research further indicates that technology-assisted grammar learning—whether through mobile applications, learning management systems, or gamified tools—supports repeated practice and promotes independent learning (Echeverría et al., 2011; Su, 2017). These affordances are particularly valuable for tense learning, which depends heavily on repeated exposure and corrective feedback.

However, as highlighted in the reviewed literature, most existing studies on digital grammar instruction have been conducted in small or medium-sized classes or blended learning environments where teacher support is more readily available (Gedik et al., 2013). Empirical evidence remains limited regarding how grammar instruction—especially tense-focused instruction—can be effectively implemented in large, resource-constrained university settings. Moreover, despite growing interest in learners' perceptions of online grammar tools, few studies have examined how students in overcrowded classrooms experience these platforms or whether such tools can compensate for the reduced opportunities for individualized interaction (Zaza & Neiterman, 2019).

This gap underscores the need for further investigation into scalable, technology-mediated approaches to grammar instruction in large classes. Understanding how online platforms can supplement or enhance traditional methods is critical for optimizing instructional practices in high-enrollment contexts where conventional grammar teaching often falls short.

2.3. Benefits and Challenges in Using CALL for Teaching Large Classes

The integration of Computer-Assisted Language Learning (CALL) into large-class instruction has been widely acknowledged for its potential to address limitations inherent in traditional, lecture-based approaches. In the context of grammar teaching—particularly tense mastery—CALL tools provide several pedagogical benefits that align closely with the needs of overcrowded classrooms.

A primary benefit of CALL is its ability to deliver individualized practice and immediate feedback. Digital platforms such as Quizizz and Kahoot offer automated scoring, error highlighting, and instant explanations, which can help compensate for the lack of one-on-one teacher support typically observed in large classes. These features allow learners to monitor their own progress, repeat exercises as needed, and correct misunderstandings promptly—practices that research has shown to enhance grammar acquisition (Celik, 2024; Su, 2017). Such affordances are particularly significant in tense learning, where repeated exposure and corrective feedback play an essential role in building accuracy.

CALL tools also enhance learner engagement, a frequently cited challenge in high-enrollment university settings where passive learning often dominates. Gamified platforms increase motivation through interactive, competitive, and visually appealing tasks that can shift classroom dynamics from teacher-centered delivery to participatory learning (Hashim et al., 2019; Zeroual, 2025). As observed in the context of this study, Kahoot tends to energize classroom participation, whereas Quizizz encourages self-paced revision outside class, thereby extending the learning environment beyond limited in-class time. Moreover, CALL facilitates scalability in assessment and monitoring. Digital logs enable teachers to track performance trends, identify common errors across large cohorts, and adjust instruction accordingly. This systematic tracking is difficult to achieve using traditional paper-based exercises, especially with class sizes of 50–70 students. Studies have shown that technology-supported assessment contributes to more efficient classroom management and more informed instructional decision-making (Bernard et al., 2014).

Despite these advantages, CALL adoption in large classes is not without challenges, many of which stem from contextual and infrastructural constraints. Technical issues—such as unstable internet connections, device limitations, or insufficient bandwidth—can disrupt learning activities and reduce the effectiveness of digital tools. As noted in earlier studies, learners in large classrooms may experience frustration or unequal access when technological conditions are suboptimal (Zaza & Neiterman, 2019).

The current study similarly observed that some students encountered connection problems or time pressure during synchronous activities, indicating that technological readiness is a critical factor influencing the success of CALL integration.

Another major challenge is the variation in digital literacy among both students and teachers. While younger learners often adapt quickly to new platforms, not all students possess the same level of familiarity or confidence with technology. Likewise, teachers may require training in digital pedagogy to design effective CALL tasks, monitor online activity, and troubleshoot technical problems. Without such preparation, CALL tools risk being used superficially rather than meaningfully embedded within the instructional process (Gedik et al., 2013). Additionally, the motivational benefits of gamified CALL tools may be tempered by contextual factors, such as large-class anxiety or performance pressure during competitive games. While competition can stimulate participation, it may also increase stress for some learners, prompting teachers to balance gamification with supportive scaffolding.

2.4. Theoretical Frameworks

In the field of applied linguistics, considerable attention has been given to the teaching of English grammar. Scholars have argued that this is the only way one can help learners move forward in both accuracy and fluency in language use (Qizi, 2023). In all parts of English grammar, the use of tenses is probably the most difficult as well as fundamental for learners. But since tense is actually an abstraction itself derived from a formal standard, its interference with students' mother tongues makes this matter even more complex. Extensive practice and feedback are necessary for students to use tenses accurately and provide increasingly sophisticated explanations suitable to the specific situation. Nevertheless, such instructional support becomes increasingly difficult for larger classes (Shamim & Kuchah, 2016). In countries such as Vietnam, with their large classes at public universities where student numbers are high and teacher-to-student ratios low, this adds an extra constraint on top of the existing ones, thus leading to unbroken habits and little advancement in learning grammar.

With the increase in digital education, a lot of online platforms have given hope to a diversified approach to grammar exercises. These platforms typically integrate interactive exercises, multimedia resources, and automated feedback mechanisms, which have been shown to increase learners' motivation and provide opportunities for individualized learning (Bajaj, 2020). Empirical studies indicate that grammar learning through technology can help learners in this way (e.g., by providing a means for repeated practice or by increasing independence). Some studies (Bernard et al., 2014; Echeverría et al.,2011) showed that the use of mobile phones, computers, and computer software for post-test treatment off campus, combined with face-to-face instruction, yielded significant improvements on tests outside the classroom setting. In addition, both mobile phone-assisted and web-based applications have been found to support grammar incidental reception for learners outside the traditional classroom environment (Su, 2017).

However, most prior research has been conducted in relatively small class settings, often with students receiving close teacher support or in blended learning contexts where class size was not a major constraint (Gedik, 2013). Studies that specifically address the challenges of large classrooms remain limited, particularly in relation to the acquisition of English tenses. Moreover, while learners' perceptions of digital platforms have been explored in general language learning contexts, there is little empirical evidence on how students in overcrowded classrooms experience and respond to online grammar learning. The lack of targeted research creates a hole in understanding how these platforms and their facilities should be effectively used to solve problems that arise out of tense-related difficulties in large university classrooms.

3. Methodology

3.1. Research Design

In this study, a quasi-experimental design combined with the survey was adopted to explore the effectiveness of online platforms supporting English tense teaching in large university courses. Data

were collected in both quantitative and qualitative forms. Quantitative data were used to measure students' learning outcomes, while qualitative data provided insights into learners' perceptions and experiences with the online platforms. It provided quantitative information but also a better understanding of how students experienced learning. This dual-methodological approach enhanced the credibility and representativeness of findings as a whole.

3.2. Participants

A total of 120 undergraduate students who were enrolled in General English classes on campus at a public university in Vietnam's Central Highlands took part in the study. Usually, these students were in classes numbering 55–70, as in current high-enrollment situations. Two intact classes with convenience sampling were designated by researchers. One group was given the experimental treatment (numbered 60) and received support from teachers over an online platform. The other group (also 60) served as a control sample, and its members would conduct their business in traditional ways. All students were non-English majors with proficiency levels of elementary as determined on placement tests conducted by our institution. All students were Vietnamese, ensuring ethnic homogeneity across groups. The gender distribution was the same between the experimental group and the control group (30 females, 30 males).

Prior to the intervention, a short background survey revealed that students in both groups had minimal and comparable prior exposure to gamified learning platforms such as Quizizz or Kahoot, and none had previously used these tools for formal grammar instruction. These characteristics indicate that the two groups were homogeneous in terms of demographic background, proficiency level, and prior technological experience.

3.3. Materials

Two gamified online platforms—Quizizz and Kahoot—were employed because of their accessibility, interactive features, and ability to deliver immediate feedback to large groups simultaneously. Quizizz was used for weekly asynchronous grammar practice, enabling learners to complete multiple-choice quizzes on tense by simply looking at answers and the platform's built-in automatic grading and record tracking.

Kahoot is used in classroom activities. The instructional materials focused on multiple language areas around the twelve English tense forms and were from established grammar textbooks and authenticated digital resources.

To measure learning results, pre- and post-tests are designed with multiple-choice questions, sentence transformations, and brief mistake correction tasks. Their reliability was proved by a pilot test (Cronbach's $\alpha = 0.82$).

Table 1: Structure of the Learners' Perception Questionnaire

Section	Focus Area	Item Type	Number of Items	Example Item
A	Usefulness	Likert-scale (1–5)	7	"Quizizz helped me practice English tenses more effectively."
A	Engagement	Likert-scale (1–5)	7	"Kahoot activities made in-class learning more enjoyable."
A	Ease of Use	Likert-scale (1–5)	6	"The platforms were easy to access and navigate."
B	Learner Insights	Open-ended	4	"What challenges, if any, did you experience when using these platforms?"

The questionnaire was adapted from established instruments in CALL research (Beatty, 2013) to ensure content relevance. To strengthen validity, two experienced English language lecturers reviewed the items for clarity, appropriateness, and alignment with the study objectives. A pilot administration with 20 students (not included in the main study) confirmed item comprehensibility and led to minor revisions in wording. Reliability of the Likert-scale section was tested using Cronbach's alpha. The overall internal consistency was satisfactory ($\alpha = 0.86$), with subscales for usefulness ($\alpha = 0.84$),

engagement (α = 0.82), and ease of use (α = 0.80) all exceeding the accepted threshold of 0.70. These results indicate that the instrument was both valid for the research context and reliable for measuring learner perceptions.

3.4. Procedure

The intervention lasted for eight weeks. To ensure instructional equivalence, both groups received the same conventional lectures on English tense forms. In addition to using Quizizz to build up independent weekly practice exercises and Kahoot during class sessions as reinforcement, the experimental group alone also performed these actions. Meanwhile—and solely on order sheets printed out at home by members of their own group—do students in the control group themselves. A baseline proficiency post-test in Week 1 and a Week 8 post-test to measure learning gains were completed. As well, the web activity logs and the classroom records of participation were collected. The experimental design isolated the impact of the platforms while retaining ecological validity by replicating real teaching conditions.

3.5. Data Collection

Two complementary types of data were obtained. First, learning outcomes were measured through the pre- and post-tests, enabling both within-group and between-group comparisons of progress. Second, learners' perceptions were gathered from the experimental group using a questionnaire adapted from prior CALL studies (Beatty, 2013; Chapelle, 2005). The instrument included Likert-scale items assessing usefulness, engagement, and ease of use, alongside open-ended questions eliciting reflections on the perceived benefits and challenges of Quizizz and Kahoot. By combining quantitative performance data with qualitative insights, the study provided a richer and more valid understanding of both cognitive and affective dimensions of learning.

3.6. Data Analysis

Quantitative data were analyzed using SPSS 26. Paired-samples *t*-tests assessed within-group gains, while independent-samples *t*-tests compared post-test performance between groups. Descriptive statistics (means, standard deviations, frequencies, and percentages) further summarized test and survey results. Qualitative data from open-ended responses underwent thematic analysis through iterative cycles of coding and theme development. This integration of statistical and thematic analyses enabled methodological triangulation: quantitative findings demonstrated the platforms' effectiveness in enhancing tense mastery, while qualitative results explained learner experiences and contextualized the statistical trends. Together, these analyses provided reliable and pedagogically meaningful conclusions.

4. Results and Discussion

4.1. Learning Outcomes

The analysis of test scores revealed significant improvement in both groups, but gains were greater in the experimental group. Paired-samples t-tests showed that the experimental group's mean score increased from 54.2 (SD = 8.5) in the pre-test to 74.6 (SD = 7.9) in the post-test ($p < .001$). The control group also improved, from 53.8 (SD = 9.1) to 64.3 (SD = 8.2), but the magnitude of change was smaller ($p < .05$). Independent-samples t-tests confirmed that the experimental group outperformed the control group in the post-test ($t = 6.42$, $p < .001$), indicating that the integration of Quizizz and Kahoot had a positive effect on tense mastery.

Table 2. Pre-test and Post-test Scores of Experimental and Control Groups

Group	N	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Gain	p-value
Experimental	60	54.2 (8.5)	74.6 (7.9)	+20.4	< .001 ***
Control	60	53.8 (9.1)	64.3 (8.2)	+10.5	< .05 *

Paired-samples t-tests were used to compare pre- and post-test results within each group. Post-test

comparison between groups showed a significant difference ($t = 6.42$, $p < .001$). Significance levels: $p < .05$, $p < .01$*, **$p < .001$.)

These findings align with earlier studies demonstrating that gamified platforms enhance grammar acquisition by increasing engagement and providing immediate feedback (Ilyasova et al., 2022). However, while prior work has often focused on smaller classes or general grammar practice (Pham, 2023), this study highlights the effectiveness of such platforms in managing the challenges of large classes, where traditional methods often fail to provide individualized practice opportunities.

4.2. Instructional Materials and Control of Confounding Factors

To clarify the instructional format, the gamified activities implemented via Quizizz and Kahoot are described in greater detail. Quizizz quizzes consisted of 20 items per session, including multiple choice tense selection. Students were allowed multiple attempts, and immediate automated feedback explained why each answer was correct or incorrect.

Kahoot activities were used synchronously during class time and included similar question formats, but with time limits and realtime competition. Sample Kahoot questions included contextualized tense usage in short dialogues and visual prompts requiring rapid tense selection. These activities served as formative assessment tools and reinforced previously taught tense rules.

To control for confounding variables, both the experimental and control groups were taught by the same instructor using identical lesson plans, instructional materials, and time allocation. The only difference between groups was the integration of Quizizz and Kahoot in the experimental group. As noted earlier, students' prior exposure to these platforms was minimal and equivalent across groups, reducing potential bias related to technological familiarity.

4.3. Learner Perceptions

In line with CALL literature reviewed earlier, learner perception data in this study explicitly reflect both the pedagogical benefits and challenges associated with the use of online platforms in large classes.

Survey results from the experimental group further supported the effectiveness of online platforms. A majority of students (87%) reported that Quizizz helped them practice tenses more effectively outside class due to the possibility of multiple attempts and instant correction. Meanwhile, 82% indicated that Kahoot activities made in-class learning more enjoyable and interactive, reducing the passive atmosphere often observed in large lecture-style classrooms. Open-ended responses revealed that students valued the competitive element of Kahoot for increasing motivation, while Quizizz was perceived as useful for self-paced revision.

Table 3. Student Perceptions of Quizizz and Kahoot (Experimental Group, n = 60)

Survey Item	Agree/Strongly Agree (%)	Neutral (%)	Disagree/Strongly Disagree (%)
Quizizz helped me practice English tenses more effectively outside class	87	10	3
Kahoot activities made in-class learning more enjoyable and interactive	82	12	6
Quizizz allowed me to learn at my own pace	85	11	4
Kahoot increased my motivation to participate during lessons	80	13	7
Technical or internet issues affected my learning experience	28	40	32

(Percentages are rounded to the nearest whole number. Items were measured on a 5-point Likert scale and collapsed into three categories for reporting).

These results echo findings from previous CALL studies that emphasize the motivational benefits of gamified tools (Zeroual, 2025). At the same time, some students expressed concerns about internet connectivity and occasional time pressure during Kahoot sessions, suggesting that while the platforms were generally well received, technical and contextual constraints remain.

Consistent with previous CALL studies emphasizing immediate feedback and learner autonomy (Celik, 2024; Su, 2017), the high percentage of students reporting effective tense practice through Quizizz (87%) indicates that automated feedback and repeated attempts played a crucial role in learning outcomes. This finding supports the theoretical claim that CALL tools compensate for limited teacher feedback in large classes by providing individualized practice opportunities.

Similarly, the reported increase in engagement and motivation through Kahoot (82% and 80%, respectively) aligns with gamification research highlighting the role of competition and interactivity in sustaining attention in overcrowded classrooms (Hashim et al., 2019; Zeroual, 2025). These results demonstrate that CALL-based gamified tools are not merely motivational add-ons but function as pedagogically meaningful mechanisms for enhancing grammar learning.

In addition to quantitative survey results, qualitative data from openended questionnaire responses provided insight into learners' experiences. Many students reported that Quizizz reduced anxiety because they could practice repeatedly without fear of public mistakes. One student noted, *"I feel more confident practicing tenses because I can try again and see explanations immediately."* Others highlighted Kahoot's motivational value, stating that *"the competition made the lesson more exciting and helped me remember tense forms better."*

These qualitative findings support the quantitative results by illustrating how gamified platforms foster a lowpressure learning environment, encourage repeated practice, and increase attentional focus—key factors in effective grammar acquisition.

4.4. Integration of Online Platforms into Traditional Teaching

At the same time, the findings also confirm challenges identified in CALL literature. Approximately 28% of students reported that technical or internet-related issues negatively affected their learning experience, echoing concerns raised by Zaza and Neiterman (2019) regarding infrastructural constraints in large-class technology integration. Additionally, qualitative responses revealed that time pressure during Kahoot activities occasionally increased learner anxiety, suggesting that gamification benefits must be carefully balanced with supportive scaffolding.

According to classroom observations, activity logs, and open-ended survey responses, there are several specific methods in which we can make use of the internet to support grammar teaching in big classes. From the students' point of view, Quizizz is most effective as a tool for individualized and asynchronous practice. Thus, they are not only able to review different verb tenses slowly at their own leisure outside class times but also work on them for an extended period on their own. In this way, refraining from strict teacher direction relieved the stress on class power, and it also gave a more detailed report of overall student performance.

By contrast, Kahoot was better positioned as an in-class synchronous activity to help students reinforce key grammatical concepts and apply tense knowledge in real time. In their opinion, Kahoot not only helps to combat the tedium and anxiety of traditional teaching but also encourages collaborative learning, thus enabling this to be short-circuited. Teachers also reported that Kahoot is a rapid means of diagnosing class understanding—in short, support for non-linguistic banning has already been received, but not further mandated.

The combined use of these platforms suggests that online tools are not replacements for traditional teaching but complements that optimize class time. In large classes, teachers might use lectures to explain grammar rules: Kahoot should check class-wide understanding and keep everyone involved, and Quizizz can follow up with individual practice beyond school hours. This blended approach is consistent with previous CALL research highlighting both the importance of face-to-face and technology-mediated instruction (Echeverría et al., 2011).

However, effective integration depends on attention to contextual factors. For instance, reliable

internet access, training in digital pedagogy, and clear task design are essential; gamified quizzes may merely be used for show. What's more, while the addition of these games increased student motivation, some children complained of time constraints and technical disruptions. This suggests that we need to select when and how we use them carefully, or come up with a different idea altogether.

The study is a lesson on how, when online platforms are combined with traditional methods-based strategy, they can be used to solve the key issues of grammar teaching in large-school classroom settings through extending practice beyond what is available normally, expanding feedback made possible vs. scalable, and keeping student interest maintained.

4.4. Limitations and Implications

4.4.1. Limitations

Despite the positive outcomes, several limitations should be acknowledged. First, the study was conducted over eight weeks, which may not capture the long-term retention of grammar knowledge. Second, participants were drawn from a single institution, which may limit the generalizability of findings. Third, the reliance on self-reported survey data introduces the possibility of response bias.

4.4.2. Implications

The findings of this study suggest several practical implications for grammar teaching in large classes. First, online platforms such as Quizizz and Kahoot should be integrated into instruction not as stand-alone tools but as complementary components of a blended approach. Quizizz is particularly suitable for individualized, out-of-class practice, enabling learners to review and consolidate tense forms at their own pace while providing teachers with diagnostic data on common errors. Kahoot, by contrast, works best as an in-class reinforcement activity, sustaining attention and fostering collaboration through real-time competition.

Second, teachers should adopt a task-based integration strategy by aligning online activities directly with lesson objectives and classroom instruction. This ensures that digital practice reinforces the concepts taught in class rather than functioning as unrelated add-ons. Third, institutions should provide teacher training in digital pedagogy, focusing on effective task design, monitoring online activity, and troubleshooting technical challenges.

Finally, while gamified platforms increase motivation and engagement, teachers need to consider potential barriers such as connectivity issues and student anxiety over time pressure. Careful planning, flexible pacing, and scaffolding are therefore necessary to maximize benefits and minimize drawbacks. By addressing these factors, online platforms can serve as practical tools for optimizing grammar teaching in high-enrollment classrooms, ultimately creating more interactive, student-centered learning environments.

5. Conclusion and Policy Implications

This study demonstrates that integrating online platforms such as Quizizz and Kahoot into grammar instruction can significantly enhance English tense mastery in large university classes. The experimental group achieved substantially greater gains than the control group, and learners reported that the platforms supported both self-paced practice and interactive reinforcement.

Beyond practical outcomes, the study advances Computer-Assisted Language Learning (CALL) research in two important ways. First, it provides empirical evidence that gamified platforms can be scaled effectively to overcrowded classrooms, a context that has received little attention in prior studies. Second, it isolates tense mastery as a specific domain of digital intervention, showing that online tools can address one of the most persistent challenges in grammar learning. These contributions extend CALL theory by demonstrating how digital feedback, engagement mechanisms, and learner autonomy operate under high-enrollment constraints.

Practically, the findings suggest that online platforms should be integrated as complementary tools

in blended instruction: Quizizz is best suited for individualized, out-of-class practice, while Kahoot fosters active participation during lessons. For sustainable implementation, institutions should provide teacher training in digital pedagogy and ensure adequate technological support. Future research could build on this work by examining long-term retention, applying similar interventions to other linguistic features, and exploring cross-institutional contexts to strengthen generalizability.

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