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**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

**THE QUIZIZZ APPLICATION AS A TECHNOLOGY  
EDUCATIONAL TOOL TO EVALUATE SPEAKING SKILLS ON  
SIXTH GRADERS AT CORIS PUBLIC ELEMENTARY SCHOOL  
DURING THE FOURTH QUARTER OF 2023**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Dedication**

Dedicated to the only person who has been present unconditionally always, especially those times when motivation tended to be weak, but discipline stayed consistently solid, despite the lots of work, academic responsibilities, and the numerous personal matters... to myself

**Mauricio Guzman Cordero.**

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## **Abstract**

The purpose of this study is to analyze the impact of the Quizizz application as a technical resource for teaching English, especially speaking skills. Indeed, it is important to ensure that students get the most out of their learning experience. Quizizz also provides teachers with key performance indicators to identify strengths or determine what to do if students are struggling. Moreover, technological advances, especially in the field of digital learning, have played a key role in the growth of platforms such as Quizizz. The increasing availability and accessibility of internet connectivity as well as the proliferation of smart devices have created the infrastructure for the emergence of online learning tools.

The Quizizz application has proven to be a powerful tool for improving student engagement and learning outcomes, combining interactive features, gamification, and personalized learning experiences. Additionally, Quizizz transforms traditional learning environments into dynamic and engaging spaces that promote active engagement, knowledge retention, and academic success. Continuous research and exploration of technological resources will lead to a better understanding of Quizizz's impact on education and contribute to the advancement of effective teaching and learning methods.

## Resumen

El propósito de este estudio es analizar el impacto de la aplicación Quizizz como recurso técnico para la enseñanza del inglés, especialmente la expresión oral. De hecho, es importante garantizar que los estudiantes aprovechen al máximo su experiencia de aprendizaje. Quizizz también proporciona a los maestros indicadores clave de desempeño para identificar fortalezas o determinar qué hacer si los estudiantes tienen dificultades. Además, los avances tecnológicos, especialmente en el campo del aprendizaje digital, han jugado un papel clave en el crecimiento de plataformas como Quizizz. La creciente disponibilidad y accesibilidad de la conectividad a Internet, así como la proliferación de dispositivos inteligentes, han creado la infraestructura para el surgimiento de herramientas de aprendizaje en línea.

La aplicación Quizizz ha demostrado ser una herramienta poderosa para mejorar la participación de los estudiantes y los resultados del aprendizaje, combinando funciones interactivas, gamificación y experiencias de aprendizaje personalizadas. Además, Quizizz transforma los entornos de aprendizaje tradicionales en espacios dinámicos y atractivos que promueven la participación activa, la retención de conocimientos y el éxito académico. La investigación y exploración continua de recursos tecnológicos conducirán a una mejor comprensión del impacto de Quizizz en la educación y contribuirán al avance de métodos eficaces de enseñanza y aprendizaje.

# Chapter I

## Introductory Framework

This research is intended to be a useful resource for teachers and students. In the present, teaching and learning processes must adapt to the speed of technological progress, especially in terms of effectiveness and efficiency. The Quizizz application is the subject matter being researched and developed herein to demonstrate its utility in positively impacting the teaching-learning experience as supported by other investigations.

### 1.1 Problem Statement

Today's globalized world offers a wide variety of technology options that can be used to support the teaching-learning process, but most of these tools are unknown - teachers and students are therefore missing out on important opportunities. As Raja and Nagasubramani (2018) state, “The importance of technology in schools cannot be ignored. In fact, the introduction of computers in education has made it easier for teachers to impart knowledge and for students to acquire knowledge. It has made the teaching and learning process much more enjoyable” (para. 12). With this background in mind, the following research question is going to be investigated:

What are the effects of the Quizizz application as a technology educational tool to evaluate the speaking skills on sixth graders at Coris Public Elementary School during the fourth quarter of 2023?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objective**

**1.2.1.1** To analyze the effect of the Quizizz application as a technology educational tool to evaluate speaking skills on sixth graders at Coris Public Elementary School during the fourth quarter of 2023.

### **1.2.2 Specific Objectives**

**1.2.2.1** To identify the current speaking level of sixth graders at Coris Public Elementary School.

**1.2.2.2** To apply the Quizizz application to evaluate speaking skills.

**1.2.2.3** To evaluate the effect of the Quizizz application as a technology educational tool.

## **1.3 Justification of the Study**

The purpose of this study is to analyze the impact of the Quizizz application as a technical resource for English teaching, specifically speaking skills. This is because it is important to ensure that students get the most out of their learning experience. Besides, Quizizz provides teachers with important key performance indicators to identify strengths or determine the course of action to follow in case of struggling students.

Teachers will benefit from this research as it provides an additional resource that they can use to assess students' English language learning in an engaging and effective way. As stated by Poore (2012), "Quizizz is an innovative resource that helps students master content with easily customizable content and tools for comprehensive assessment, instruction, and practice." (p. 12). Hence, Quizizz must be present in teachers' toolkits as an instrument for effective evaluation purposes.

Additionally, Quizizz is an easy and fun platform to use, which makes it possible to create different types of surveys for different subjects and education levels, as well as to use surveys previously created within the platform by other teachers. Quizizz is great for assessing students in subjects like grammar and history. Students can aim for the best. (Quizizz, n.d.) In other words, Quizizz is a versatile means for evaluation purposes, no matter what the subject matter is.

When teachers effectively use Quizizz, it opens the door to a world of possibilities to help engage students in the knowledge assessment process that is a fundamental part of teaching and learning. According to Leba (2013), “Quizizz also helps streamline the assessment mechanisms, allowing students to enjoy the experience as well as demonstrate their learnings” (para. 7). Therefore, it is also important that teachers educate themselves on using Quizizz to the full potential of the tool-so that all benefits are unleashed.

Students typically dread traditional assessment tools, such as quizzes and exams. As remarked by Hargis and DeSpirito (2019), “...assessments can even be a traumatic experience that negatively impacts students’ learning process. Failing in a particular subject often does not necessarily mean that students have not learned enough. Additionally, considering that not everyone learns the same way, neither should everyone be evaluated the same way.” (p. 29). In today's digital age, technology plays a key role in facilitating the work of teachers and enabling students to acquire knowledge in a more friendly and effective way. Therefore, it is important for teachers to stay on top of technology, especially as new generations of students rely heavily on technology in many ways to have fun and learn at the same time.

Furthermore, as assured by Chang and Lehman (2002), “Students benefit when technology is integrated into the learning environment” (para. 7). If the educational system does not invest in helping teachers stay updated, not only will the limited resources impact teachers negatively, but students will also be affected by the implications, including outdated or inefficient teaching and evaluation methods.

Another important aspect to consider is related to the assisting work that technology can do for teachers and students. As pointed out by Beatty (2010), “Computer-assisted language learning (CALL) activities encourage learners to work with the language rather than just simply passively receiving it by actively participating throughout the whole learning experience” (para. 8). From this perspective, Quizizz encourages students to answer questions as previously prepared by the teacher. Additionally, learners can take and repeat online tests as often as they need to, so they can track their progress.

Regarding the format, it is important to use appealing materials. As stated by Wise (2016), “Quizizz offers an interactive approach that helps foster a fun, self-paced learning experience that is tailored to the student's learning style, resulting in more engaged students through active participation in class” (para. 3). The focus of this study is to demonstrate the effectiveness of the Quizizz application in English teaching, especially in terms of assessing students’ speaking skills.

Quizizz is a useful tool for engaging students since it offers an interactive and gamified learning experience. Students can access quizzes on numerous courses and themes thanks to its user-friendly user interface. In the words of Mora and Cuadros (2016), “Quizizz's competitive nature, which includes timed questions and leaderboards, encourages students

to participate fully and work toward progress” (p. 28). Then, by allowing students to compete against their classmates, the platform fosters healthy competition and improves peer learning while providing a pleasant atmosphere for learning.

Teachers can design customized quizzes to align with specific learning objectives, tailoring the content to meet the individual needs of the students. This flexibility enables students to learn at their own pace by receiving instant feedback from the tool, reinforcing their understanding of concepts, and identifying areas that require further attention.

Quizizz’s online format is quite convenient for both students and teachers. It can be accessed by students from any internet-connected device, going away from the restrictions imposed by physical classroom materials. Because of this accessibility feature, students can review and apply their information outside of the classroom, encouraging ongoing learning. Additionally, teachers can save time and devote more of their valuable class time to instruction and individualized support by automating the grading process.

Quizizz provides teachers with valuable data and analytics to help them assess students’ progress and identify opportunities for improvement. Teachers can easily track students’ performance, see individual responses, and gain insight into the understanding of concepts across the class. This data-driven approach enables educators to customize teaching strategies, deliver targeted interventions, and provide individualized feedback to students. As a result, Quizizz facilitates data-driven decision-making and increases the overall efficiency of education.

The Quizizz application has become a popular interactive and gamified learning platform, revolutionizing the way students interact with educational content. This research

examines the impact of the Quizizz application on students' engagement and learning outcomes, highlighting its effectiveness as a tool to improve active participation, knowledge retention, and academic achievement. Based on empirical research and user experience, this overview demonstrates the potential of Quizizz to transform traditional classrooms into dynamic and immersive learning environments.

Quizizz offers a wide range of interactive quizzes and learning activities for different subjects and grade levels through a user-friendly interface. By incorporating gameplay elements such as timed questions, leaderboards, and instant feedback, Quizizz fosters healthy competition and encourages active student participation in learning. As stated by Poore (2012), "this playful approach captures students' attention, increases excitement and makes learning fun" (p. 17). Quizizz supports gamification by providing teachers with important didactic materials.

Moreover, Quizizz's personalized nature allows students to learn at their own pace, and receive immediate feedback on their performance. This personalized feedback helps students identify strengths and weaknesses to focus on their specific learning needs. By providing an adaptive and flexible learning environment, Quizizz empowers students to take ownership of their own learning and encourages a sense of autonomy and assent.

Research studies show that using Quizizz has a positive impact on student learning outcomes. According to Bruder (2014), "By actively using gamified approaches, students develop a deeper understanding of concepts, retain knowledge longer, and achieve higher academic results" (para. 5). The interactive nature of Quizizz encourages students to think

critically, apply knowledge, and make connections between different concepts, promoting deeper learning and cognitive development.

In addition to the benefits for students, Quizizz also provides valuable insights for educators. The platform provides comprehensive data and analytics that enable teachers to assess students' progress, identify problem areas, and adjust teaching strategies accordingly. This data-driven approach enables educators to deliver targeted interventions, personalized feedback, and differentiated instruction to drive better student outcomes.

Overall, the Quizizz application has proven to be a powerful tool for improving student engagement and learning outcomes. Combining interactive features, gamification, and personalized learning experiences, Quizizz transforms traditional learning environments into dynamic, immersive spaces that foster active participation, knowledge retention, and academic success. Continued research and exploration of technology resources will provide further insight into the impact of Quizizz on education, and contribute to the continued advancement of effective teaching and learning practices.

Technological advances, especially on digital learning, have played an important role in the development of platforms like Quizizz. The increasing availability and accessibility of internet connectivity and the proliferation of smart devices have created the necessary infrastructure for the emergence of online learning tools.

Furthermore, as mentioned by Bruder (2014), "By incorporating the element of playing into the classroom, teachers gain students' attention as a way to increasing their participation and motivation" (para. 9). Applying gamification principles to learning, such

as using points, badges, leaderboards, and instant feedback has helped create platforms like Quizizz.

The growth of online learning platforms such as learning management systems (LMS), e-learning platforms, and educational apps, laid the foundation for the development of Quizizz. These platforms have paved the way for integrating technology into education, creating demand for interactive and engaging learning experiences.

The shift to formative assessment practices in education focused on providing immediate feedback and monitoring student progress influenced the development of Quizizz. As stated by Furman (2012), “Quizizz follows the principles of formative assessment by providing real-time feedback and performance tracking, allowing students and teachers to measure comprehension and identifying opportunities for improvement” (p. 20). Thus, teachers are encouraged to use technology educational tools as much as possible.

The emphasis on student-centered learning approaches, where students play an active role in the learning process, also contributed to the emergence of Quizizz as it supports tutoring in line with student-centered learning principles by giving students autonomy and the ability to learn at their own pace.

#### **1.4 Antecedents**

The starting point of this investigation is to learn about research actions that have been previously taken on the subject matter: the Quizizz application. However, before doing so, it is equally important to learn about gamification first.

Zicherman and Cunningham (2011) defined gamification as “...changing the way of thinking and using some ‘gaming rules’ in order to increase the interest of learners and to solve problems”. With this definition in mind, it is important to point out that gamification is not the same as games or game-based learning (GBL).

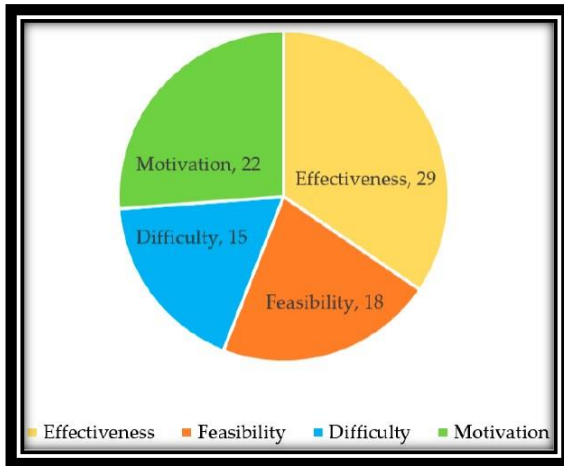
Additionally, according to Deterding (2011), looking at the history of education, “gamification” appears to be a new method that has started to be used in a variety of disciplines to enhance and motivate learning.”

On the other hand, simple games are typically used to entertain students, which does not necessarily mean effectiveness. What happens is that having students play a game without a well-structured and pedagogical purpose would not effectively help them to achieve the learning objectives. Bruder (2014) described the differences between games and gamification by defining the latter as “a non-game activity, which is established via using simple game principles”.

Concerning teaching and learning the English language, it is important to take into account that it does not happen only in a particular region, but rather all over the world, mainly focused on: listening, speaking, reading, and writing. Moreover, there should be an effective cohesion between teachers and students to take the most out of the teaching-learning processes, as English is the most important and common language internationally for cross cultural and multilingual communication, without forgetting the fact that English is indispensable for employability.

As investigated by Lim and Yunus (2021), there are multiple factors that intervene in the usage of gamification to facilitate the teaching-learning experience of the English language; those factors are effectiveness, feasibility, difficulty, and motivation. Figure 1 below shows the breakdown of the number of research articles related to the aforementioned factors.

**Figure 1: Research articles about gamification factors**



**Figure 1.** The number of journal articles related to the factors studied (Lim and Yunus, 2021).

The use of gamification in education needs to be as clear as possible, requiring planning and well-structured learning objectives as to be effectively helpful and meaningful for teachers and students. As stated by Leba (2013), “The results of gamification applications have to be checked, analyzed, and possibly new arrangements are needed to be implemented for a better efficacy of the students’ learning.”

Concerning the implementation of technologies into the learning process, it is important to learn about the benefits associated with the use of technological resources. According to Jimenez, Mora, and Cuadros (2016), teachers have a great opportunity to present authentic materials to motivate students to participate in important communication activities. Besides, technology plays an important role in teaching-learning processes, which contributes to the development of cognitive skills in students, especially the e-learning techniques, depending on the learning objectives.

Teachers are also responsible for helping students to adapt to the usage of new technologies. Nevertheless, both teachers and students can benefit from the teaching-

learning process. For example, the teacher may not know about a technology resource in particular that students may be familiar with. In those cases, it is important that teachers acknowledge suggestions and take some time to explore and determine if the tool(s) can be used to support the learning objectives.

Furthermore, new technologies can be directed to support the communicative approach in terms of fostering a collaborative mechanism to ‘build knowledge together’ between students and teachers. According to Leal (2020), “students need to be able to read, speak, listen, and write through an interactive approach using an ample number of available technology resources and means of communication, including social networks” (p. 73).

Quizizz is precisely a technology application that facilitates the design of activities for knowledge evaluation. As stated by Vargas et al (2020), “Quizizz helps students to be conscious of their knowledge level and, at the same time, teachers can verify how many students are accomplishing the learning objectives.” Therefore, the interaction between teachers and students can always be focused on making sure they are consistently connected towards the teaching-learning objectives and productivity.

One of the features of Quizizz is that it allows teachers to see the students’ answers in real-time, which is very helpful for students to receive feedback in a timely fashion. Moreover, teachers can decide whether it would be more effective to ask students to work individually or in groups on summative or formative evaluations. Hence, based on the students’ scores, teachers can take further action to help those students who are falling behind as, ultimately, the objective should be to help students learn for life, not only for the simple purpose of passing a test.

According to Fittipaldi (2020), “teachers should facilitate tools for students to be able to analyze and take on the responsibility to collaborate among them to develop a meaningful learning process”. As a matter of fact, Quizizz can help teachers accomplish the learning objectives through the multiple creative evaluation formats that the platform offers.

## **1.5 Scope**

- 1.5.1 Adjustment:** Demonstrate that Quizizz allows teachers to customize their evaluation instruments by adding timers, shuffling questions, and randomizing answer choices.
- 1.5.2 Game-like Experience:** Showcase that Quizizz formats are designed to be fun, engaging, and like the gameplay experience for students to see their progress in real-time, compete with their classmates, and earn points and badges for correct answers and speed.
- 1.5.3 Cooperation and Exchange:** Describe how educators can collaborate with other teachers by sharing quizzes and accessing an extensive library of pre-made quizzes created by other educators. This sharing capability allows for a wider range of content and resources.
- 1.5.4 Homework and Assignments:** Explain how Quizizz can be used to assign homework and tasks to students, as well as how teachers can set deadlines, track completion status, and provide instant feedback to students.

## Chapter II

### Theoretical Framework

This research is about the Quizizz application, which is an interactive quiz platform designed to test students' knowledge and understanding of subject matters. This study offers guidance on understanding complex phenomena by organizing ideas, identifying key concepts, and establishing relationships between variables, which is crucial for delving deeper into the fundamentals that guide this study.

Quizizz offers an engaging and interactive learning experience that provides instant feedback on the students' answers and allows them to track their progress, which helps them not only strengthen their understanding of different subject matters but also discover new concepts and perspectives that can enrich their learning journey. Therefore, this study showcases students' learning needs to embark on a fascinating exploration of the theories, models, and frameworks that shape the way they understand and interpret the world around them.

#### 2.1 Literature Review

Technology plays an important role in education, revolutionizing the way students learn and teachers teach. Technology provides students with easy access to vast amounts of information and educational resources. The Internet allows them to research different topics, access online libraries, and interact with digital textbooks, making learning more interactive and engaging. Raja and Nagasubramani (2018) mentioned that, "Technology in education has become indispensable, helping to enhance teaching and learning, foster creativity and innovation, and prepare students for the challenges of the digital world" (p.

38). However, integration of technology must be accompanied by effective pedagogical practices and adequate teacher training to derive maximum benefit.

### **2.1.1 Gamification facilitates the teaching-learning process.**

In recent years, gamification has become a powerful tool to transform various aspects of our lives. As expressed by Majuri and Hamari (2019), “By incorporating game elements and mechanics into a non-game context, gamification has the potential to revolutionize education, business, and personal development” (para. 7). This investigation explores the concept of gamification and its impact on engagement, learning, and productivity, highlighting its benefits and potential implications on teaching-learning processes.

It is important to start with the following key definition by Palomino et al. (2019) “Gamification is the application of game design principles to non-game settings to motivate and engage individuals to achieve desired outcomes” (p. 21). Therefore, by combining elements such as reward, challenge, competition, and progression, gamification taps into human natural tendencies to play and compete, boosting motivation and engagement. Additionally, it uses psychological theories and behavioral techniques to positively influence behavior.

Engagement is a key factor in the success of any teaching-learning process, and gamification excels at capturing and retaining people's attention. By adding game elements, such as points, badges, leaderboards, and levels, gamification creates an immersive and interactive experience that keeps participants motivated and engaged (Hallifax et al., 2019).

This increased interaction can be applied to many different areas, beyond education, such as fitness, workplace, and personal development, promoting engagement and lasting joy.

Education has undergone significant transformations thanks to gamification. Traditional teaching methods are often met with apathy and disengagement. However, gamification introduces an interactive and enjoyable learning environment, making educational content more engaging and accessible. By providing immediate feedback, tracking progress, and overcoming challenges, gamification promotes active learning, critical thinking, and problem-solving skills.

In teaching English as a second language, gamification is proven to be effective in increasing students' productivity and motivation. By introducing game elements such as goal setting, performance tracking, and recognition systems, teachers can promote a sense of accomplishment, healthy competition, and teamwork among students (Ortiz-Colon et al., 2018). Not only does this improve productivity, but it also fosters a positive work culture, leading to higher retention and satisfaction rates.

Although gamification offers great potential, ethical considerations need to be taken into account. Careful design is essential to ensure the gaming experience does not exploit personally or lead to addictive behaviors. Balancing internal and external dynamics is key to avoiding superficial engagement and promoting authentic learning and growth (Manzano-Leon et al., 2021). In addition, privacy and data security issues must be addressed to maintain user trust and protect sensitive information.

As gamification continues to grow, its potential impact on society is enormous. Industries such as healthcare, environmental conservation, and social activism can leverage

playful approaches to promoting positive behavior change (Palomino et al., 2019.)

However, challenges such as designing meaningful and balanced experiences, preventing over-simplification of complex tasks, and addressing inclusivity and accessibility issues must be addressed to let gamification reach its full potential.

Gamification has become a powerful tool to improve engagement, learning, and productivity in education. By leveraging game elements and mechanics, it taps into our natural desire for competition, achievement, and fun, fostering active participation and motivation. However, ethical considerations and challenges must be carefully navigated to ensure gamification remains an engine for positive change (Manzano-Leon et al., 2021). With the right design and implementation, gamification can revolutionize education, business, and personal development. It can also create richer, more enjoyable, and productive experiences for individuals and communities.

According to Ortiz-Colon, et al. (2018), there are some key principles commonly used in gamification.

**Clear objectives:** clearly defined goals and objectives help give direction and purpose to the participants. They need to understand what they need to accomplish and how they can progress.

**Progress and levels:** breaking down tasks or activities into smaller, achievable steps or levels helps create a sense of progress and accomplishment. Participants can track their progress and feel motivated to reach the next level.

**Scores, badges and leaderboards:** the use of points, badges, and leaderboards provides a reward and recognition system. Points can be awarded for completing tasks, badges can represent achievements, and leaderboards can show the actual results, fostering competition and encouraging participation.

**Immediate feedback:** providing timely feedback on participants' actions or progress helps them understand the consequences of their decisions and motivates them to improve. Feedback can be positive reinforcement for desired behaviors or constructive advice for areas that need improvement.

**Challenges and quests:** introduce challenges or quests that add an element of excitement and adventure to the experience. Participants may be assigned tasks that require problem-solving or overcoming obstacles, reinforcing their engagement, and providing a sense of accomplishment at the end.

**Social interaction:** integrating social features such as collaboration, competition, or communication into the gaming experience can improve engagement. It allows participants to connect, share their achievements, and learn from each other, thus fostering a sense of community.

**Personalization and customization:** allowing participants to personalize their experience, such as choosing an avatar, customizing a profile, or choosing preferences, increases their sense of belonging and investment in the gamification system.

**Rewards and incentives:** offer rewards and incentives, such as virtual goods, access to exclusive content, or real benefits, encouraging active participation. These

rewards can be intrinsic; for example, unlocking new content, or extrinsic; for example, discounts or prizes.

**Feedback loop:** establishing a feedback loop helps participants track their progress, understand their strengths and weaknesses, and adjust their strategies accordingly. This loop can involve self-reflection, performance tracking, and guidance to improve performance over time.

**Narrative and storytelling:** incorporating compelling narrative or narrative elements into the gameplay experience can create an immersive and engaging environment. This can help participants connect with content on emotional levels and provide context for their actions.

It is important to note that the application of these principles may vary depending on the specific context and goals of the gamification system.

### **2.1.2 Knowledge assessment in education plays a crucial role for effective learning**

Education plays an important role in the development and progress of individuals and society. The assessment of the acquisition and understanding of knowledge is an integral part of the educational process. Knowledge assessment is a valuable tool for educators to assess student learning outcomes, identify areas for improvement, and guide instructional strategies (Lockyer et al., 2017). This investigation explores the importance of knowledge assessment in education, highlighting its benefits for students, teachers, and the education system as a whole.

Knowledge assessment allows educators to measure the effectiveness of their teaching methods and curriculum. As stated by Villaroel et al., 2018), “By assessing students' knowledge and understanding, teachers can identify strengths and weaknesses in their teaching methods and make necessary adjustments to improve student learning outcomes (p. 12). Assessments provide valuable data that inform educators about the effectiveness of their instruction, allowing them to tailor their teaching methods to meet the diverse needs of their students.

Assessments provide students with valuable information about their progress, allowing them to understand their strengths and areas for improvement. Timely and constructive feedback helps students deepen their understanding of the topic, clear up misconceptions, and promote self-reflection. It allows students to take ownership of their learning, set realistic goals, and make informed decisions about their educational path (Dogan et al., 2020). In addition, teachers can use assessment results to identify individual student needs and provide targeted support and interventions, ensuring that no student is left behind.

Knowledge assessment plays an important role in ensuring accountability and maintaining quality education. It provides a standardized measure of the skills and competencies of students, schools, and education systems. Assessments can help identify learning gaps, educational opportunity disparities, and areas for intervention (Lockyer et al., 2017). By holding all stakeholders accountable, knowledge assessment promotes equity, encourages continuous improvement, and ensures that educational standards are met.

The results of the assessments provide valuable information for program designers and educational decision-makers. By analyzing evaluation data, these stakeholders can identify areas of the program that need modification or improvement. According to Alruwais and Wald (2018) “It is essential to create a system to assess students that takes into account the educational goals and help students to develop their skills which will be useful for the society for a long term” (para. 3). This investigation aims at promoting a more student-centered and results-based approach to education through the gamification effects.

Evaluation should not be limited to assessing short-term memorization of knowledge, but it should promote the development of lifelong learning skills. Knowledge assessment methods should go beyond memorization and focus on assessing critical thinking, problem-solving, creativity, and collaboration (Villarroel et al., 2018). By integrating these skills into assessments, educators can foster a genuine interest in learning, equip students with essential skills, and prepare them to face the challenges of an ever-changing world.

The assessment of knowledge is a fundamental component of the educational process. It provides valuable feedback to students, informs instructional strategies for teachers, and ensures accountability and quality of education. By applying diverse assessment methods and focusing on holistic learning outcomes, educational systems can create an environment that nurtures lifelong learners who are equipped to thrive in an increasingly complex and challenging, interconnected world (Dogan et al., 2020). Effective knowledge assessment promotes educational excellence, equity, and continuous improvement, laying the foundation for a better future.

Educational assessment is an important process that helps educators measure student progress and achievement. According to Lockyer et al. (2017), there are different types of assessment used in education. Here are some of the most popular:

**Formative assessment:** this type of assessment is used in the learning process to provide ongoing feedback to teachers and students. It helps to identify strengths and weaknesses and guide pedagogical decisions.

**Summative assessment:** Summative assessments are usually taken at the end of a unit, course, or academic year. They assess the student's overall learning and understanding of a subject matter.

**Diagnostic Rating:** Diagnostic assessment is used to identify strengths, weaknesses, and knowledge prior to commencing instruction. They help teachers tailor their instruction to meet the individual needs of their students.

**Norm-Referenced Assessment:** Benchmarking compares student performance to that of a larger group. They provide a rating or percentage to show students' performance relative to their peers.

**Criterion-Referenced Assessment:** Unlike prescribed assessments, criteria-based assessments measure student achievement against specific academic standards or criteria. These assessments determine whether students are achieving predefined learning goals.

**Performance-Based Assessment:** Achievement-based assessment assesses students' ability to apply their knowledge and skills to real-world tasks or situations, some examples include presentations, portfolios, projects, and experiments.

**Authentic Assessment:** Authentic assessment aims to measure student understanding and proficiency in a real-world context. They often involve real situations, simulations, or hands-on activities.

**Self-Assessment:** Self-assessment encourages students to think about their own learning and progress. It helps develop metacognitive skills and promotes independence and self-regulation.

**Peer Assessment:** Peer review involves students evaluating the work of their classmates. It promotes collaborative learning, critical thinking, and the development of constructive feedback skills.

**Standardized Assessments:** Standardized assessments have a unified scoring system and management process. They are often used at a broader level, such as district, state, or national assessments, to compare student performance across schools or regions.

### **2.1.3 New technologies play an important role in education**

In the rapidly evolving digital age, new technologies have revolutionized many different aspects of our lives and education is no exception. The integration of new technologies has dramatically changed traditional teaching methods, expanding possibilities and opportunities for both teachers and students (Ratheeswari, 2018). This investigation explores the profound role new technologies play in education, highlighting their impact on learning experiences, access to information, collaborative learning, and personalized education.

New technologies have the potential to enhance the learning experience by engaging students in interactive and immersive ways. Digital tools, such as multimedia

presentations, virtual reality (VR), and augmented reality (AR), provide a dynamic learning environment that stimulates curiosity and active engagement (Martin-Gutierrez et al., 2017). These technologies can create realistic simulations, allowing students to explore complex concepts and real-world situations. As a result, students can easily grasp abstract concepts and develop a deeper understanding of the subject.

One of the most important benefits of new technology in education is unprecedented access to information. The internet has become a huge storehouse of knowledge, providing students with a great variety of resources, research materials, and educational platforms. With just a few clicks, students can access educational websites, online courses, and digital libraries, extending their learning beyond the confines of traditional textbooks (Stephenson, 2018). In addition, online databases and search engines facilitate quick and efficient retrieval of information, promoting independent research and critical thinking skills.

New technologies have changed the dynamics of collaborative learning, allowing students to work together regardless of their physical location. Online platforms and communication tools facilitate real-time collaboration, allowing students to participate in group projects, discussions, and debates. This fosters teamwork, communication skills, and cultural exchange as students collaborate with peers from different backgrounds. Additionally, cloud-based platforms and document-sharing tools enable seamless collaboration, fostering co-creation, and knowledge sharing.

The integration of new technologies in education has facilitated a personalized learning experience tailored to each student's needs and interests. Adaptive learning systems use data analytics to assess student performance and provide personalized

feedback, adjusting the pace and content of learning based on their strengths and weaknesses (Ahmadi, 2018). This approach ensures that students receive targeted instruction that meets their specific learning needs and maximizes their learning outcomes.

Furthermore, online learning platforms offer flexible schedules, allowing students to learn at their own pace and convenience. As stated by Stephenson (2018), “New technologies have the potential to solve a number of challenges in the education sector. In remote or disadvantaged areas, online education platforms can bridge the gap, providing access to quality education and expert instructors” (p. 23). Additionally, assistive technologies, such as text-to-speech software and screen readers, can help students with disabilities, promoting inclusiveness in education. Moreover, gamification elements and educational applications make learning more engaging and enjoyable, motivating students to actively participate and persist in learning.

The role of new technologies in education is undeniable, bringing a lot of benefits to teachers and students. By enhancing the learning experience, expanding access to information, promoting collaborative learning, and facilitating personalized education, new technologies have revolutionized the education landscape. As educators continue to explore innovative ways to integrate technology into the classroom, it is essential to adopt these tools responsibly and thoughtfully, ensuring that technology remains as a tool to enhance learning rather than a replacement for traditional teaching methods (Palvia et al., 2018). Ultimately, by harnessing the power of new technology, we can create a more inclusive, engaging and effective education system that prepares students for the challenges of the future.

Education and new technologies have a close relationship as technology continues to play a significant role in transforming the way we teach and learn. The internet and digital technologies have made information more accessible than ever before. Students can access vast amounts of knowledge through online resources, e-books, educational videos, and interactive platforms. This has democratized education, allowing people from diverse backgrounds to access learning materials and resources.

New technologies enable personalized learning experiences tailored to individual students' needs, interests, and learning styles. Adaptive learning platforms and intelligent tutoring systems use data and algorithms to provide customized learning pathways, ensuring that students receive targeted instruction and support.

Technology facilitates collaborative learning by connecting students and educators across geographical boundaries. Online platforms and tools such as video conferencing, discussion forums, and collaborative documents enable students to work together on projects, share ideas, and engage in virtual classrooms (Ahmadi, 2018). This promotes global collaboration and cultural exchange.

Multimedia and interactive elements, such as educational games, simulations, virtual reality (VR), and augmented reality (AR), make learning more engaging and immersive. These technologies help students visualize complex concepts, explore virtual environments, and actively participate in the learning process.

The advancement of technology has revolutionized distance and online learning. Students can pursue education remotely, accessing courses and programs offered by institutions worldwide. Online learning platforms provide flexibility, allowing learners to

study at their own pace and schedule. Additionally, online assessments and feedback systems streamline the evaluation process.

Educational institutions can leverage technology to collect and analyze data on student performance, engagement, and learning patterns. This data helps identify areas for improvement, track progress, and make data-driven decisions to enhance teaching and learning strategies.

With the rapid pace of technological advancements, continuous learning and skill development have become essential. Online platforms, Massive Open Online Courses (MOOCs), and microlearning modules offer opportunities for individuals to acquire new skills, stay updated with industry trends, and engage in lifelong learning (Martin-Gutierrez, 2017).

Regarding challenges and considerations, while technology offers numerous benefits, it also presents challenges. Issues like the digital divide, privacy concerns, cybersecurity risks, and the need for digital literacy and responsible technology use must be addressed to ensure equitable access and safe learning environments (Palvia et al., 2018).

Therefore, educational institutions, policymakers, and educators must adapt to these technological changes to effectively integrate new technologies into the education system, promote digital literacy, and prepare students for the demands of the digital age.

#### **2.1.4 The Quizizz application helps to transform learning with engagement and fun**

In today's rapidly evolving digital age, technology has become an integral part of the education landscape. As expressed by Degirmenci (2021), "The Quizizz app is one of

the technologies that has become popular among students and teachers. Quizizz is an interactive online learning platform that revolutionizes the way students review and practice different topics” (para 5). With its engaging and competitive nature, Quizizz has transformed the traditional learning experience, making it more enjoyable, effective, and accessible.

One of the key features that sets Quizizz apart is its ability to engage students in their learning journey. The app incorporates elements of gamification, turning casual research into a fun gaming experience. By presenting questions in a quiz format, complete with timers and leaderboards, Quizizz fosters healthy competition among students, motivating them to actively participate and strive for success (Razali et al., 2020). This playful approach not only makes learning more enjoyable but also improves students' ability to remember and understand the material.

Quizizz offers a high degree of flexibility and customization, allowing teachers to tailor quizzes to the specific needs and interests of their students. Educators can create quizzes from scratch or use the extensive puzzle library covering different topics. In addition, teachers can add images, videos, and even memes to make quizzes more engaging (Handoko et al., 2021). This personalization allows teachers to create personalized learning experiences that suit different learning styles, ensuring students grasp concepts effectively.

Another great benefit of the Quizizz app is its ability to provide real-time ratings and feedback. When students answer multiple-choice questions, they get instant feedback, letting them know if their answer is right or wrong. This instant feedback helps students identify their strengths and weaknesses, allowing them to focus on areas that need

improvement. In addition, teachers can access detailed reports and analytics, allowing them to track student progress, identify common misconceptions, and adjust their teaching strategies accordingly (Irwansyah & Izzati, 2021). The real-time feedback loop created by Quizizz empowers both students and teachers in their educational journey.

Quizizz provides accessibility and collaboration features that enhance the overall learning experience. The app can be accessed from a variety of devices including laptops, tablets, and smartphones, allowing students to take the test anytime, anywhere. This flexibility ensures that learning is not confined to the classroom, allowing students to review and consolidate knowledge at their own pace. Additionally, Quizizz encourages collaboration through its multiplayer mode, where students can take quizzes together, fostering teamwork and peer learning (Zuhriyah & Pratolo, 2020). The collaborative aspect of Quizizz encourages students to discuss concepts, share ideas, and deepen their understanding of the topic together.

Quizizz application has become a powerful tool in the field of online education. The exciting approach, customization options, real-time feedback, and accessibility features have transformed the learning experience for students. By making learning engaging, interactive, and fun, Quizizz has succeeded in bridging the gap between education and technology. As we continue to embrace digital learning, Quizizz is a testament to the potential of educational apps to revolutionize the way we learn and empower students to reach their full potential.

According to Degirmenci (2021), some of the key benefits of using Quizizz include:

**An engaging learning experience:** Quizizz provides a fun and playful learning experience for students. It offers interactive quizzes with features like animations, memes and avatars, making the learning process fun and engaging.

**Custom quizzes:** Educators can create their own quizzes or choose from an extensive library of ready-made quizzes on different topics. The platform allows customization options like adding images, videos, and explanations, allowing teachers to tailor quizzes to their specific educational goals.

**Immediate impression:** Quizizz provides instant feedback to students, letting them know their performance and progress immediately after completing the test. This feedback helps students understand strengths and areas for improvement, and promotes active learning and self-assessment.

**Data-driven information:** The platform provides detailed data analysis and reports for educators. They can gain valuable insight into student achievement, identify knowledge gaps, and track progress over time. This information allows teachers to tailor their instructional strategies and provide targeted support to students.

**Collaborative learning:** Quizizz supports cooperative learning by allowing students to compete with classmates in real-time multiplayer quizzes. It encourages healthy competition and peer-to-peer interaction, promoting teamwork and social engagement.

**Accessibility and flexibility:** Quizizz can be accessed from any device with an internet connection, allowing students to learn anytime, anywhere. It accommodates different learning styles and interests, allowing students to work at their own pace.

**Save time and efficiency:** With Quizizz, teachers can save time manually grading assignments. The platform automatically grades and saves student answers, eliminating the need for manual correction. This time-saving feature allows teachers to focus more on providing personalized feedback and instruction.

**Integration with Learning Management Systems:** Quizizz integrates with popular Learning Management Systems (LMS) like Google Classroom, allowing for seamless integration into existing education workflows. It simplifies the process of assigning tests, managing student progress, and integrating test results into the LMS gradebook.

Quizizz improves student engagement, provides immediate feedback and valuable data insights, and promotes collaborative learning. It provides educators with powerful tools to create interactive quizzes, track progress, and facilitate a dynamic learning environment. Teachers can create their quizzes by adding multiple-choice, true/false, or open-ended questions (Handoko, et al., 2021). They can also import questions from existing quizzes or use ready-made quizzes shared by other teachers on the platform.

Quizizz offers a variety of customization options, allowing teachers to customize quizzes according to their preferences. They can add images, videos, and equations to questions, set time limits, and enable options like shuffling questions or answers. Quizizz presents quizzes in the form of games, making them more engaging and motivating for students; each question is displayed with a countdown timer and students earn points based on their accuracy and speed (Zuhriyah & Pratolo, 2020). Additionally, they can see their rankings on the leaderboard, adding an element of competition.

Quizizz is especially useful for remote learning environments because it can be accessed from any device with an internet connection. Teachers can assign tests to students, who can complete them at their own pace and from any location. After students complete the test, teachers can access detailed reports and analysis. They provide information about student achievement, highlighting strengths and weaknesses. Teachers can use this data to track progress, identify learning gaps, and provide targeted feedback.

Quizizz emphasizes the fun side of learning. It includes features like memes, funny avatars, and funny comments, which help create a lively and interesting atmosphere in the quizzes (Razali et al., 2020). Overall, Quizizz is a flexible and user-friendly platform that promotes interactive learning through game-like quizzes. The platform facilitates face-to-face and distance learning, encourages student engagement, and provides valuable insights for teachers to improve teaching.

The platform's user-friendly interface makes it easy for teachers to create quizzes by choosing from an extensive library of pre-made questions or designing their own. They can also add multimedia elements such as images and videos to enhance the learning experience. Additionally, Quizizz provides real-time feedback and detailed performance reports, allowing teachers to monitor student progress and identify areas for improvement.

One of Quizizz's most notable features is its fun approach. Students can compete with their classmates in real-time or at their own pace, adding an element of excitement and motivation to the learning process (Irwansyah & Izzati, 2021). Moreover, Quizizz also supports distance learning, allowing teachers to deliver quizzes as homework or independent learning activities.

Quizizz is a powerful tool that brings fun and interactivity to the learning experience. It allows teachers to create engaging quizzes, provides students with a fun way to test their knowledge, and provides valuable insights into their progress. With its user-friendly interface and gamification features, Quizizz has become a popular choice for educators looking to make learning more interactive and effective.

The Quizizz application can be effectively applied to educational gamification. It allows students to compete against each other in a fun and engaging way. It includes a leaderboard that displays students' real-time rankings based on their performance. This applies to the learning experience and motivates students to strive for higher grades. Furthermore, Quizizz offers powerups, which are special abilities that students can use in a test to gain an advantage, such as doubling a score or skipping a question. Quizizz offers virtual rewards such as badges and certificates to recognize student achievement and progress.

On the other hand, students can create and customize their own avatars in Quizizz. This feature adds a personal touch and allows students to express themselves creatively. It enhances the gaming experience by giving students a sense of belonging and identity within the app (Irwansyah and Izzati, 2021). In addition, Quizizz combines playful background music and sound effects to make the learning environment more interesting and engaging. These auditory cues add an element of fun and excitement to the puzzles, contributing to the overall game experience.

Quizizz often includes timed quizzes, where students have a limited time to answer each question. This feature encourages students to think quickly and reinforces a sense of

competition. Quizizz also rewards students with speed rewards for answering questions correctly in a short amount of time. Furthermore, Quizizz allows students to compete against their peers in real-time, individually or in groups. Students can see their classmates' progress and scores on leaderboards, fostering a spirit of competition and camaraderie (Zuhriyah and Pratolo, 2020). This social element encourages collaboration and peer learning.

Quizizz effectively applies the principles of video games by combining elements such as competition, rewards, personalization, audiovisual enhancement, and social interaction. These features make learning more engaging, motivating, and enjoyable for students. Besides, Quizizz allows teachers to create custom quizzes using a variety of question formats, including multiple choice, true/false, and open-ended questions. These quizzes can cover a wide variety of topics and subjects, taking into account the different learning goals and requirements of the program.

Once a quiz is created, teachers can share it with their students by generating a unique code or by linking it directly. Students can then take the test using any internet-connected device, such as a computer, tablet, or smartphone. Quizizz supports both synchronous and asynchronous learning, allowing quizzes to be played in real time in class or as homework for individuals to complete (Handoko et al., 2021). In a multiple-choice section, students answer questions at their own pace, eliminating the pressure of limited time. Feedback is provided immediately, allowing students to learn from their mistakes and reinforce correct answers. Gamification elements, such as scores, leaderboards, and avatars, create a fun and competitive environment that motivates students to actively participate and strive for higher scores.

Quizizz also provides a comprehensive dashboard for teachers, providing real-time insights and analysis of student performance. Educators can track individual progress, identify areas for improvement, and evaluate the effectiveness of their instructional materials. Additionally, Quizizz supports integration with Learning Management Systems (LMS) and other education platforms, allowing for seamless integration into existing workflows (Degirmenci, 2021). This allows teachers to easily assign tests, submit grades, and manage student data within their preferred education ecosystem.

In summary, the Quizizz application encapsulates the traditional quiz experience into an interactive, fun and flexible online platform. It improves student engagement, facilitates personalized learning, and provides educators with valuable insights to improve their teaching strategies.

## **Chapter III**

### **Methodological Framework**

This study will be developed by utilizing a qualitative approach to analyze the effect of the Quizizz application as a new technology tool for educational purposes, specifically to evaluate speaking skills. For this reason, it is important to understand the qualifications of the approach that will lead this work.

#### **3.1 Research Approach**

The qualitative approach refers to a research method aimed at understanding and explaining phenomena in depth by exploring subjective experiences, meanings, and perspectives (Merriam, 2002). It focuses on the collection of non-numerical data such as interviews, observations, and textual analysis to gain insight into the complexity and nuances of a particular topic. Qualitative research is often used in the social sciences, humanities, and other fields where understanding human behavior, attitudes, and motivations is critical (Fossey et al., 2002). It is often used when studying topics that cannot be easily quantified or measured, such as emotions, beliefs, cultural practices, and social interactions.

Qualitative researchers collect data through methods such as interviews, focus groups, participant observations, and document analysis. These techniques allow researchers to explore the context and meaning of the participants' experiences and perspectives. Besides, qualitative research involves asking open-ended questions that

encourage participants to share their thoughts, feelings, and experiences. This approach aims at capturing rich and detailed information rather than looking for simple yes/no or numerical answers.

Moreover, qualitative research often uses inductive reasoning, in which researchers develop theories and frameworks based on collected data. It involves identifying patterns, themes, and relationships in data and creating theories that can explain those findings. Qualitative research emphasizes understanding phenomena in their social, cultural, and historical context. Researchers explore the influence of different factors on individuals or groups and examine how these factors shape their experiences and perspectives.

Qualitative researchers recognize their subjectivity and their influence on the research process. As stated by Merriam (2002) “They reflect on their biases, assumptions, and prejudices and consider how these might affect data collection, analysis, and interpretation” (para. 7). The results of qualitative research often led to rich, descriptive, and narrative accounts of the phenomena studied. The researchers used quotes, anecdotes, and illustrative examples to convey the nature and complexity of the participants' experiences.

Qualitative research complements quantitative research methods by providing a deeper understanding of human behavior and subjective experience (Fossey et al., 2002). It allows researchers to explore complex topics in detail and generate insights that can inform theories, policies, and interventions.

### 3.2 Research Design

This research is focused on analyzing the effect of the Quizizz application as a technology educational tool to evaluate speaking skills. The target population is the sixth graders at Coris Public Elementary School and the specific timeframe is the fourth quarter of 2023. An experimental design will be used that consists of assessing the participants using digital evaluation on Quizizz and using traditional evaluation on paper to compare their learning outcomes to gauge the effectiveness of Quizizz. Additionally, a survey design will also be used to collect data on user satisfaction, engagement, and preferences to compare responses to understand the factors that influence user experience, including the teacher(s).

Additionally, the target population (sixth graders from Coris Public Elementary School) comes from rural locations where there are significant social deficiencies, such as poverty, unemployment, and drugs. Fortunately, the school has technology resources (laptops, internet connection, and TV screens) that the students can use to facilitate their learning experience.

Regarding data collection, there will be a check to measure learning before and after using the Quizizz application. Surveys will also be created to collect qualitative data on user satisfaction, engagement, and preferences, including the teacher(s). In addition, participants will be observed while using Quizizz to gather information about their behavior, interactions, and challenges.

Qualitative analysis techniques will be used to analyze the collected data, including correlation analysis, topic analysis, and content analysis. Moreover, the results will be

analyzed in relation to the research question and objectives to identify patterns, trends, and relationships in data. Based on the findings, conclusions will be drawn to answer the research question. This research results will be shared via the written work (thesis), which will be made available to students, educators, and any other stakeholders. At all times, ethical considerations will be considered to obtain necessary rights and to ensure participant confidentiality throughout the research process.

### **3.3 Information Sources**

The following reliable and trustworthy sources of information will be used for developing this study:

#### **3.3.1 Primary sources: books and thesis.**

Materials written by experts in the field to provide comprehensive and in-depth information, specifically host research papers, and theses written by faculty and students.

#### **3.3.2 Secondary sources: academic journals and research databases.**

These se are valuable sources that provide access to a wide variety of scientific papers, conference papers, and other research papers.

#### **3.3.3 Tertiary sources: online libraries and platforms.**

These are helpful sources for finding relevant subject matter experts' opinions and research findings.

### **3.4 Analysis Categories**

The following are the qualitative analysis categories that will be used to analyze the outcome of this research. **Subject:** to identify and classify repeating patterns, ideas, concepts, or themes that emerge; **Relationships:** to analyze connections, associations, or

dependencies between different concepts, ideas, or themes; **Characteristics of participants:** to identify and categorize relevant characteristics of the individuals or groups being studied, such as age, gender, learning challenges, etc.; **Experience and Opinion:** to analyze participants' subjective experiences, opinions, beliefs, attitudes, or perspectives; **Data Source:** to distinguish and analyze data from a variety of sources, such as interviews, field notes, documents, or artifacts; **Theoretical Basis:** to apply relevant theoretical frameworks or models to interpret and analyze data.

### **3.5 Data Collection Instruments**

The data collection instruments being used for this research will be used to collect data, information, and observations for analysis and evaluation purposes. The choice of data collection tools has been determined based on this research objectives, the type of data needed, the population being studied, available resources, and ethical considerations.

#### **3.5.1 Pre-Speaking Activities**

These are activities intended to observe and diagnose the current state of the students' speaking skills.

##### **3.5.1.1 Observation Checklist**

An observation checklist is a research method in which information is gathered by directly observing and recording events or behaviors of interest. This approach is commonly used in a variety of fields of study. The investigator has to clearly define the observation target and study. Be specific about the research questions or objectives to address through observation. Additionally, the location or setting where the observation will take place has to be defined as well as the individuals or groups that will be observed.

Additionally, it is important to create a structured plan that describes what will be observed, how the data will be recorded, and any specific behaviors or events of interest; for example, checklists, coding schemes, or note-taking templates. Furthermore, it is necessary to obtain approvals (as applicable) and follow ethical principles. This includes obtaining informed consent from participants, ensuring anonymity, and maintaining their privacy.

After collecting data, the information collected will be analyzed. This may involve organizing data, classifying behavior, and looking for patterns or trends. The results will be interpreted in the context of the research goals. The results will be presented clearly and concisely using tables, graphs, and narrative descriptions.

### **3.5.1.2 Diagnostic Assessment**

Diagnostic assessment in education is an evaluation method used by teachers to gather information about their students' knowledge, skills, strengths, and areas for improvement, which helps teachers plan their instruction accordingly. This type of assessment is usually carried out at the beginning of a course or unit to identify the specific needs of students.

The primary purpose of diagnostic assessment is to identify what students already know and any misconceptions they may have. These assessments can take different forms such as quizzes, tests, surveys, or observations. Additionally, diagnostic assessments help educators determine students' prior knowledge and skills related to the content being taught so that redundant instruction can be avoided, focusing on areas where students need support instead.

The data collected from diagnostic assessments enable teachers to customize their teaching methods, materials, and pace according to the diverse learning needs of their students. Students benefit from this information as they gain insight into their strengths and areas for improvement, while teachers can reflect on their own teaching practices and make necessary adjustments to curriculum and instruction for continuous improvement in teaching and learning.

Regarding the type of diagnostic assessments, according to Leigton and Gierl (2007), there are two types: **qualitative** (interviews, discussions) and **quantitative** (multiple-choice questions, short answer questions). Analyzing the results of these assessments involves identifying patterns and trends in student performance which guide decisions about instructional strategies and interventions.

### **3.5.2 While Speaking Activities**

These are activities intended to have students practicing their speaking skills and demonstrating their learnings through evaluation methods.

#### **3.5.2.1 Classroom Activities**

Classroom activities are done by students as part of the application or practical portion of lessons after listening to the theory part and explanations presented by the teacher. The term “classroom activity” applies to a wide range of skill games, strategies, and interactive activities that support students' educational development. The purpose of all classroom activities is to improve students' abilities, knowledge, skills, or effectiveness in a particular area. Classroom activities also raise the joy of learning and strengthen students' abilities confidence and critical thinking.

### **3.5.2.2 Evaluation Rubric for Traditional (Paper) and Digital (Quizizz) Assessments**

An evaluation rubric is a guide or framework used to assess knowledge, based on predetermined criteria. Rubrics provide a clear, standardized way to evaluate quality and achievement of specific goals. The purpose of the assessment has to be clearly defined. Furthermore, the criteria must include different levels of performance or achievement, alongside specific aspects. Each performance level has to include a clear and concise description to describe what is expected such as "Did not meet expectations", "Meets expectations", "Exceeds expectations" or similar terms to represent different levels of performance. Rubrics are used to provide constructive feedback to students. Teachers have to be specific about their strengths and areas for improvement.

### **3.5.3 Post-Speaking Activities**

These are activities intended to gauge the effectiveness of the classroom activities and the assessment instruments through students and teachers' feedback.

#### **3.5.3.1 Survey**

Using surveys to investigate can be a valuable tool for gathering data, evidence, and information from participants or experts about a particular subject matter. The purpose and goals of the investigation have to be clearly described, as well as the specific information or evidence needed. Moreover, the specific participants have to be determined, based on their suitability for the survey. The questions have to match the survey goals.

Additionally, a clear and concise introduction explaining the purpose of the survey must be included, how responses will be used, and any guarantees of anonymity or

confidentiality. A variety of question types can be used, such as multiple choice, Likert scale, open-ended, and ranking questions, depending on the information needed to collect.

Moreover, ethical principles in data collection must be observed, including obtaining informed consent from participants and protecting their privacy and confidentiality. In addition, the investigator has to be aware of all legal considerations related to using survey data as evidence in an investigation. The findings will be summarized and reported as part of the investigation process. Survey data will help make decisions, identify leads, or contribute to an overall understanding of the topic being investigated.

### **3.5.3.2 Interview**

Interviews are valuable for gathering in-depth information, insights, and personal experiences from individuals. The purpose and goals of the interview as a data collection instrument will be clearly defined. The specific information or data to be collected will be clearly defined as well. Additionally, a structured interview will be well developed, including a list of questions or topics to cover, and an introduction to explain the purpose of the interview and to reassure the interviewees about the confidentiality and anonymity of their answers.

On the other hand, data will be analyzed by looking for themes, patterns, and general insights that align with this research objectives. The findings will be presented in a clear and organized manner, including direct quotes from interviewees where appropriate and using appropriate data visualization or storytelling techniques to convey the interviewee's perspective.

### **3.6 Collection data process and data analysis**

The data for this research will be systematically collected for analysis purposes, including recommendations. The data sources will include surveys, interviews, observations, evaluation rubrics, and diagnostic assessments, all of which will be applied to the sixth graders and the English teacher from Coris Public Elementary School in a structured and organized manner to ensure consistency and accuracy.

Additionally, the collected data will be checked for errors, inconsistencies, or missing values. Besides, the collected data will be stored securely to secure protection and confidentiality. Data will be prepared for analysis by cleaning, transforming, and preprocessing as necessary, which may involve removing duplicates, handling missing data, and standardizing formats. Furthermore, data will be analyzed thoroughly and based on this research question and objectives to generate insights, draw conclusions, and make data-driven recommendations. The results will be presented in reports, tables, graphs, and visualizations to communicate effectively.

## **Chapter IV**

### **Data Analysis**

Data analysis is an important process in this research that involves examining and interpreting collected data to derive meaningful insights. It consists of several key steps, including data preparation and exploration, interpretation, conclusions, reporting, and visualization. This essential part of this study will allow people to make sense of the collected data and draw meaningful conclusions to advance the knowledge about the Quizizz application as an education technology tool.

#### **4.1 Analysis and Interpretation of the Results**

Analyzing and interpreting results is an essential part of this research project. This involves looking at the data collected or generated during research and extracting meaningful information to draw conclusions and make informed decisions.

##### **4.1.1 Pre-Speaking Activities**

###### **4.1.1.1 Observation Checklist**

This class observation was conducted on two 40-minute English lessons with each of the two sixth grade groups (6-1 and 6-2) of Coris Public Elementary School, for a total of four lessons and 160 minutes.

**Table 1: Class Observation Checklist**

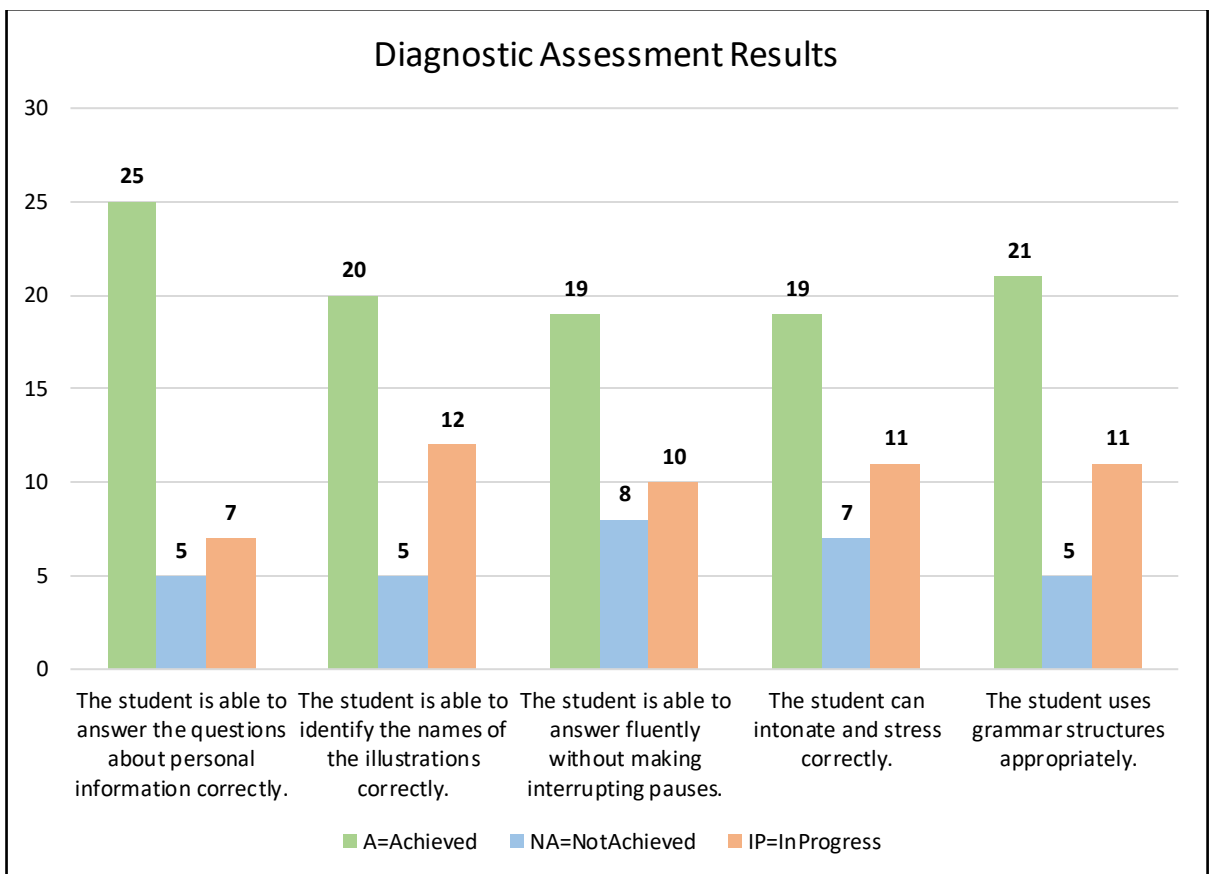
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
The teacher speaks in English when teaching the lesson.		<b>X</b>	
The teacher uses appealing materials to teach the class.	<b>X</b>		
The teacher clarifies students' questions as needed.	<b>X</b>		
The students look happy and motivated during the class.	<b>X</b>		
The students participate actively.		<b>X</b>	
The students speak in English with their teacher and classmates.			<b>X</b>

**Table 1.** *The teacher sometimes speaks in English during the lesson; the materials that the teacher uses are always appealing; the teacher always clarifies student's questions as needed; the students always look happy and motivated during the class; the students sometimes participate actively; the students never speak in English with their teacher or classmates.*

#### 4.1.1.2 Diagnostic Assessment

The diagnostic assessment was applied to all 37 sixth grade students of Coris Public Elementary School, focusing primarily on speaking skills in the form of orally answering personal information questions, alongside identifying vocabulary.

**Figure 2: Diagnostic Assessment**



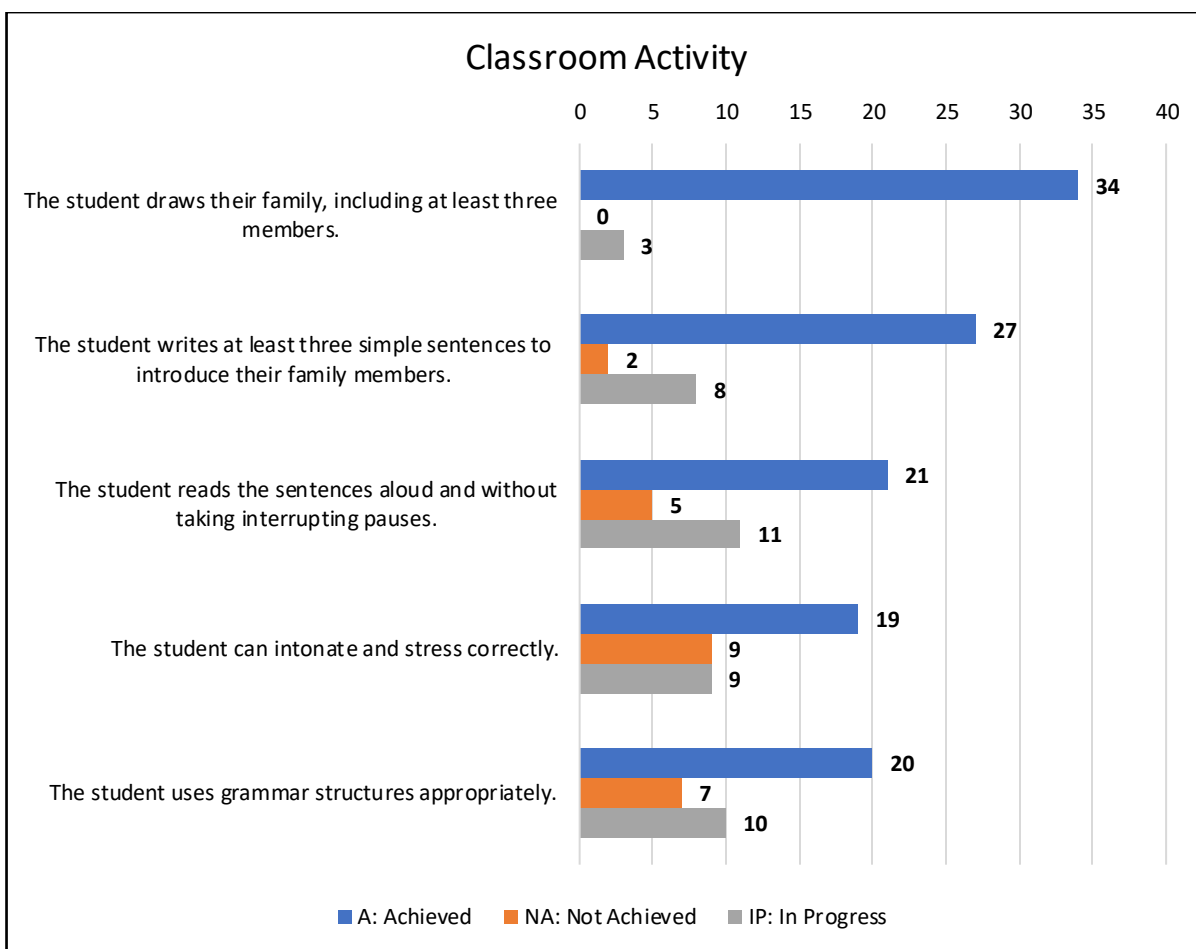
**Figure 2.** Most of the students (avg 21) are able to produce oral answers correctly; some students are in progress to improve (avg 10); some others are not able to articulate oral answers appropriately (avg 6).

## 4.1.2 While Speaking Activities

### 4.1.2.1 Classroom Activities

As part of the classroom activities for the topic “The Family”, the students were instructed to draw their family, write down at least three complete and meaningful sentences to introduce different members of their family, and read them aloud.

**Figure 3: Classroom activities**



**Figure 2.** On average, **24** students are able to follow instructions and produce oral answers correctly; **8** students are in progress to improve; **5** students are not able to follow instructions and/or articulate oral answers appropriately.

#### 4.1.2.2 Evaluation Rubric for Traditional (Paper) and Digital (Quizizz) Assessments

The students were asked to produce oral answers using long, complete, and meaningful sentences in two different formats: paper and digital; the students were given the chance to write down their answers prior to the oral production.

**Table 2: Traditional Assessment**

Indicators	1 Point (Needs significant improvement)	2 Points (Needs improvement)	3 Points (Good)	4 Points (Excellent)	5 Points (Outstanding)	Total
The student is able to answer the 5 questions using long, complete, and meaningful forms.	3	5	15	5	9	37
The student pronounces vowel & consonant sounds clearly.	4	7	13	6	7	37
The student speaks fluently without taking any interrupting pauses.	12	12	6	3	4	37
The student uses subject-verb-agreement correctly.	3	4	8	12	10	37
The student intonates and stresses correctly.	5	7	14	5	6	37

**Table 2.** With regard to producing complete/meaningful answers and oral articulation using *traditional (paper) assessment*, on average, 7 students are at a **proficient** level; 6 students are at an **excellent** level; 11 students are at a **good** level; 7 students need **improvement**; 6 students need **significant** improvement.

**Table 3: Digital Assessment**

<b>Indicators</b>	<b>1 Point (Needs significant improvement)</b>	<b>2 Points (Needs improvement)</b>	<b>3 Points (Good)</b>	<b>4 Points (Excellent)</b>	<b>5 Points (Outstanding)</b>	<b>Total</b>
The student is able to answer the 5 questions using long, complete, and meaningful forms.	2	4	11	8	12	37
The student pronounces vowel & consonant sounds clearly.	2	4	5	12	14	37
The student speaks fluently without taking any interrupting pauses.	3	4	7	10	13	37
The student uses subject-verb-agreement correctly.	2	2	5	13	15	37
The student intonates and stresses correctly.	2	3	6	10	16	37

**Table 3.** With regard to producing complete/meaningful answers and oral articulation using *digital (Quizizz) assessment*, on average, **14** students are at a **proficient** level; **11** students are at an **excellent** level; **7** students are at a **good** level; **3** students need **improvement**; **2** students need **significant** improvement.

### 4.1.3 Post-Speaking Activities

#### 4.1.3.1 Survey

The survey was distributed with the sole purpose to learn about the sixth graders' experience while working with both the traditional and the digital assessments (paper and Quizizz, respectively). All of the 37 students responded to the survey.

**Table 4: Survey**

Questions	Answers	Count
What was the quiz you liked the most?	The traditional (paper)	2
	The digital (Quizizz)	35
How important is it to use technology to learn English?	Very important	28
	Important	7
	A bit important	2
	Not important at all	0
How did you feel doing the digital quiz (Quizizz)?	Very motivated	31
	Motivated	5
	A bit motivated	1
	Not motivated at all	0
What did you like most about the digital quiz (Quizizz)?	Using the computer	15
	Record myself talking	18
	The design (drawings, colors, etc.)	4
	Other:	0
How much does your level of English improve when your teachers use technology to teach and evaluate?	A lot	34
	Somewhat	2
	A bit	1
	Nothing	0

**Table 4.** Most of the students (35) enjoy the digital quiz more than the traditional one; 35 students consider technology is either very important or important to learn English; 36 students feel either very motivated or motivated doing the digital quiz; 15 students like using the computer and 18 students like recording themselves while doing the digital quiz; most of the students (34) deem their English level improves when their teachers use technology to teach and evaluate.

### 4.1.3.2 Teacher Interview

The sixth graders' English teacher was interviewed at the end of working with the students for the data collection process with the purpose of gathering additional contextual information about evaluation and technology as important components of the English teaching-learning process.

**Table 5: Teacher Interview**

Questions	Answers
For how long have you been teaching?	•12 years
How important is it to use appealing evaluation instruments and why?	•Extremely important because the learning experience has to be highly significant for students.
What methods do you use to evaluate Speaking skills?	•Dialogues, role plays, Q&A's.
What are the Pros & Cons of incorporating technology tools for evaluation purposes?	• <b>Pro's</b> : students can perform at their self-pace; there are multiple formats to choose from to create appealing instruments. • <b>Con's</b> : students may become overdependent on technology.
What are the main challenges for incorporating new educational technology tools into the classrooms?	•Limited budget and lack of technology acumen.

**Table 5.** According to the teacher, it is extremely important to use appealing evaluation instruments as well as incorporating technology tools for such purposes.

## **Chapter V**

### **Conclusions and Recommendations**

#### **5.1 Purpose of the Conclusions**

These conclusions briefly summarize the main arguments and results presented in this research to remind the reader of the main arguments and contributions to the study by drawing inferences and establishing a connection between the research results and the original research question or hypothesis, which helps demonstrate how the study answers the research question and contributes to the field of study.

Moreover, these conclusions discuss the importance of this study by explaining why this research is important, how it adds to the existing body of knowledge and its practical or theoretical significance. These conclusions will also acknowledge and discuss the limitations of this research to show an insightful and critical approach to the research and to help readers understand the limitations of the results.

#### **5.2 Conclusions**

##### **5.2.1 To identify the current speaking level of sixth graders at Coris Public Elementary School**

It was fundamental to identify the current speaking level of the students as a starting point to clarify the opportunity of implementing Quizizz as an effective evaluation mechanism and measuring the subsequent effects. For such purpose, a diagnostic assessment was applied to all the 37 sixth graders, which consisted of asking them to produce oral answers to respond to personal information questions and to use vocabulary

correctly. On average, 56% of the students can produce oral answers correctly, 28% are in progress to improve, and 16% are not able to articulate oral answers appropriately.

### **5.2.2 To apply the Quizizz application to evaluate speaking skills.**

Essentially, the Quizizz application was applied to evaluate the sixth graders' speaking skills in the form of a digital assessment where the students had to produce long, complete, and meaningful answers to introduce some of their family members while pronunciation, fluency, grammar, and intonation aspects were evaluated.

### **5.2.3 To evaluate the effect of the Quizizz application as a technology educational tool**

The sixth graders' speaking skills were assessed through the use of a digital quiz to evaluate the effect of the Quizizz application as a technology educational tool based on pronunciation, fluency, grammar, intonation, and student experience. Regarding production of complete/meaningful answers and oral articulation, on average, there was a 19% improvement of students' proficiency versus the traditional paper assessment; additionally, the number of students needing improvement decreased by 19% versus the traditional paper assessment. From a student experience perspective, 95% of the students enjoy the digital quiz more than the traditional one, 76% consider technology is very important to learn English, 84% feel very motivated doing the digital quiz, 41% like using the computer and 49% like recording themselves while doing the digital quiz, and 92% deem their English level improves when their teachers use technology to teach and evaluate.

## **5.3 Restatement of the Research Question**

The effects of the Quizizz application as a technology educational tool to evaluate the speaking skills on sixth graders at Coris Public Elementary School during the fourth quarter

of 2023 are positive, especially because nowadays humanity is the era of digitalization, thus students feel attracted by technology devices, such as computers, smart phones, and tablets.

Additionally, Quizizz offers multiple opportunities for students to prepare themselves and go at their own pace to feel more comfortable to produce what they are asked for, which makes a fundamental difference as, ultimately, not everyone learns the same way and at the same rhythm. On the contrary, the traditional assessment methods are usually less appealing and more rigid, as they are typically applied to expect impromptu and correct answers from students at all times, whereas in real-life things do not happen that way, meaning it is just fine that people take time to prepare themselves, to practice, and learn from their mistakes, instead of being “perfect” and always doing things right without making any errors.

#### **5.4 Unexpected Results**

No unexpected results were noticed during the development of this study.

#### **5.5 Recommendations**

Methodological recommendations for educational technology research can help assure the process is conducted with rigor, thus the results are reliable. It should start by clearly stating the purpose and objectives of the research; in other words, what it is going to be researched and what specific questions are going to be answered related to educational technology. Moreover, comprehensive review of the existing literature in the field of educational technology must be carried out, as this will help understand the current state of knowledge and identify research gaps.

Additionally, an appropriate research design must be chosen, such as experimental, quantitative, or qualitative, based on the research question and available resources. It is

very important to select the sample or participants carefully, making sure they are representative of the population to which the results will be generated. Regarding the data collection methods, they must be appropriate, such as surveys, interviews, observations, or analysis of existing data sets, making sure they are valid and reliable.

Furthermore, there must be ethical considerations, such as obtaining informed consent from participants and observe ethical principles for research involving human subjects, ensuring data security and confidentiality. Additionally, it is equally important to use appropriate statistical or qualitative analysis techniques to analyze data, making sure the methods are appropriate to the research question. When possible, include control groups to compare the impact of educational technology with traditional methods.

Moreover, the outcomes being measured must be clearly identified, such as academic performance, student engagement, or teacher effectiveness, as well as the contextual factors that may influence the effectiveness of educational technology, such as socioeconomic status, school environment, and cultural factors. Secure transparency about the methods, data sources, and analysis techniques by carefully documenting the research, stating the limitations, and being careful about generalizing results beyond the scope of the study.

Educational technology research involves exploring various resources and methods to understand, evaluate, and stay informed about the latest trends, effectiveness, and impact of technology in education. It is important to determine whether the goal is to explore the effectiveness of a particular technology, its impact on learning outcomes, adoption challenges, or any other aspect. Start with a comprehensive literature review, then explore

reputable academic journals, conference proceedings, books, and online resources focused on educational technology. Pay attention to research and topical articles. Look for meta-analyses, systematic reviews, and longitudinal studies that provide insights into the effectiveness and impact of educational technology.

Additionally, design and conduct surveys or interviews to collect data directly from educators, students, administrators, or subject matter experts. This basic research can provide valuable insights into the use and impact of educational technology in the field. Use statistical analysis or qualitative research methods to interpret and understand the results. This may involve using qualitative data analysis software or statistical tools. Explore real-world examples of educational institutions or classrooms using specific technologies. Case studies offer practical insights into the implementation, challenges, and successes.

Furthermore, investigate how technology affects student learning outcomes, engagement, retention, and other relevant metrics, this may involve reviewing standardized test scores, student performance, and qualitative feedback. Analyze the educational implications of technology integration and understand how different technologies fit into different teaching methods and learning theories. Remember that technology in education is a dynamic field; therefore, staying up to date and adapting to new information and research methods is critical to meaningful and relevant research in educational technology.

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**Annexes****Annex #1 – Observation Checklist****Observation Checklist**

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

Observer: \_\_\_\_\_

Date and Time: \_\_\_\_\_

Indicators	Always	Sometimes	Never
The teacher speaks in English when teaching the lesson.			
The teacher uses appealing materials to teach the class.			
The teacher clarifies students' questions as needed.			
The students look happy and motivated during the class.			
The students participate actively.			
The students speak in English with their teacher and classmates.			
<b>Additional comments:</b>			

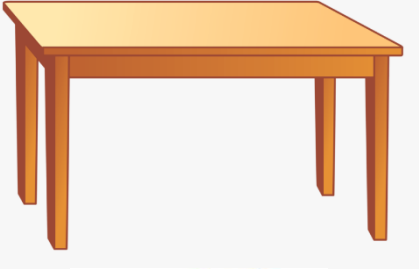



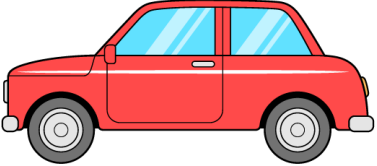
**Annex #2 – Diagnostic Assessment****Coris Public Elementary School  
English Diagnostic Assessment  
Primary – 6<sup>th</sup> Grade  
Speaking****I Part – Personal Information**

Instructions: The teacher asks each student the questions below for them to respond orally by using long, complete, and meaningful answers.

- 1.) What's your name?
- 2.) How old are you?
- 3.) Where do you live?

**II Part – Vocabulary**

Instructions: The teacher will show the illustrations below to each student for them to say the corresponding names by answering the question **“What is this?”**

1.) 	2.) 
3.) 	4.) 
5.) 	

**Annex #3 – Evaluation Rubric for the Diagnostic Assessment**

**Coris Public Elementary School  
English Diagnostic Assessment  
Primary – 6<sup>th</sup> Grade  
Speaking**

**Teacher's name:**

\_\_\_\_\_

**Student's name:**

\_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Indicators</b>	<b>A: Achieved</b>	<b>NA: Not Achieved</b>	<b>IP: In Progress</b>
The student is able to answer the questions about personal information correctly.			
The student is able to identify the names of the illustrations correctly.			
The student is able to answer fluently without taking interrupting pauses.			
The student can intonate and stress correctly.			
The student uses grammar structures appropriately.			
<b>Observations &amp; comments:</b>			

## Annex #4 – Lesson Plan

LESSON PLANInstitution: **Coris Public Elementary School**Teacher: **Daniela Borbon**Topic: **Family Members**Time: **40 minutes**Grade / Level: **6<sup>th</sup>** (6-1, 6-2)

<b>Objectives</b>	<b>Activities</b>	<b>Procedures</b>	<b>Materials</b>	<b>Time</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Identify the names of the family members.</li> <li>• Differentiate the types of relatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the illustrations.</li> <li>• Repeat the names of the family members after the teacher.</li> <li>• Introducing my family.</li> </ul>	<ul style="list-style-type: none"> <li>• The students work in groups of 3.</li> <li>• The teacher reads out loud the names of the family members and the students repeat.</li> <li>• The students draw their family and write down at least three complete &amp; meaningful sentences to introduce different members of their family. For example: <ul style="list-style-type: none"> <li>- This is my brother.</li> <li>- My mother is pretty.</li> <li>- My uncle is tall.</li> <li>- Etc.</li> </ul> </li> <li>• The students read their sentences aloud.</li> <li>• The teacher walks around to observe the students working and take notes to provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations</li> <li>• White paper sheets</li> <li>• Pencils</li> <li>• Eraser</li> </ul>	<ul style="list-style-type: none"> <li>• Read &amp; repeat: 5 min</li> <li>• Introducing my family: [drawing: 5 min, writing: 5 min, presenting 10 min]</li> <li>• Traditional assessment: 15 min (Day 1)</li> <li>• Quizizz assessment: 15 min (Day 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional assessment: the students receive a paper quiz with a matching exercise to complete in 15 min (Day 1).</li> <li>• Digital assessment: the students receive a digital quiz on Quizizz to complete in 10 min (Day 2).</li> </ul>

## Annex #5 – Rubric Evaluation for the Exercise “Introducing My Family”

### Coris Public Elementary School Primary – 6<sup>th</sup> Grade Speaking

#### “Introducing My Family”

Teacher’s name:

---

Student’s name:

---

Date: \_\_\_\_\_

Indicators	A: Achieved	NA: Not Achieved	IP: In Progress
The student draws their family, including at least three members.			
The student writes at least three simple sentences to introduce their family members.			
The student reads the sentences aloud and without taking interrupting pauses.			
The student can intonate and stress correctly.			
The student uses grammar structures appropriately.			
<b>Observations &amp; comments:</b>			

**Annex #6 – Traditional Assessment (Paper Quiz)****Coris Public Elementary School  
Primary – 6<sup>th</sup> Grade  
Speaking Quiz****Family Members****Teacher's name:**

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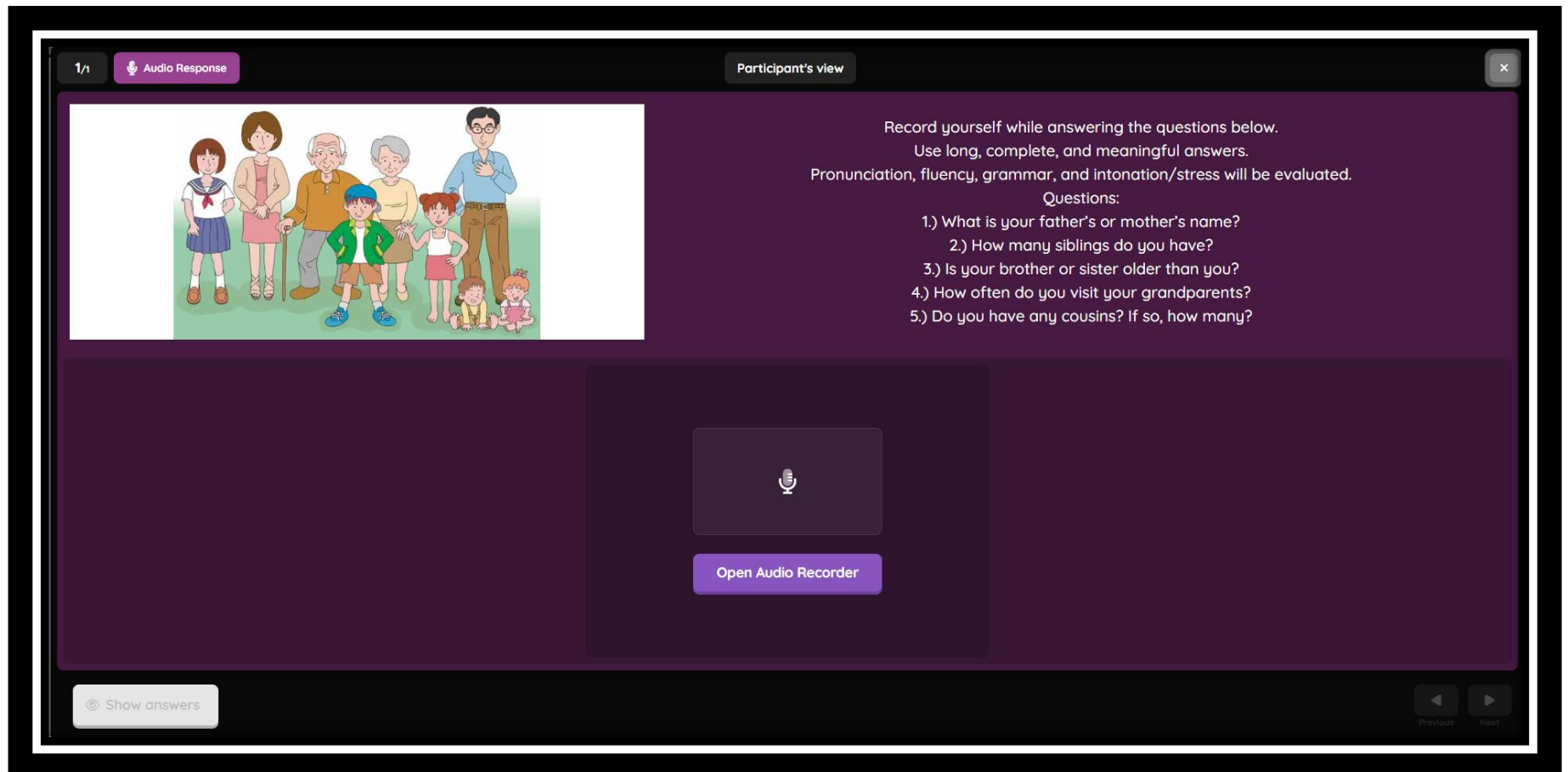
**Student's name:**

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**Date:** \_\_\_\_\_**Total Points: 25****Value: 5%****Obtained Points:** \_\_\_\_\_**Obtained Value:** \_\_\_\_\_**Grade:****Instructions**

The teacher will ask you all the questions below for you to answer orally using long, complete, and meaningful answers. You may write down the answers prior to the oral part. Pronunciation, fluency, grammar, and intonation/stress will be evaluated (5 points each, total 25 points).

- 1.) What is your father's or mother's name?
- 2.) How many siblings do you have?
- 3.) Is your brother or sister older than you?
- 4.) How often do you visit your grandparents?
- 5.) Do you have any cousins? If so, how many?

**Annex #7 – Digital Assessment (Quizizz)****Family Members**

The screenshot shows a Quizizz interface for an audio response question. At the top left, it indicates '1/1' and 'Audio Response'. At the top right, it says 'Participant's view' with a close button. The main content area is divided into two sections. On the left, there is an illustration of a diverse family group including a young girl in a sailor suit, a woman, an elderly man with a cane, a young boy, an elderly woman, a young girl, a man, and two small children. On the right, the text reads: 'Record yourself while answering the questions below. Use long, complete, and meaningful answers. Pronunciation, fluency, grammar, and intonation/stress will be evaluated. Questions: 1.) What is your father's or mother's name? 2.) How many siblings do you have? 3.) Is your brother or sister older than you? 4.) How often do you visit your grandparents? 5.) Do you have any cousins? If so, how many?'. Below the text is a large microphone icon and a purple button labeled 'Open Audio Recorder'. At the bottom left, there is a 'Show answers' button. At the bottom right, there are navigation buttons for 'Previous' and 'Next'.

**Link:** <https://quizizz.com/admin/quiz/65299ea86b44085eb52eda5/edit?at=6529a0a3609d583577edc715>

## Annex #8 – Evaluation Rubric for the Traditional and Digital Assessment

### Coris Public Elementary School Primary – 6<sup>th</sup> Grade Speaking Quiz

#### Family Members

Teacher's name:

\_\_\_\_\_

Student's name:

\_\_\_\_\_

Date: \_\_\_\_\_

Total Points: 25

Value: 5%

Obtained Points: \_\_\_\_\_

Obtained Value: \_\_\_\_\_

Grade:

\_\_\_\_\_

Indicators	1 Point (Needs significant improvement)	2 Points (Needs improvement)	3 Points (Good)	4 Points (Excellent)	5 Points (Outstanding)
The student is able to answer the 5 questions using long, complete, and meaningful forms.					
The student pronounces vowel & consonant sounds clearly.					
The student speaks fluently without taking any interrupting pauses.					
The student uses subject-verb-agreement correctly.					
The student intonates and stresses correctly.					
<b>Observations/Comments:</b>					

## Annex #9 – Student Interview

### Encuesta para el Estudiante

**Instrucciones:** Lea la pregunta en la columna a la izquierda y marque con una “X” la respuesta de su preferencia en la columna a la derecha.

Pregunta	Respuesta
¿Cuál fue el quiz que más te gustó?	A.) El tradicional (papel) B.) El digital (Quizizz)
¿Qué tan importante es usar la tecnología para aprender inglés?	A.) Muy importante B.) Importante C.) Poco importante D.) Nada importante
¿Cómo te sentiste haciendo el quiz digital (Quizizz)?	A.) Muy motivado B.) Motivado C.) Poco motivado D.) Nada motivado
¿Qué fue lo más te gustó del quiz digital (Quizizz)?	A.) Usar la computadora B.) Grabarme hablando C.) El diseño (dibujos, colores, etc.) D.) Otro: _____
¿Qué tanto mejora tu nivel de inglés cuando tus profesores usan la tecnología para enseñar y evaluar?	A.) Mucho B.) Algo C.) Poco D.) Nada

**Annex #10 – Teacher Interview****Teacher Interview**

1.) For how long have you been teaching?

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2.) How important is it to use appealing evaluation instruments and why?

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3.) What methods do you use to evaluate Speaking skills?

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4.) What are the Pros & Cons of incorporating technology tools for evaluation purposes?

Pros	Cons

5. What are the main challenges for incorporating new educational technology tools into the classrooms?

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Thanks!