

TEACHERS' VIEWS ON THE USE OF QUIZIZZ IN THE CLASSROOM:

A CASE STUDY AT THE FACULTY OF ENGLISH LANGUAGE STUDIES, HANOI UNIVERSITY OF BUSINESS AND TECHNOLOGY

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Abstract: This study investigates the perceptions of teachers towards a digital application platform called Quizizz. The research was carried out with the participation of 20 experienced lectures from the Faculty of English Language Studies at Hanoi University of Business and Technology (HUBT). With data collected from the questionnaires and interviews, the findings indicated that most of the teachers held positive attitudes towards the use of Quizizz and showed their welcomes to its usage in the future lessons. The data also suggested that Quizizz was believed to improve the class's atmosphere as well as student's engagement. Some Quizizz-based activities such as reviewing exercises, assigning homework and assigning tests received encouragement from the teachers as their effectiveness could be found in both online and offline context. The study also reports that there were many obstacles in employing Quizzes including the availability and stability of the Internet, choosing and designing suitable Quizzes within time constraints and the validity of the test. The implication of the research added that support from the faculty and the university should be required to maximize the exploitation of this game-based learning platform and its effectiveness in future classes.

Keywords: Quizizz, game-based learning.

1. Introduction

In the Industrial Revolution 4.0 on education, the practice of technology in educational settings is no longer a new concept since its advantages have largely recognized in the learning process. As a critical element of the teaching process, teachers are required to renovate their methods to catch up with the technological developments in order to provide better learning environment. Especially, in Vietnam, the urge to conduct distance

learning during the Covid-19 pandemic makes integrating online educational applications a priority to all schools and universities. Understanding the issue that technology in education need to be prioritized, the Faculty of English Language Studies, HUBT has organized an online meeting to introduce some useful online equipment to the teachers. One of the interesting tools that caught the attentions of many teachers is Quizizz, an online gamification app.

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This motivated the researcher to conduct an action research project to investigate the teachers' views on the use of Quizizz in the classroom after the online sections had completed and the semester had been over. What teachers believe and think could be served as the basis for the teaching implications for using Quizizz at Faculty of English Language Studies.

2. Literature Review

2.1. Description of Quizizz




Quizizz is a game-based learning platform that allows teachers to transform the classroom into a virtual quiz show. Teachers can either create their own Quizzes or teleport others' questions to meet the needs of the lessons. They can also search for ready-made Quizzes which were set "public" and shared by other instructors to save time. Different types of questions are provided in Quizizz including Multiple Choice, Checkbox,

Fill-in-the-bank, Poll and Open-ended. The teachers can also customize a quiz by adding some gamification figures like Power-ups and memes.

When the quiz is ready, instructors can exploit the quiz in three main ways: Play Live, Assign Homework and Practice.

- *Play Live*: Teacher picks one game mode among Team, Class, Test and invites the students to join the game by providing a code. The characteristics of the game mode scan be found in Table 1. Learners are allowed to play one game at the same time with different orders of questions to avoid cheating. All questions and answers can be seen on students' devices so no large screen or projector is needed. Students can choose their own pace to finish the quiz and review results with the teacher later after the completion of the whole class. Ranking and progress of all students will be reported immediately in a leaderboard on teacher's device.

Table 1: Characteristics of Game modes

Mode	Characteristic
 Team	Students answer at their own pace, but scores are grouped by team.
 Classic	Students answer at their own pace, compete individually, and have a blast along the way.
 Test	A no-frills mode that is ideal for conducting a serious assessment. (Requires login)

- *Assign Homework*: Teacher sets a deadline and sends a link to the students. Learners can complete the quiz at anywhere and anytime suitable for them. A report of students' results will be sent

directly to the teacher.

- *Practice*: Students can play and practice by themselves as frequently as they wish. No deadline and no report are provided.

For long term use, teachers can create a fixed class or integrate Quizizz with Google Classroom. Some features of Google Classroom integration include reporting students' real name; enhancing students' safety and tracking assignment (Medvedovska, Skarlupina, & Turchina, 2016).

2.2. Advantages of Quizizz

Many researchers believe that learning with digital tools bring benefits to the teaching and learning process. Students shared positive feelings towards Quizizz saying that Quizizz-aided classes were good experience (MacNamara & Murphy, 2017). This application enhances students' leaning by offering an exciting environment and reducing stress. Students in a study conducted by Zhao (2019) review that Quizizz "helps them review the course materials", "stimulates their interest in learning accounting", "helps them concentrate in class" and "motivates them to study". After introducing Quizizz to the classroom, Hamilton-Hankins (2017) found that it had positive effects on student engagement as "it made learning more meaningful, relevant, and interactive". From the teachers' viewpoint, according to Akhtar, Hasanati, and Istiqomah (2019), optimistic attitudes towards Quizizz and high intention to use Quizizz in the learning process were recorded.

3. Method

This action research was applied at the Faculty of English Language Studies, HUBT at the end of the second semester of the 2019-2020 academic year. The participants of this study were 20 lecturers who were teaching at the Faculty of English Language Studies. The teachers who were willing to join this project were all masters with several years of teaching experiences.

Regarding the data collection methods, questionnaire and interview were employed. To the researcher, it was very feasible that questionnaires should be exploited to answer the first question because of its quick process to obtain brief knowledge on teachers' perceptions about the use of Quizizz in the classroom with appeared prominent issues as Hinchey (2008, p. 8) regarded it as "an efficient way to gather large amounts of data on what participants think". The content of the questionnaire was adapted from the survey of Akhtar et al. (2019). The interview was explored later to collect more in-depth data.

In reporting the data, the quantitative data gathered from the questionnaires was exactly figured with the assistance of Google form while the qualitative data was classified into various themes to answer the research questions. All teachers were coded from 1 to 20, giving the new name from T1 to T20 to the participants. Then the data collection method was clarified after the number of teachers by its initial letter. For example, T1-Q is the information collected from the questionnaire of teacher number 1; T1-I is the information collected from the interview with teacher number 1.

4. Findings and discussions

4.1. Positive attitudes towards the use of Quizizz

The data collected from the questionnaire indicates that 16 out of 20 respondents applied Quizizz in their classes and 100% of them agreed on its positive effects on the learning atmosphere and the students' engagement. The atmosphere of the class was mentioned the most frequently by many teachers when they were asked to give opinions about the

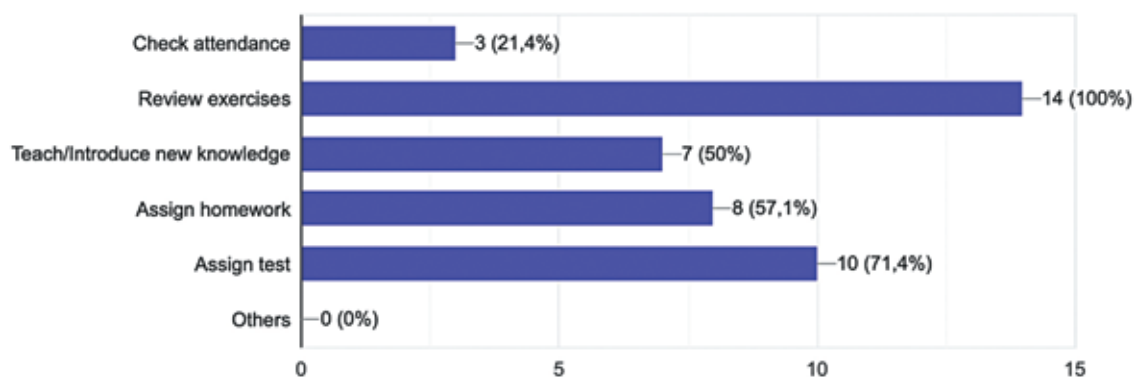
Quizizz-aided lessons in the open-ended questions. Many teachers perceived the good characteristics of classroom with the aid of Quizizz as being “fun”, “interesting” and “relaxing”. Teaching with the employment of Quizizz was also marked as “useful” and “effective” because “it motivated my students” (T1-Q); “it was easier for students to approach to lessons’ contents” (T3-Q). This effect of Quizizz was later confirmed in the interview which revealed that “My students always looked for Quizizz time. Sometimes I let them choose between doing the exercise in the textbook and doing exercise in Quizizz, they always choose Quizizz over the traditional textbook. The ranking made the class atmosphere so exciting. Even when some of my students finished their quizzes sooner than their friends, the leader board made them busy looking for who

was going to surpass them because no one knew the final result until the whole class finished their Quizizz. The students who could not join Quizizz due to the bad internet connection normally show big disappointment” (T18-I). Teacher T8 and T19 who have not used Quizizz yet also agreed on these advantages of Quizizz and told that she/he would love to explore Quizizz in the future classes if the subject is suitable.

4.2. Actual employment of Quizizz

Regarding the frequency of using Quizizz, 50% of these participants said that they usually employed Quizizz while 42.9% of the teachers shared that they sometimes used it in their lesson. Some of the Quizizz-aided activities that gained popularity among teachers are reviewing exercises, assigning test and assigning homework. Details of the teachers’ preferences can be seen in Figure 1.

Figure 1: How teachers employed Quizizz in the classroom



The majority of teachers tried to use Quizizz to review exercises and this feature was voted as the most effective activity of Quizizz. Several benefits of this activity were mentioned including saving time for both teachers and students. The respondents shared that Quizizz helped teachers create exercises easily and effectively. Since it was difficult to check

and correct the exercises with traditional teaching methods only, the instant feedback provided by Quizizz helped teachers promptly and easily assess student’s understanding on the lesson. It is also claimed to help students review vocabulary and remember new words, new structures, and grammar points quickly. The second favorite activity was

assigning test which was tried by 71.4% of the teacher. These Quizizz-assisted tests were very useful because they could be applied for both online and offline classes. The marking process was taken care of by the platform so the teachers could receive detailed feedbacks without marking all student's work. These advantages were also true to assigning homework by Quizizz. Besides, some teachers tried to use Quizizz to introduce new information to their students by creating warm-up activities and a minority of participants checked their student's attendance by this game-based platform.

4.3. Difficulties in exploiting Quizizz

A minority of participants (30%) reported that Quizizz was not applied in their classes this semester and several justifications were given to the situations where Quizizz was not suitable. Firstly, Quizizz was considered not appropriate for some ESP subjects such as Translation and Academic Writing, Grammar, Medical English because there was not enough time to teach the required contents and it was really hard to find the suitable content among public quizzes. Secondly, the students needed "more time to practice English skills rather than play games" (T13-Q). Other teachers also stated that they preferred to use other tools to teach and give assignments to their students.

For the teachers who have employed Quizizz, other concerns have been raised. The biggest obstacle of utilizing Quizizz is the availability and stability of the internet connection as mentioned by half of the respondents. In the online classes, the internet of some areas was unstable so many students failed to join the game or got stuck during practicing time. Being unable to join the game or dropping in the

middle of the game demotivated students and they might find it uncomfortable and annoying. In the offline classes, students did not have enough learning facilities in the classroom to take advantages of Quizizz-aided activities. The Internet connection was not provided in all classrooms and even when the Internet was available, the network was not strong enough for students to play games. In some cases, students did not have enough smart devices to aid their game-based learning. In terms of designing the quizzes, many teachers claimed that finding and creating suitable contents for the lesson were very difficult and time-consuming. It was easier to find vocabulary and grammar items in public quizzes but designing listening tasks and writing tasks was a huge challenge. Some teachers said that their computer skills were not good so they found it very challenging to make their own quizzes while others shared that they were willing to use Quizizz but they did not have time for preparation as they had to teach many classes of different levels. Another problem concerned teachers was that students could cheat in the Quizizz tests as no supervision was provided. The validity of the test heavily depended on the honesty and truthfulness of the students.

5. Conclusion

5.1. Major Findings

It was found that the majority of teachers in the project shared positive views towards the Quizizz-based activities. One reason for this support of the teachers was the effects of Quizizz on the classroom atmosphere. In addition, Quizizz was believed to significantly improve students' engagement and participation. The exercise and test supported by

this game-based platform also helped teachers save time marking and sending feedback to students. Some Quizizz-based activities were recommended including reviewing exercise, assigning test and assigning homework. While the efficiency of Quizizz was largely recognized by respondents, the findings also revealed that teachers had difficulties using Quizizz because of the unavailable or unstable internet network. Finding and designing suitable quizzes were also very challenging for teachers who did not have enough time to prepare for several classes of different English abilities. The fairness should also be taken into consideration so as to make full use of Quizizz as an effective assessing tool.

5.2. Implications

For all the benefits of Quizizz found in this research, teachers could equip themselves with more knowledge and skills about how to use Quizizz in their classes. The outcome of the present study points out some possible pedagogical roles of Quizizz-based activities. It is suggested that Quizizz can be used effectively as a learning tool in teaching. By employing Quizizz, teachers can engage students, create a relaxing and exciting learning environment as well as save time providing feedback to students. Since the results were very promising, teachers of HUBT should encourage the implementation of Quizizz.

As one of the findings is that Quizizz brings some benefits to the teaching and learning process, teachers should update themselves with more knowledge of technology in order to make the best of

the modern equipment for pedagogical purposes. Teachers can overcome the challenges of lacking computer skills by either learning from their friends or colleagues or attending courses and conferences on the use of ICT in teaching and learning. At HUBT, the existence of technology is no longer a new practice, so it is worth investigating in providing internet in all language classrooms for teaching purposes. It would be great if the school could organize workshops, conferences or training sessions on modern applications to equip teachers with computer skills. As designing Quizzes is a difficult task, the faculty can help teachers form some groups to design and share the set of Quizzes that are more suitable for each level of students.

5.3. Limitations and suggestions for further research

The small scale is the first shortcoming of this research. Only 20 of the teachers could join the study and they could not be the representatives for all other teachers of HUBT since they had their own characteristic and habits. Thus, a larger scale study could be done to test the findings of this research.

Another limitation of this study might be the point that the positive output of Quizizz only came from the teachers' views. More research could assess students' attitudes toward different kinds of Quizizz-based activities and its effectiveness on students' leaning. Moreover, further work could be explored to determine the efficacy of Quizizz-aided lessons on students' engagement or the actual performance of students./.

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QUAN ĐIỂM CỦA GIÁNG VIÊN VỀ VIỆC ỨNG DỤNG QUIZIZZ TRÊN LỚP HỌC:

MỘT NGHIÊN CỨU TÌNH HUỐNG TẠI KHOA NGÔN NGỮ ANH, TRƯỜNG ĐẠI HỌC KINH DOANH VÀ CÔNG NGHỆ HÀ NỘI

Nguyễn Thùy Dương

Tóm tắt: Nghiên cứu này tập trung tìm hiểu nhận thức của giáo viên đối với 1 nền tảng ứng dụng kỹ thuật số có tên là Quizizz. Nghiên cứu được thực hiện với sự tham gia của 20 giảng viên giàu kinh nghiệm đến từ Khoa Ngôn ngữ Anh, Trường Đại học Kinh doanh và Công nghệ Hà Nội. Với những dữ liệu thu thập được từ bảng câu hỏi khảo sát và phỏng vấn, kết quả chỉ ra rằng hầu hết giáo viên có cái nhìn tích cực đối với việc sử dụng Quizizz và thể hiện sự hoan nghênh của họ đối với việc sử dụng nó trong các bài học trong tương lai. Dữ liệu cũng cho thấy, các giáo viên tin rằng Quizizz sẽ giúp cải thiện bầu không khí của lớp học và mức độ tương tác của học sinh. Một số hoạt động trên Quizizz như ôn lại bài tập, giao bài tập về nhà và giao bài kiểm tra đã nhận được phản ứng tích cực của giáo viên vì hiệu quả có thể thấy được ở cả lớp học trên lớp và lớp học trực tuyến. Khi sử dụng Quizizz, các giáo viên cũng ghi nhận một vài khó khăn như là tính khả dụng và ổn định của Internet, việc lựa chọn và thiết kế câu hỏi phù hợp trong thời gian hạn chế và độ tin cậy của bài kiểm tra. Nghiên cứu rút ra rằng cần có sự hỗ trợ từ Khoa và Trường để có thể tối đa hóa việc khai thác ứng dụng kỹ thuật số trên nền tảng trò chơi trực tuyến này và tăng cường tính hiệu quả của nó ở các lớp học trong tương lai.

Từ khóa: Quizizz, học dựa trên trò chơi.