Research Article

THE APPLICATION OF QUIZIZZ GAMES
ON STUDENTS' MOBILE PHONES IN ENGLISH CLASSROOMS
AT VAN LANG UNIVERSITY

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ABSTRACT

Students' learning is influenced by students' engagement in classroom activities. However, in the context of English teaching and learning at Van Lang University, it is difficult to get students involved in traditional classroom activities. Technology blooming in every aspect of life led the researchers to the idea of using Quizizz to make students more motivated and engaged in English classrooms. This paper aimed to investigate students' perceptions towards the implementation of Quizizz live games on mobile phones in English lessons and the effects of such games on learners' engagement. The data were collected from 90 non-English majored students. There were two methods employed in the study. The interviews were conducted on 30 participants, and the questionnaire was delivered to 90 participants. Students expressed positive attitudes towards Quizizz games in the classroom and confirmed that Quizizz live games are an effective, interesting, and useful tool to improve learners' engagement.

Keywords: engagement; English learning; games; Mobile phones; Quizizz

1.   Introduction

Students who are engaged are interested in learning and are more likely to participate in the class. If academic staff hope to engage students for active learning and participation so that meaningful learning can occur, they need to adjust their methods to boost student engagement. The 4.0 industry leads to substantial changes in every aspect of life, from economy, entertainment to education. In the flow of social change, language teaching has been witnessed with a paradigm shift from teacher-centered approaches to more learner-centered ones and from conventional classrooms where students receive knowledge passively and the repeat of what was taught in the exams (Anderson, & McCarthy, 2000) to very active learning environment with state-of-the-art technology devices. "The use of

computer-based technology in college education has dramatically increased to include emerging technology for visual presentation, simulation, accessing course materials and World Wide Web resources, and interactivity" (Debevec, & Shih, 2006). The image of a student with a laptop or a smartphone searching something in class is not strange anymore. With multimedia support, learners' attention and retention rate are improved, and participation is better (Shank, 2005).

Game-based learning offers learners a chance to be fully engaged in the learning process, according to Zarzycka-Piskorz (2016). Quizizz, one of the gamification platforms which "use web-based students' response system" (Rahman et al., 2018), is preferable because learners can experience the feeling of excitement in learning through games, and they can play the games with any available devices, including computers, Ipads, or even smartphones. However, there have been not many studies that provide empirical evidence of the efficiency of Quizizz in EFL and especially the application of Quizizz on students' mobile phones. Furthermore, in the context of English teaching at Van Lang University, many academic staff complain about less students' engagement in classroom activities. Therefore, this paper aimed to gain some insights into the effects of Quizizz on learners' engagement and how English non-majored learners reflect on Quizizz games on mobile phones.

RESEARCH QUESTIONS

1. How do Quizziz live games affect students' engagement in class?

1. How do students perceive the use of Quizziz live games in classrooms?

2. Literature Review

2.1. *Mobile phones in language classrooms*

Mobile phones have become a vital presence in the hustle and bustle of modern life. For students, Lee (2015) asserted that there are different effects when students are asked to use their cellphones as compared to computers. In the context of education, cell phones have become powerful mobile learning devices among students to achieve a number of learning purposes and activities such as visiting websites for learning English, checking online dictionaries, or improving reading, listening, speaking, and writing skills (Alsied, 2019). This standpoint was supported by Eszteleckir and Gábor (2015) that we should not underestimate the application of mobile phones in education. Potentially, in the English classroom, smartphones can boost students' motivation and engagement with vocabulary games, quizzes, and online dictionary (Kukulska, 2009). Hayor (2010) confirmed that encouraging students to use mobile phones in classrooms can boost students' autonomy in learning and contribute to their learning.

2.2. *Games*

It is undeniable that games have played an integral part in a successful learning process in today's world (Çeker, & Özdamlı, 2017). There has much interest in studies

about the advantages of digital games in language learning recently. Reinders and Wattana's (2015) asserted that games involve students more in their learning and boost foreign language interaction. Wang (2015) observed that games did not negatively influence students' engagement with elements of games such as leaderboard, badges, points, or funny pictures. Jeyaprakasam (2019) reported positive feedback from students when studying the effects of games on students' engagement, enjoyment, concentration, perceived learning, satisfaction, and motivation in lessons.

2.3. *What is Quizizz?*

The presence of technology has significantly influenced education, especially in language learning and teaching. Quizizz lets academic staff design their own quizzes or use available quizzes uploaded by other instructors on a specific topic and ask students to play live with their mobile phones. Quizizz creates a social, fun, and game-like learning environment. The question order is randomly arranged for each student/ group of students, so academic staff do not need to worry about cheating. When creating a quiz, academic staff can insert pictures or videos for each question. With Quizizz, academic staff can also assign homework to encourage students' self-studying. Live games on Quizizz attract players with music and funny "correct" or "incorrect" motion images drawn from popular media after a question is answered. Quizizz is fun and competitive in the way that the faster someone answers a question correctly, the more points they get. Once the quiz is over, the teacher can access data and analyze reports. Teachers can track the overall class performance of the individual student as well.

A study conducted by Asib, Pitoyo, and Sumardi (2019) with 14 university students of English shiwed that Quizizz successfully reduced test anxiety because of the use of game elements in that application with immediate. An investigation into the use of Quizizz inside Arabic classrooms in Malaysia with 85 freshmen showed that playing games with Quizizz within 20 minutes before finishing each lesson improved their vocabulary retention as well as uplifted their concentration and collaboration (Suo & Zalika, 2018). In the interview, those students responded that they could identify their strengths and weakness from the Quizizz performance report.
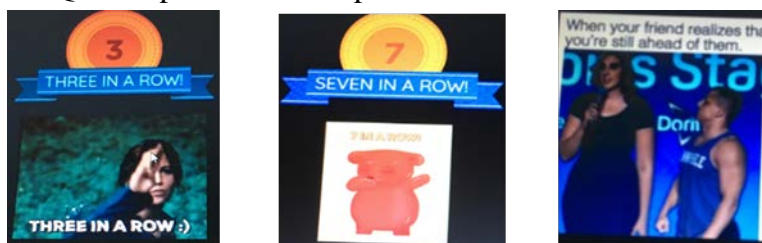

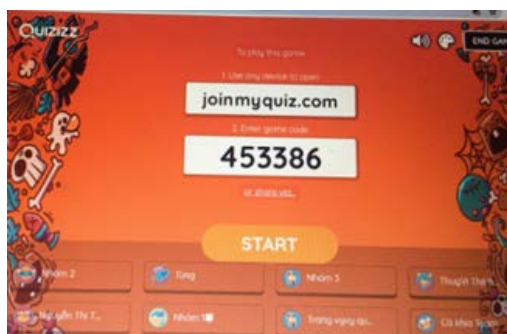***Figure 1.*** *Funny pictures for incorrect answers*

Figure 2. *Attractive theme color with amazing sound when each participant joins the game*
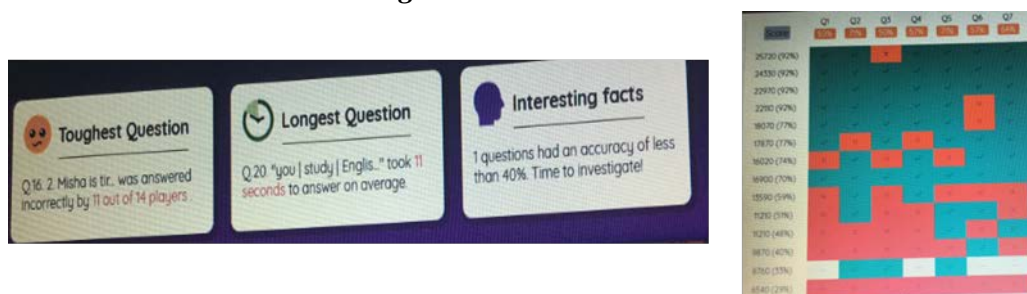

Figure 3. *Leader board*

Figure 4. *Overall performance*

2.4. Students' engagement

Instructors consider that engaging students to learn is one of the biggest challenges they have to face (Parsons, & Taylor, 2011). According to them, the main reason is that students nowadays are engaged in the world differently from students from 20 years ago, especially in the way they respond to the wealth of technology. As a result, if educators fail to understand today students' preferences and modify teaching methods, they fail their students' future (Willms, 2003).

Student engagement has primarily been understood as a factor increasing achievement and positive behaviors for students, measured by quantitative data such as attendance, standardized test scores, or graduation rates (Parsons, & Taylor, 2011). With a different point of view, Hu et al. (2016) stated that engagement only happens when students are using an online learning platform in their learning. There are many factors contributing to students' engagement. There are four factors of engagement which are skill

engagement (represented by skill displayed by students), emotional engagement (represented by students' feelings: enthusiasm, interest, and enjoyment), participation (represented by activities done by students in learning), and performance engagement (represented by the result of assessments done by students) (Handelsman et al. (2005); Dixson (2015) and Marx et al. (2016), as cited in Ab. Rahman et al., 2018).

The main area of interest of this paper is to integrate technology into foreign language teaching. Recently, the researchers also became interested in online games and their potential to engage learners in the classroom. There have been preliminary discussions about how games on Quizziz platform influence students' engagement in a higher education institution in Vietnam. Apart from that, the desire to make students pay more attention in class and become more interested in lessons forces researchers to come up with the idea of conducting Quizziz live games on students' mobile phones to boost their participation.

3.   Methodology

3.1.   *Background*

The study was conducted at Van Lang University, where the university leaders always encourage the application of technology in language learning. Apart from that, a high-speed free WiFi connection system offered a clear advantage to researchers to carry out Quizziz live games in classrooms. There are about 45 freshmen in each English classroom. All the students attended General English level 3, and their textbook was American Jetstream-Pre-intermediate B.

The application of Quizziz live games on mobile phones in two English classrooms lasted seven weeks with a 20-minute Quizziz live game for each 90 minute English session. Students used their mobile phones for playing Quizizz Live Games with code provided by the academic staff. The games were conducted at the end or at the beginning of the lessons. During the study, students experienced 14 Quizizz games on their mobile phones. Each Live Quizziz game consisted of 25 multiple choice questions designed in accordance with the content of students' textbook American Jetstream-Pre-intermediate B. The top ten winners in each game received a bonus mark from their teacher as a reward.

3.2.   *Participants*

This was small-scale action research with a modest sample of 90 mixed-level first-year students aged 18 to 20. The students consisted of 63 females and 27 males who learned English as a compulsory subject. They have already learned English for at least seven years before entering the university. Each of them owned a smartphone that could access the internet.

3.3.   *Instruments*

3.3.1. In-depth interview

The data from the in-depth interviews were collected from 30 students who were willing to take part in the interviews to dig deep into their opinions and thoughts after a seven-week course. Each interview consisted of six questions focusing on learners' attitudes and views towards the Quizizz games on mobile phones during English lessons.

3.3.2. Questionnaire

A questionnaire with 8 Yes-No questions was delivered to 90 participants after 7 weeks of the study. The purpose of the questionnaire is to investigate the impact of Live Quizziz games on learners' engagement and knowledge achievement. The questionnaire was translated into Vietnamese for clarity of information asked.

4.   Findings

4.1.   *Students' attitudes and opinions towards Quizizz games on mobile phones in class*

The Table below presented the results of the survey with non-English majored students.

Questions	YES (%)
Using Quizizz Live Games improves my engagement in the classroom.	95.6
The ranking function (leaderboard) in Quizizz live games motivates me to study.	91.1
Usage of Quizizz can be a good way to revise each lesson.	96.7
I like the visual feedback appearing right after each answer.	95.6
I like the idea of using more Quizizz games in the English lesson.	100
Quizizz is not a waste of time.	92.2
I think Quizizz live games help me to be better at learning English.	91.1
Doing in-class exercises via Quizizz Live Games is more helpful in my learning than doing exercises on paper.	97.8

From the table, it can be seen that the majority of respondents showed positive reflections on Quizizz games along with mobile phones in the classroom by choosing Yes. 97.8% of them favored the idea of playing Quizizz games on mobile phones instead of sticking to the paper. A large number of the participants (91.1%) believed Quizizz games motivated them to study.

Supporting the questionnaire's findings, data collected from student interviews also revealed some reasons why Quizizz games on mobile phones were favorable. The first reason was that Quizizz games allowed students see the questions, and all possible answered on their mobile phones. Secondly, learners had no chance of cheating because of shuffled questions. Thirdly, students identified that Quizizz was really entertaining with funny pictures, memes, music, and colors –which determined their interest in the activities.

"I love Quizizz games because the learning time flies so fast. The lesson is more entertaining. I am eager for the English lessons to play games to check what I have learned and whether there is any part of the lesson I haven't reviewed well."

"I love the memes, and the music after I finish a row of many successful questions and I can interact with my classmates in the games."

"I like the ranking factor of the games. It cannot take my eyes of the screen."

4.2.   Students' engagement and language achievement

As shown in the table, a large number of students (95.6%) chose "Yes" for the question regarding their engagement in the lesson. The respondents who agreed Quizizz could be an effective way to revise after each class accounted for 96.7%. In line with the survey findings, the data analyzed from student interviews also indicated that learners got involved in Quizizz live games on mobile phones. They seemed to have been more energetic and active than before because of the competitiveness of the games. They had to answer the questions faster and correctly because the quicker they responded accurately, the higher the score they would reach. Being on the top leaderboard also urged them to work harder.

"The games made me work harder and kept me focused because I am afraid of being in the last on the leaderboard."

"I love Quizizz because it is a friendly-user tool. I do not need to register. I just need a code from my teacher."

"I like the live leaderboard because it helps me know where I am in the game and work to reach higher position. I review lessons in order to prepare to compete more often than before."

Another finding from the interviews revealed that learners were really excited when playing all of the games designed for revision on Quizizz. All of them were eager to join the quizzes and even remembered the answer to each question after playing. They said that they made progress in learning English thanks to their playing Quizizz live games on mobile phones in class. The games were helpful for their preparation for the exam and improved their grammar, vocabulary, and even reading skills.

"I like that, it allows the class as a whole to participate and track our progress with the feedback after each question and I learn from my mistakes. Students have to work harder so that they can win. I like the games of grammar vocabulary."

"I think I have paid more attention to my teacher's lesson because it will help me to win the game in the later lessons."

"I enjoy Quizizz because it is more fun than just writing on paper."

"I review the old lesson before I come to the class-which I rarely did before- to prepare for my race in the game. So I think I will not have to worry much in the next exam."

I can read faster because I have to respond to the questions quickly to reach the top."

Further analysis of the data indicated that a small number of students did not like Quizizz live games because of some reasons in connection to their self-esteem and anxiety

of losing face when they were often at the bottom of the leaderboard. Students confessed: "*I don't like the games because I am usually the last on the leaderboard."*

5.   Discussion

The primary purpose of this study is to find out learners' perceptions about the usage of Quizizz live games in English learning with the emphasis on learners' engagement. Student engagement can increase learning achievement and positive behaviors (Parsons and Taylor, 2011). Earlier research suggests that Quizizz makes students less worried about the test (Asib, Pitoyo, & Sumardi, 2019) and improves learners' vocabulary retention as well as uplifted their concentration and collaboration (Suo & Zalika, 2018). Our results revealed learners' positive attitudes towards Quizizz live games and the improvement of their engagement in the lesson. Obviously, the findings of this study may be consistent with previous research. This study successfully discovered the reasons why Quizizz live games attracted learners and made them engaged in the lesson. A new finding from the study is the use of Quizizz live game for revising. A majority of respondents agreed that they made progress in learning English thanks to Quizizz live games.

The findings of the study showed that Quizizz live games engaged students and helped them focus on English lessons. Quizizz, along with mobile phones, is a perfect match for academic staff if they want to fully exploit technology in language classes. However, the teacher should be a key factor in planning lessons and integrating the online interactive games as part of their teaching tools. Teachers should clarify the lesson goals, students' level, and prior knowledge to design the appropriate quiz for each learning period. In the classroom, the teacher needs to instruct students clearly on how to use the applications or websites so that can students can learn and get more benefits. Last but not least, technical problems are inevitable. The low quality of internet connection was one of problems Vietnamese learners often experience when using a smart phone. (Nguyen Ngoc Vu, 2016). As a result, academic staff should always be sure to have a plan B that does not need technology use.

6.   Limitations

Because of the limit of time, this paper only investigated into general impacts of Quizizz with students' mobile phones in the class with Live Game without examining deeply into functions such as flashcards, homework, or classroom management. Therefore, there should be more studies on these functions on Quizizz website in the context of Vietnam.

7.   Conclusion

In conclusion, the research provided empirical evidence for learners' positive attitudes towards Quizizz games on mobile phones in the English classroom. It was evident that learners found the games interesting, entertaining, motivating, and easy to play. In addition, the findings pointed out that students got engaged in playing the Quizizz games

because of some reasons including the random order of questions and answers, the competitiveness, and the hilarious pictures and writings. Quizizz games, moreover, transforms the boring classroom into a very active and energetic learning environment. With these findings, the researchers encourage academic staff and instructors to take advantage of Quizizz games in their classrooms. By redesigning their lessons and the ways students learn, academic staff can change students' negative perceptions of English learning and make them more motivated. However, to optimize the effectiveness of Quizizz games, some suggestions should be put into effect. Firstly, the timing for classroom activities should be taken into consideration. Secondly, academic staff should set the rules beforehand to ensure that students who break the regulations will be penalized. Last but not least, an online community where the academic staff share their ideas and learn from each other should be established to create a resourceful address for both personal and professional development in teaching and pedagogy.

❖ ***Conflict of Interest:*** *Authors have no conflict of interest to declare.*

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ỨNG DỤNG TRÒ CHƠI QUIZIZZ TRÊN ĐIỆN THOẠI DI ĐỘNG
TRONG LỚP HỌC TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC VĂN LANG

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TÓM TẮT

Việc sinh viên tham gia tích cực vào các hoạt động trong lớp học sẽ góp phần quyết định vào kết quả học tập của sinh viên. Tuy nhiên, trong bối cảnh dạy và học tiếng Anh tại Trường Đại học Văn Lang, giáo viên nhận thấy rất khó để khuyến khích sinh viên tham gia vào các hoạt động truyền thống trên lớp. Hơn nữa, công nghệ hiện đại xuất hiện và có tác động sâu sắc đến mọi khía cạnh của cuộc sống đã dẫn chúng tôi đến ý tưởng sử dụng Quizizz để giúp học sinh có động lực và tương tác tích cực hơn trong các hoạt động ở các lớp học tiếng Anh. Nghiên cứu tập trung vào việc tìm hiểu nhận thức của học sinh đối với việc triển khai trò chơi Quizizz trên điện thoại di động trong các tiết học tiếng Anh và tác động của các trò chơi này đối với sự tương tác của người học. Dữ liệu được thu thập từ 90 sinh viên không chuyên tại Trường Đại học Văn Lang. Chúng tôi sử dụng 2 phương pháp thu thập dữ liệu: phỏng vấn 30 sinh viên và bảng câu hỏi khảo sát với 90 sinh viên tham gia. Kết quả cho thấy hầu hết sinh viên phản hồi tích cực về trò chơi Quizizz trong lớp học và họ khẳng định, các trò chơi trên Quizizz thực sự hiệu quả, thú vị và hữu ích để cải thiện mức độ tương tác của người học.

***Từ khóa:** sự tương tác; lớp học tiếng Anh; trò chơi; điện thoại di động; Quizizz*

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