



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

PROYECTO DE INVESTIGACIÓN

Theme: “Quizizz and English Vocabulary Learning”

Author: Albán Bucay Oscar Fernando

Tutor: Lic. Mg. Manuel Xavier Sulca Guale

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg Manuel Xavier Sulca Guale, holder of the I.D No. 1802447548 in my capacity as supervisor of the Research dissertation on the topic: “Quizizz and English Vocabulary Learning” investigated by Mr. Alban Bucay Oscar Fernando with I.D No.1805102009 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lic. Mg. Manuel Xavier Sulca
Guale

C.C. 1802447548

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I declare this undergraduate dissertation entitled " Quizizz and English Vocabulary Learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read "Albán Bucay Oscar Fernando", is written over a horizontal line.

.....
Albán Bucay Oscar Fernando
1805102009

AUTHOR

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AUTHOR

DEDICATION

TO:

This research is dedicated to all my family and friends who supported and believe in me. Specially to my mother and father. I owe them everything and I hope with this achievement they feel proud about me.

Oscar.

AKNOWLEDGEMENTS

At the end of this research. I want to give my thanks to all the teachers, who support and help me to achieve my goals and complete this research work. Furthermore, all the support that I received from my family, who were always at my side and never let me down.

Oscar.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
ABSTRACT

Quizizz and English Vocabulary Learning

The current research aims to analyze how the use of Quizizz enhances the English Vocabulary Learning in 10th grade EGB at Unidad Educativa “Salcedo”. The research work used a mixed approach. The quantitative part of the research was represented through the analysis of the data collected of a standardized test from Cambridge. This information was used to determine the range of vocabulary knowledge of the participants. The qualitative part was represented from the interpretation of the data collected and the theoretical framework of the research. Furthermore, the participants of this research were 22 students from 10th level “A” of Unidad Educativa “Salcedo”. The interventions focused on the use of Quizizz teach vocabulary, and it was necessary to apply a pre-test and post-test to gather information about the improvement of the students. The researcher applied the A1 Movers standardized test from Cambridge. Therefore, The statistical data collected through the test was analyzed using the SPSS software and the T-test was applied to determine the hypothesis verifications with the scores of the students from the pre-test and post-test. The results obtained from the pre-test, post-test and T-test demonstrated that the application of Quizizz had a positive result on the English vocabulary learning because participants were able to achieve better scores in the post test. The average score was 11,18 over 14 points in the post-test. In conclusion, the application of Quizizz improved the vocabulary learning of the students because the ICT encouraged the self-learning and motivated students to practice the lessons of the class. Also, students had at their disposition many didactic activities created by the community which was another factor that influenced in the results.

Keywords: Quizizz, English vocabulary learning, standardized test, ICT, self-learning

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RESUMEN

Quizizz y el Aprendizaje del Vocabulario en Ingles

La presente investigación tiene como objetivo analizar como el uso de Quizizz mejora el aprendizaje del vocabulario en Ingles de los estudiantes de 10mo año de EGB en la Unidad Educativa “Salcedo”. El proyecto de investigación utilizo un enfoque mixto. La parte cuantitativa se representa con el análisis de datos recolectados a través de una prueba estandarizada de Cambridge con el objetivo de reunir información sobre el rango de vocabulario que poseen los participantes. La parte cualitativa fue representada a través de la interpretación de los datos recolectados y del marco teórico de la investigación. Además, los participantes de esta investigación fueron 22 estudiantes de 10mo nivel “A” de la Unidad Educativa “Salcedo”. Las intervenciones se centraron en el uso de Quizizz para enseñar vocabulario y fue necesario aplicar un pre-test y post-test para reunir información sobre las mejoras sobre el aprendizaje del vocabulario de los estudiantes. El investigador aplico la prueba estandarizada A1 Movers de Cambridge. Por consiguiente, los datos estadísticos recolectados a través de la prueba fueron analizados utilizando el software SPSS y la T de student fue aplicada para determinar la verificación de la hipótesis con los puntajes del pre y post-test de los estudiantes. Los resultados obtenidos del pre-test, post-test y la T de student demostraron que la aplicación de Quizizz tuvo un resultado positivo sobre el aprendizaje del vocabulario en Ingles porque los participantes fueron capaces de lograr mejores puntajes en el post-test. El puntaje promedio fue 11,18 sobre 14 puntos in el post-test. En conclusión, la aplicación de Quizizz mejoro el aprendizaje del vocabulario de los estudiantes porque los TIC fomento el auto aprendizaje y motivo a los a practicar las lecciones de la clase. También, los estudiantes tuvieron a su disposición muchas actividades didácticas creadas por la comunidad, la cual fue otro factor que influyo en los resultados.

Palabras claves: Quizizz, Aprendizaje del vocabulario en Ingles, pruebas estandarizadas, TIC, auto aprendizaje.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

Independent Variable: Quizizz

Information and Communication Technologies in Education (ICT)

Information and Communication Technologies in Education (ICT) are technologies which can be used to obtain information through telecommunication. The Internet and wireless connection are main characteristics of ICT. Therefore, the ICT has a high level of impact in different issues like: social, cultural or economic. Teachers have a lot of importance in the educative field, but it depends on the experience of the teacher. If ITC is applied in the workplace correctly, it could improve and facilitate the educative process of the students. However, there are some cases where restructuration of educative programs and facilities are required, in order to apply ITC. The limitations that are found in old educative programs make difficult to use ITC (Ratheeswari, 2018).

ICT has several tools which can be used in the education system. The possible integrations of ICT in the classroom could have a lot of pedagogical benefits. For example, it allows teacher to explore new ways to share and teach information. Also, new pedagogical approaches had been developed thanks to ICT. Teachers have more opportunities to enhance students' learning process through these new pedagogical approaches. Moreover, Dlamini and Nkambule (2020) mentions that ICT could be used to disrupt old pedagogical models which are not viable nowadays, because technology will be improved each year, which can create new tools and approaches.

Technological tool for language teaching

Dahraj et al. (2020) state that technological tools have been improved through the recent years. The academic and educational field have been benefited, so it could have a greater impact on the learning process of students. Additionally, the technological awareness has increased a lot in the recent years, due the integration of technology. Students were willing to use technological tools, whenever they have doubts related to the language than before, this increases the opportunities of self-learning and collaborative activities between the learners.

The use of technological tools might be definitive for future careers, because it has remarkable contributions in the teaching process. It allows an active participation

between all the students in the classroom, so it is clearly that the passive learning will be reduced a lot once the technological tools are introduced in the educative field (Qurat-ul-Ain et al., 2019).

It is undoubtable that technology had become an important part of our lives. talking about education, it has become part due all the popularity that technology had obtained thought the recent years, so it was a matter of time to combine teaching and tools (Warner et al., 2018). However, it is required specialized methodologies or approaches, in order to apply correctly and efficiently in the classroom. This might become a hard task to complete for some old teacher that are not used to technological tools and all the changes that these receive each year.

Quizizz

Quizizz has different elements and tools which made it to be considered as a game-based educational app. This app has different characteristic which made it more attractive to students than ordinal apps. These features are interesting and entertaining for the students, which increase their engagement. Moreover, Zhao (2019) mentions that Quizizz motivates students to compete with each other and it is useful for the learning process. The app helps teacher to know the grades that were gotten by students in order to give them feedback according their grades.

Quizizz is a free online app which has a lot of tools that are useful for the teacher and students. The app can be used to create, share and use different material provided by the community. Teacher can collect a lot of information about the grades of the students, so he will be able to give personal feedback for the students according the grades they got and Quizizz has a lot of features that students found interesting, these features encourage the learning process (Quispe et al., 2019).

Yunus and Hua (2021) state that Quizizz had become an interest for many researchers due all the positive tools and outcomes achieved by this app. The most favorable aspect of the app is the gamification that it brings to the classroom. EFL learners feel motivated thanks to the app. Consequently, they would be willing to participate actively in the activities of the classroom, so their learning process will receive a positive impact thanks to the app.

The current research is focused on the analysis of how Quizizz enhance the English vocabulary learning. This app can increase the motivation of students, since

learners feel comfortable when technology is applied in the class. The research is supported on the Connectivism theory. Downes (2008) pointed out that that knowledge can be distributed through the network, once it is applied correctly with the adequate pedagogic technique. Also, learner and teacher have to discover the most efficient way to build the knowledge and traverse it through the internet. This theory can support the project because the application of Quizizz as an educative app to enhance the vocabulary learning of students are related with the characteristics of Connectivism. The most important is the learning process through any website or application on the Internet. The research seeks to define how English vocabulary is improved through Quizizz. A pre-test and post-test will be applied to achieve this objective of the research. The data collected through these tests will be useful to analyze the changes on the grades of the students after and before the interventions applying Quizizz for teaching.

Dependent Variable: English Vocabulary Learning

Language

Repka (2020) states that language is a non-linear system that is always changing and adaptation to different contexts. Also, human beings are able to interact and share ideas between them, thanks to the language. The structures of the language are related to the experiences of each culture or society. The language itself is the main foundation that each society has to share its believes and thoughts. Additionally, non-verbal sings and symbols belong as well to the language, because they are used to communicate ideas between two or more participants.

The language is humanly innate, all the changes that each individual make it something beautiful and fascinating. It can be compared as mechanism that can evolve along the human being. Language is characterized by the imitation. It means that children tend to imitate to their parents or adults near them. This technique is useful to express and share ideas (García Barreno, 2018). Furthermore, the language has to follow some rules and principles, in order to be coherent. For example, the syntactic elements that decide the oden of the words, in order to be understandable and the message is transmitted correctly.

The language is the main system that human use to communicate between them. Its main purpose is to transmit ideas, feelings or actions thought words, symbols, etc. Additionally, the language can become formal or informal, it will always depend on

the context that is happening at the moment (Ramos et al., 2019). For that reason, it is necessary to identify the context that the conversation is happening, in order to avoid the incisory use of informal words, like collocation, expressions, etc.

English language components

Timothy (2018) states that the study in components of English language may vary in different syllabus. There are four main components that has to be considered when a syllabus is created. These are vocabulary development, literacy skills, oracy skills, and English grammatical structure. Additionally, students' attitude toward these components is not good, because they do not find it interesting. That might be part of the problem in the low level of English education.

Additionally, the beliefs related to language components were influenced by their context, and these ideas were shared with their general point of view when students learn about English as foreign language (Parsi, 2017). The beliefs regarding pronunciation, grammar and vocabulary are manipulated by the culture and environment of the learner, so it would have a positive impact on the learning of language components. Also, the experience has a crucial role then students are trying to understand the meaning of new words.

English vocabulary learning

Afzal (2019) quotes that learning a foreign language might be complicated and dynamic. The communication process depends on the vocabulary knowledge of the persons. The learners are able to understand different skillful expression, once they acknowledge the importance of learning vocabulary. Also, it is necessary to seek different opportunities to facilitate the learning process of the students, in order to maximize their performance in the classroom. The application of cognitive and metacognitive strategies affects and enhance the English vocabulary learning.

Also, Ghalebi et al. (2021) state that the development of vocabulary is vital when the student is trying to learn a foreign language. The vocabulary acquisition is the most important component in the process of learning any foreign language. For that reason, this deserves a lot of attention, in order to achieve the language proficiency. Having problems with vocabulary can create difficulties in the reading comprehension and communicative skills, because vocabulary is an imperative part whenever learners are learning English language. This problem can be even worse for non-native English due all the differences in language skills.

Additionally, the learning of vocabulary is an imperative part of learning the target language, because the vocabulary learned and acquired by the students will enhance other elements of language. For example, lexical, listening, writing, speaking, or reading skills. All of them are part of English language. It is necessary that teachers know how to teach vocabulary so learners could be encouraged into the learning process by them (Yawiloeng, 2020).

INVESTIGATIVE BACKGROUND

After reviewing some research works provided by repositiorium journals and research worldwide. It has been found some works, which can contribute in different aspects for the current research work.

The research entitled “Using Quizizz.com to enhance pre-intermediate students’ vocabulary knowledge”, Bal (2018) pointed out that many apps had been developed each year, and these apps can be applied in educative fields, which would improve the language learning of students, consequently, their vocabulary knowledge. The research was quasi-experimental, because it applies a control and experimental groupso as to compare the differences on the grades gotten by the students. The participantsfor this research were 60 engineering faculty students in Turkey. These students weredivided in two groups, the control group and the experimental group. The results achieved by the researcher indicates that the experimental group got a slightly better score than the control group. The score 84,6667 was achieved by the experimental group and the score 81,5833 was achieved by the control group. It is clear that the interventions using mobile-assisted language learning has a positive impact. However,the difference is not significant. This work concludes that students were able to improve their vocabulary knowledge thanks to the use of mobile-assisted language learning, specifically Quizizz. Also, the motivation was the main factor that help learners to have a better performance in the post-test.

Additionally, the research “Strategy to improve English vocabulary achievement during COVID-19 epidemic. Does Quizizz help?”, Huei et al. (2021) quoted that learning of vocabulary had been reduced significantly, due the Covid-19 pandemic. For that reason, it was necessary to implement e-learning to teach English language. This research applied a mixed approach, and the participants were 13 students from a rural school. The conclusion achieved by the researchers was that Quizizz had a

positive influence in the learning of vocabulary, since students were motivated by Quizizz's leaderboard. This encourage them to practice more, so they would be at the top of the leaderboard, and their learning style was favored by this characteristic.

The research "Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning to Improve Students' Vocabulary Mastery" written by Pavita and Nirmala (2021) mentioned that teaching process had become innovative due the development of technology and the Covid-19 pandemic. Teachers had to apply new approaches that used technology and digital resources as the main factor in the classroom. The current research was an action research work and quasi-experimental, because it was necessary to apply a pre-test and post-test to collect data. The participants were 26 students of MIPA 1. The researchers concluded that Quizizz is a great tool to learn and master vocabulary, because it makes easier the task of memorizing and acquiring new vocabulary. The main factor is the motivation that learners got when they used the app, since it allows students to interact and compete between them.

The investigation "Exploring students' views in the use of Quizizz as an assessment tool in English as a foreign language (EFL) class" written by Zuhriyah and Pratolo (2020) stated that educational applications and learn styles can be combined, so it is possible to improve the learning of target language. Online-based learning had become popular and useful in the recent years, due the improvement of the technology. The present research applied a case study method, and the participants were six students of a private university in Yogyakarta. The researchers concluded that Quizizz is an excellent app for assignments and tasks, since it helps learners to reduce boredom and they feel motivated to overcome their mistakes and errors.

The research "Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools" elaborated by Fadillah and Maryanti (2021) mentioned that many students have problems to learn English language, because they do not feel motivated in the classroom. This reduces the interaction and interest of the learners, since students perceive all the classes very monotonous. The current research applied a qualitative approach. The tests using Quizizz was the main instrument to collect data. The participants were students form 9th grade. The work concludes that Quizizz is an easy and interactive app to apply in the classroom. Being interactive was the most significative feature for learners, because they found it funny to use it. This provokes an increasing in the students' interest.

Moreover, the research “Teachers’ Perception towards the Use of Quizizz in the teaching and Learning of English: A Systematic Review”, Lim and Yunus (2021) quoted that the application of apps had been increased in the recent years, since the learning of language had change as well. Quizizz is an interesting app to apply in the educative field, because it is free and easy to use. The current research applied a Meta-Analyses review methodology, to study 45 articles from Eric and Google Scholar database. The research concluded Quizizz is effective and feasible, because it has a lot of tools that teachers can use to motivate their students.

Furthermore, the research paper named “Implementación de herramientas de evaluación en tiempo real: ¿una experiencia práctica con Kahoot!, Plickers y Quizizz” It was written by (Gutiérrez González, 2019) who stated that the perspective of students can change according to the app applied in class. However, there are some difficulties applying these apps, because teachers don’t have adequate capacitation to apply or use them. The type of study for this research was investigation-action and it was applied to a group of 28 students of 4th level of IES Teobaldo Power. The work concluded that the correct use of these apps showed a correct functioning and students feel better in class. On the other hand, many teachers see the benefits of these app, but they think that apps are getting more attention than traditional resources.

Additionally, the work entitled “Quizlet, Quizizz, Kahoot & Lyrics training: digital ludic learning” written by Mendoza-Batista (2020) quotes that learner can be encourage in learning process through the correct use and application of technology. The digital material that can be created by these apps are the main feature, which make students to feel impressed, so they are more likely to acquire a second language. It was necessary to apply a qualitative approach, because it was focus on student’s opinion. For this occasion, the participants were students from English courses at Universidad Autonoma Metropolitana. This research concluded that apps like Quizlet, Quizizz, Kahoot and Lyrics training has different pedagogical elements that has a lot of benefit for students, because these apps promote playing in teams and enjoy classes. Specially, the gamification was an important factor that help students to learn, because they perceive it as a way to compete between them.

Moreover, the project named “Kahoot! or Quizizz: The Students’ Perspectives” written by Basuki and Hidayati (2019) affirmed that competition in games can be a great factor to encourage students in learning process. The digital era has many

opportunities to offer in education. For that reason, teachers need to know how to take advantage of these tools and applied them in class. The type of study was phenomenological, and it was applied to a group of 250 students of English Education Department of Indonesia. The research concludes that Quizizz is the best option according to students' perspectives and all the information gathered through the tests. Also, this app allows students to engage actively in the learning process, because it provides daily online quizzes to practice whenever they need reinforce of the subject.

The research entitled "EFL students' perspective on the use of Quizizz as online learning media during COVID-19 pandemic", Nirwasita et al. (2021) stated that the importance of online platforms had increased, due the COVID-19 pandemic. It had become important to learn and identify the most suitable platforms to apply in the educative field. The researcher applied a mixed approach, since it was necessary to collect and analyze data. It was applied an in-dept interview and survey to collect data. The participants were two EFL learners from a public university in Central Java. The researcher concludes that both EFL learner think that Quizizz can have a positive impact on teaching and learning process. Moreover, this app is a great option to deal with learners' boredom.

The research paper "Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives" Amalia (2020) stated that technology has a rapid development, so new resources and strategies are developed as well. It is important to identify how to motivate students to learn the target language. This current research had to apply a qualitative approach and the study design was descriptive. The participants were 20 students of Dynamic English course. The researcher concludes that Quizizz is an excellent app to apply when the learners have to take a formative assessment. Also, this app is an excellent option to motivate learners in a competitive way inside the classroom.

In addition, the research work done by (Deris & Shukor, 2019). In their work entitled "Vocabulary Learning Through Mobile Apps: A Phenomenological Inquiry of Student Acceptance and Desired Apps Features", they affirm that new technologies can encourage students to learn vocabulary. However, these apps might have some difficulties that language teachers should consider before apply in their classes. This research applied a quantitative approach, because it analyzes the information collected through questionnaires. There were 30 postgraduate students with MUET band 3 that

participate in the development of the research as population. The authors conclude that these apps can reduce the vocabulary problems that students could have, because they are highly accepted by students due their interest in technology, and the motivation was a main point that triggers the learning process of students.

The research paper entitled “EFL learners’ experience of a MALL-based vocabulary learning tool”, Abdullah (2020) stated that vocabulary has an important role in the learning process. There are many mobile applications that can support learners in their journey of learning English as foreign language. The research design for this project was a mixed method design, because both approaches were necessary to its development. The data was collected through semi-structured interviews and online questionnaires. The participants for this research were thirty-eight first-year students in a Saudi public university. The results showed that most of the learned prefer to learn vocabulary through their smartphones apps rather than computers due its portability and availability. The conclusion of the project was that MALL were positively received by the students, because these made it easier to learn English vocabulary.

The research “Enhancing English Vocabulary Through Digital Learning Applications” written by Grace and Ramos (2021) stated that online resources had become an important part of online learning, because these are helpful tools to facilitate the learning process. However, it might become a bit difficult to apply them with learners that do not have access to internet, especially in rural towns. The researcher applied a mixed approach, and the data was collected through a survey and tests. The participants for this research were a group of 30 students of Capitol View Christian School in Santa Cruz. The research concluded that there is a link between digital application and performance in vocabulary, because learners had significant improvement in the tests taken during the interventions.

The research paper “The Relationship between Vocabulary Learning Strategies and Vocabulary of Learners of Turkish as Foreign or Second Language” written by (Memiş, 2018) quoted that grammar rules and vocabulary are the most important factors that all the learners have to consider when they are trying to master a language. Also, students have to pay a lot of attention to these factors when their learning process being, they would be able to communicate efficiently ideas. The research applied a relational screening model. The participants were 182 learners of a school in Turkey.

The researcher concluded that learners require a strategy based on interaction, so they will have the opportunity to use the vocabulary learned, and identify the benefits of knowing a wide range of vocabulary.

Finally, there is a research work named “Review on Use of Mobile Apps for Language Learning”, Gangaiamaran and Pasupathi (2017) quoted that the smartphones are devices which are available for everyone. At the same time, many developers created different apps, some of them, have educational purposes. It is necessary to mention that these apps can be categorized according the level of the student, because each one has different tool, which can improve specific aspects in the learning process. It was necessary to apply a qualitative approach, in order to identify the benefits that apps have according the age of learners. The study concludes that each app can enhance different language skills of the students, it depended in the level and what skill does the student want to improve. Also, the apps help to prepare in real contexts, due all the different topics that these apps can include in its activities.

Objectives General

Objective:

- To analyze how the use of Quizizz enhances the English Vocabulary Learning in 10th grade EGB at Unidad Educativa “Salcedo”.

Specific Objectives:

- To examine the range of vocabulary learners have.
- To describe the way technological tools enhance the development of English language vocabulary.
- To define how the English vocabulary is improved through Quizizz.

Objective fulfillment process

- To examine the range of vocabulary that learners have was necessary to apply a standardized test from Cambridge. It was applied the parts which were focus on vocabulary from A1 Movers. The scores achieved by the participants were used to determine the range of vocabulary.
- To fulfill the second objective. It was necessary to do research from previous papers about the use of technology to learn vocabulary. There were many fascinating and useful papers which describe the benefits of using technology and factors involved in the learning process of vocabulary. All these papers were included in the investigative background.
- Finally, a pre-test and post-test were applied to the participants in order to analyze the improvement of the scores after the interventions using Quizizz. The data collected form these test was examined using the SPSS statistic program.

CHAPTER II. METHODOLOGY

2.1 Resources

It was necessary to apply human, technological and technical resources for the current research. The human resources were students from 10th level EGB course A at Unidad Educativa “Salcedo”. Furthermore, the technological resource was the Internet, since it was necessary to carry out the research through the internet. Finally, the technical resource was the computer to analyze the data and Quizizz to apply the activities to the learners.

2.2 Methods

2.2.1 Research Approach

The research applied a mixed approach which combines the quantitative and qualitative approach. According to Almeida (2018) the mixed approach is the most suitable, because it allows the researcher to collect specific data that would not be possible if the researcher focus on one type of approach. Also, the limitations of using a specific approach were overcome through the application of mixed approach. The current research was quantitative, because it was necessary to do a statistical analysis about the grades gotten by learners in the tests. On the other hand, it is qualitative because the data collected will be used to describe the students' improvement regarding their vocabulary learning.

2.3 Research Modality

2.3.1 Bibliographic-documentary

The bibliographic-documentary method focusses on gathering information from research papers, journals, thesis, etc. in order to find previous investigations to support the current research (Ahmed, 2010). This research was supported by analyzing information from scientific journals and website to identify the possible influence that Quizizz had on the learning of English vocabulary.

2.3.2 Experimental Research

The experimental research method helps the researcher when it is necessary to identify or understand the effect or importance between cause and effect. There are three types of experimental research design like: pre-experimental, true experimental, and quasi-experimental research design. The research used a pre-experimental method because it was applied pre-test, interventions and post-test to a single group of students.

The participants of the project were not random. Additionally, it was necessary to apply a vocabulary pre-test in order to gather information through their grades. Then, it was applied a post-test to see the results of the treatment that was applied before the post-test.

It was necessary to take specific questions related to vocabulary from A1 Movers' reading and writing part. All these questions were retrieved from Cambridge website. The pre-test was taken by students from 10th EGB courses A at "Unidad Educativa Salcedo".

2.4 Level or Type of Research

2.4.1 Exploratory

The exploratory level is a useful design for researches that are not fully explored yet, or researches that require an in-depth understanding (Žukauskas et al., 2018). This type of research is ideal for the current research because it aims to explore and describe how Quizizz enhance the vocabulary learning of learners.

2.5 Population and Sample

The participants for this research were 22 students from EGB course A of "Unidad Educativa Salcedo". The age average of the students was between 13 and 14 years old.

Table 1

Population

Population	Experimental Group	Total	Percentage
Male	10	10	45%
Female	12	12	55%
Total	22	22	100%

Note: Total of students who participated in the current research. Information gathered from Direct research.

2.6 Techniques and Instruments

According to Dimitrov and Rumrill (2003) mentions that pretest-posttest designs is an excellent way to measure or compare the data collected from experimental groups. The data collected was useful to identify the results of a treatment applied on the group. This instrument was necessary for the development of the research because the grades gotten by students in the pre-test was used to identify the effects that Quizizz has on their vocabulary learning. It was compared pre-test's grades with post-test's grades.

Furthermore, the A1 Movers retrieved from “Cambridge Assessment English” was applied as the pre-test and post-test design to measure English vocabulary level of the learners. The test lasted 40 minutes and it had 3 parts in total. The type of questions was multiple-choice and fill in questions. The test was applied before the treatment and at the end as a post-test in order to analyze their improvement in both tests.

Seven lessons were applied to improve learners’ vocabulary learning. The treatment lasted two weeks and each intervention lasted one hour class. All the lesson were focused on learning vocabulary. Quizizz was the app used to practice all the activities for each lesson. All the intervention of the treatment used the Presentation, Practice and Production approach (PPP). At the beginning of each lesson, the presentation part. It was necessary to present the topic of the lesson through a brainstorm and the vocabulary for that lesson. Then, the practice part had different activities with multiple-choice, fill the gap, select true or false and arrange the letters. The activities were applied through Quizizz and these were focused on the vocabulary learned in each lesson.

Finally, it was applied a statistical analysis to examine the data collected from the pre-test and post-test. The pre-test was taken before the interventions and the post-test was taken after the treatment where the researcher used Quizizz to teach vocabulary. Additionally, it was necessary to use SPSS statistical software in order to make different type of analyses with the quantitative data, which was the score gotten in each test. For example, it was analyzed the frequency, standard derivation, mean, normality test and t-test. All these analyses were useful to describe the improvement or effect that had the intervention on learners’ scores.

2.7 Hypothesis

- H0: The use of Quizizz does not have a positive impact on English Vocabulary Learning with students of 10th grade EGB at Unidad Educativa “Salcedo”.
- H1: The use of Quizizz has a positive impact on English Vocabulary Learning with students of 10th grade EGB at Unidad Educativa “Salcedo”.

2.8 Variable Identification

- Quizizz (Independent variable)
- English Vocabulary Learning (Dependent variable)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the result

Chapter III is focused on the analysis and discussion from the data collected through the pre-test and post-test. The data was collected from 22 students who participated in the interventions using Quizizz to develop their vocabulary learning. First, the results of the Pre-test and Post-test is displayed through tables and figures in order to facilitate the analysis and interpretation of the data. Furthermore, the information displays the mean or average of the score that learners got in the 3 parts of the pre-test and post-test, so it is easier to review the difference between the scores gotten by students. Finally, it was applied a test of normality to determine the most adequate inferential statistic. The test of normality confirmed that the data came from a normal distribution so T-test was applied to validate the hypothesis of the research through the SPSS software.

3.1.1 Pre-test results

Table 2

Vocabulary Pre-test results

VOCABULARY PRE-TEST RESULTS									
Criteria	0	1	2	3	4	5	Students	Percentage	Average
Part 1	0%	0%	0%	18,2%	36,4%	45,5%		100%	4,27
Frequency	0	0	0	4	8	10	22		
Part 2	4,5%	27,3%	18,2%	13,6%	22,7%	13,6%		100%	2,64
Frequency	1	6	4	3	5	3	22		
Part 3	0%	22,7%	27,3%	36,4%	13,6%	0%		100%	2,41
Frequency	0	5	6	8	3	0	22		
									9,32/14

Note: Scores gotten by the participants in the pre-test before the interventions.

Figure 1

Vocabulary Pre-test results

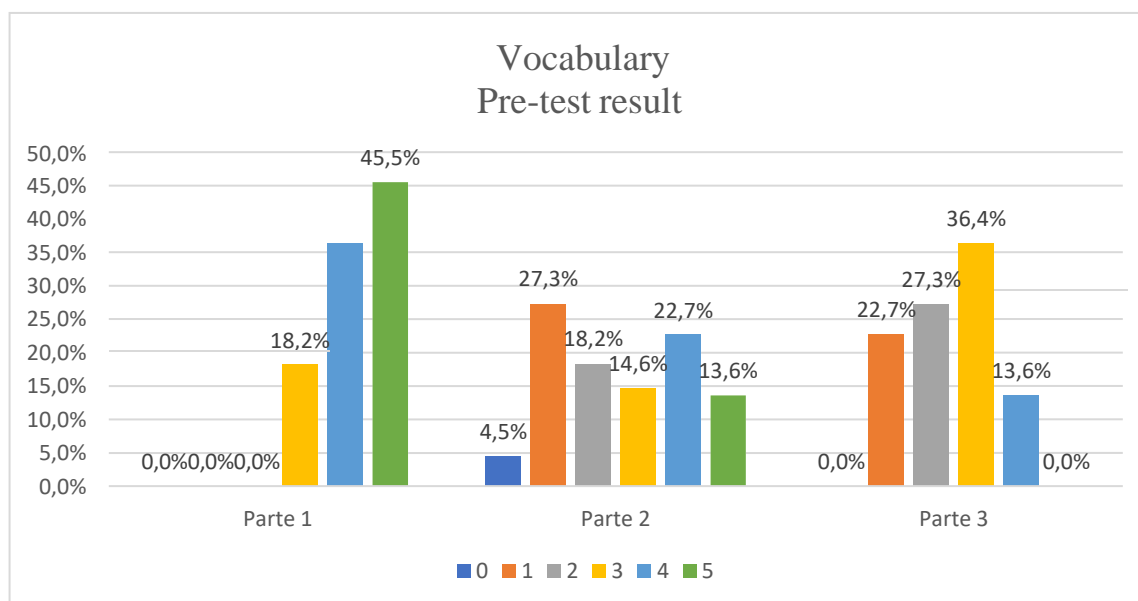


Fig. 1: Percentages of participants' correct answers gotten in each part of the pre-test before the interventions

Analysis and Interpretation

The A1 Movers was applied to 22 students. This test used three parts that were focused on testing the vocabulary. Learners could get 5 points in parts 1 and 2 of the

test and 4 points in the part 3, so the final score of the students was over 14 points. The tables display the final average score of 9.32 over 14 points. Part 1 of the pre-test had 5 questions. Learners had to read the definition and select the vocabulary word that fits better according to the definition. Out of 22 students, nobody received “0”, “1” or “2” points in this section. For that reason, it was represented with “0%”; 4 students achieve “3” points in this section which represent 18,2% ; 8 students achieve “4” points which represent 36,4% and 10 students got “5” points which represent 45,5% of the total. Consequently, students got 4,27 over 5 points as average in this first section. Then, part 2 of the pre-test had 5 questions as well. For this section, learners had to read a small paragraph and fill the blanks with the vocabulary provided in a box. In this part, learners got the following grades. 1 student got “0” which represent 4,5%, 6 students achieved “1” points which represent the 27,3%, 4 students achieved “2” points, which represent 18,2%, 3 students achieved “3” points, which represent 13,6%, 5 students achieved “4” points, which represent 22,7% and 3 students achieved “5” points, which represent 13,6% of the total of students. The average grade for this section was 2,64 over 5 points. Finally, part 3 had 4 questions where students had to answer with vocabulary words using as reference a picture. Learners got the following scores. There was not any student who got “0” points, which represent 0%, 5 students got “1” point, which represent 22,7%. 6 students got “2” points, which represent 27,3%, 8 students got “3” points, which represent 36,4% and 3 students got “4” points, which represent 13,6%. The average score was 2,41 over 4 points.

All the information collected led the researcher to notice the difficulties that learners had in different parts of the pre-test. Specifically, questions of part 2 were harder than part 1 or part 3 because participants got the lowest scores in this part. It was clear that students had problems to select the correct vocabulary item according to the context. This problem could be related to lack of reading comprehension rather than lack of vocabulary knowledge because participants did it better in part 1. Both parts had similar activities and visual prompts which helped participants to complete the task following the instructions of each activity. However, students had to select the correct vocabulary item according to meaning in part 1 and according to context in part 2.

3.1.2 Post-test results

Table 3

Vocabulary Post-test results

VOCABULARY POST-TEST RESULTS									
Criteria	0	1	2	3	4	5	Students	Percentage	Average
Part 1	0%	0%	0%	4,5%	27,3%	68,2%		100%	4,64
Frequency	0	0	0	1	6	15	22		
Part 2	0%	9,1%	27,3%	13,6%	36,4%	13,6%		100%	3,18
Frequency	0	2	6	3	8	3	22		
Part 3	0%	4,5%	4,5%	40,9%	50%	0%		100%	3,36
Frequency	0	1	1	9	11	0	22		

11,18/14

Note: Scores gotten by the participants in the post-test after the interventions.

Figure 2

Vocabulary Post-test results

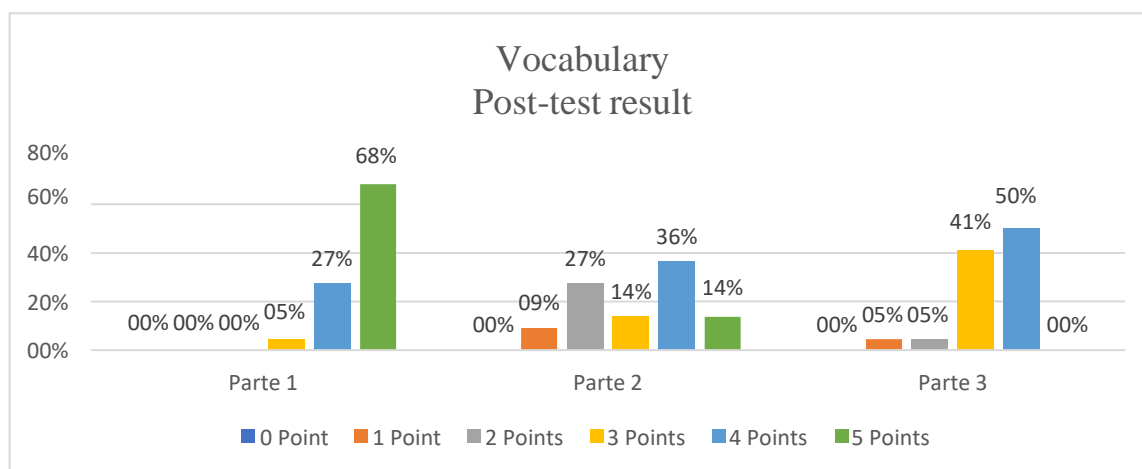


Fig. 2: Percentages of participants' correct answers gotten in each part of the post-test after the interventions

Analysis and Interpretation

The table and figure displayed the information about the scores gotten by learners in the post-test. The test applied for this step was the same of the pre-test in order to gather information about the learners' improvement after the interventions applying Quizizz to enhance vocabulary knowledge. Each part of the test worth the same points as the pre-test. In this case, the students got an average score of 11,18 over

14 points, which demonstrate that the treatments of applying Quizizz to teach vocabulary was efficient, due the improvement of the final average. Part 1 was about selecting the correct vocabulary according to the definition. The learners got the following grades. Out of 22 students, nobody received “0”, “1” or “2” points. For that reason, it was represented with 0%, 1 student got “3” points which represent 4,5%, 6 students got “4” points which represent 27,3% and 15 students got “5” points which represent 68,2%. In this part, learners score average is 4,64 over 5 points. Furthermore, part 2 had a small passage and learners had to select the correct vocabulary according to the context. Students got the following grades. 0 students achieved “0” points which represent 0%, 2 students achieved “1” point which represent 9,1%, 6 students achieved “2” points which represent 27,3%, 3 students achieved “3” points which represent 13,6%, 8 students achieved “4” points which represent 36,4% and 3 students achieved “5” points which represent 13,6% of the total. The average score that learners achieved in part 2 was 3,18 over 5 points. Finally, students had to answer few questions about vocabulary, using a picture as reference. Learners got the following grades. 0 students got “0” points which represent 0%, 1 student got “1” point which represent 4,5%, 1 student got “2” points which represent 4,5%, 9 students got “3” points which represent 40,9% and 11 students got “4” points which represent 50%. Students’ average was 3,36 over 4 points for part 3. The total average of the post-test was 11,18 over 14 points.

At first glance, the participants were able to improve their general score in each part of the test. The main factor that led to this change was the application of Quizizz during the interventions because the activities of Quizizz allowed them to practice and overcome the difficulties of the test. For example, Quizizz had some activities which were focused on selecting vocabulary according to the context. Learners had the opportunity to practice these kinds of exercises in order to be familiarized with the activity. Additionally, TIC and motivation played a significant role in the improvement of the scores because learners found interesting and didactic to do activities in an app. Most of young learners liked the proposal of using technological tools to learn and practice new vocabulary acquired during the class because students had a lot of knowledge about the use of technology. Also, applying TIC promoted the self-learning because the app allowed them to review and repeat the activities presented in the class. This could be other factor which influenced on the improvement of the scores.

3.1.3 Comparative results pre-test and post-test

Table 4

Pre-test and Post-test average and difference

Criteria	Pre-test average	Post-test average	Difference	Expected Average
Part 1	4,27	4,64	0,37	5
Part 2	2,64	3,18	0,54	5
Part 3	2,41	3,36	0,95	4
Total	9,32	11,18	1,86	14

Note: Participants' average scores gathered from the pre-test and post-test.

Figure 3

Pre-test and post-test average and difference

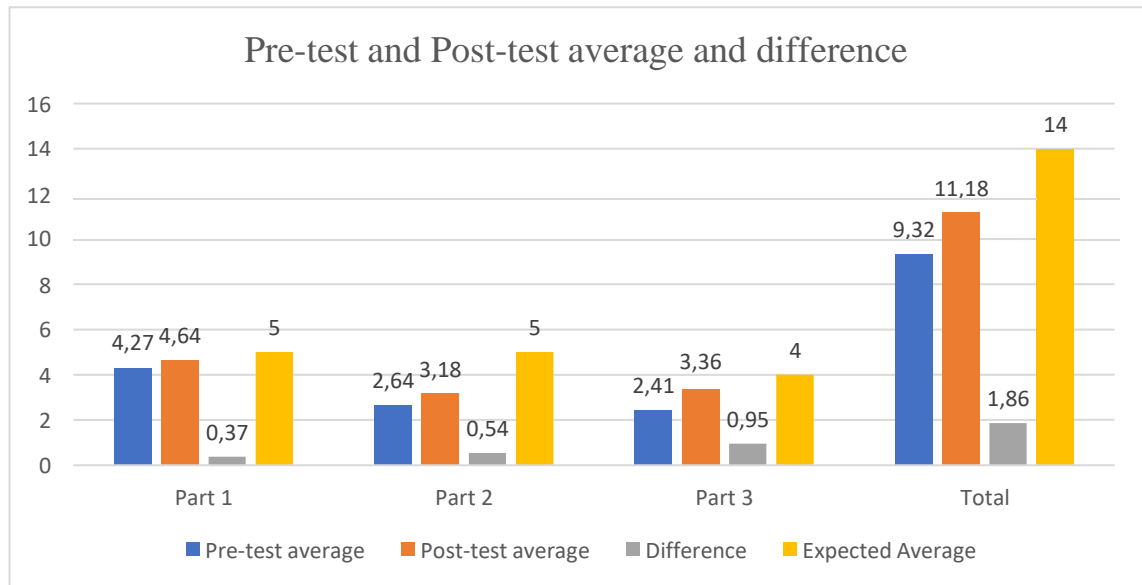


Fig. 3: Comparison between the score achieved by the participants and the expected score in each part of the test

Analysis and Interpretation

The previous table and figure displayed the score gotten by the learners in each part of the pre-test and post-test. Students were able to improve their general score in each part of the test. As results the final score of the test increased as well. There was a small improvement in the part 1, because learners' post-test average was higher than pre-test average, specifically the difference was 0,37 points. Also, students got better results in part 2. The average score gotten by the learners in the post-test was 3,18 points over 5 points. The difference was 0,54 points, because learners got 2,41 points. This can be interpreted that student could improve their due the interventions using Quizizz. Additionally, the part 3 was the most successful in the post-test because students were able to get 3.36 points as average in comparison to the pre-test, where students got 2,41 points. The difference in this part was 0,95 points which was the highest improvement between all parts of the test.

The application of TIC was the main reason behind the improvement of the participant's scores because TIC became an interactive way of learning vocabulary items through games and competition. Quizizz had a leaderboard in each exercise done by the learners. This feature encouraged the learners to practice by themselves in their free time in order to achieve higher scores than their classmates and become the leader. The competitive aspect of Quizizz leaderboard support the self-study which was another aspect behind the improvement of the scores in the post-test. It can be interpreted that the treatment was successful because learners' final average was improved. In conclusion, Quizizz had a positive impact on English Vocabulary Learning because the app was beneficial and convenient for the participant. The students had the opportunity of learn and discover new vocabulary words through the use of Quizizz.

3.2 Hypothesis verification

The results gathered from the pre-test and post-test were analyzed through the SPSS software. The statistical method of T-test was necessary to verify the hypothesis through the “mean” between the two tests. Additionally, the software provided information about the correlation and standard deviation between the two variables. This information was used to accept or reject the hypothesis in which the use of Quizizz has a positive impact on English Vocabulary Learning with students of 10th grade EGB at Unidad Educativa “Salcedo”.

Table 5

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test final	,195	22	,029	,916	22	,063
Post-test final	,192	22	,034	,916	22	,062

a. Lilliefors Significance Correction

Note: Test of Normality by SPSS statistics program (2022).

Table 6

Paired Sample Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test final	9,32	22	2,607	,556
	Post-test final	11,18	22	1,918	,409

Note: Paired sample results by SPSS statistics program (2022).

Table 7

Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 Pre-test final & Post-test final	22	,645	,001

Note: Paired sample correlation by SPSS statistic program (2022).

Table 8*Paired Sample T-test*

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	Pre-Test final Post-test final	-1,864	2,007	,428	-2,754 - ,974	-4,355	21	,000

Note: Paired Sample T-test by SPSS statistic program (2022).

3.2.1 Analysis and Interpretation

First, it was necessary to determine if the data collected can approve the normality test because the participants of the research were less than 50. Shapiro-wilk test was applied to determine the normality. The Sig. was 0.63 in the pre-test and 0.62 in the post test. These values are higher than 0.05, so the null hypothesis of the normality is accepted, which determine that the data collected came from a normal distribution. This information allowed the researcher to apply the Paired Sample T-test instead of the Wilcoxon Signed Rank test to determine the correct hypothesis of the research. The data displayed in the different tables showed the result gathered through the T-test. The data was collected from the group that took the pre-test and post-test. Regarding the mean, the pre-test's value of 9.32 and the post-test's value is 11,18. The information led the researcher to believe that the interventions were useful for the participants because learners were able to improve their total average at the end of the interventions. However, T-test had to be applied in the research before deciding which hypothesis is accepted. The P-value or Sig. (bilateral) of the T-test showed 0.00. This value had to be compared with the percentage of error accepted in the research which was 5%. This percentage was equal to 0,05. The P-value of the T-test is lower than the percentage of error. The information gathered led to accept the alternative hypothesis of the research which established that the use of Quizizz had a positive impact on English Vocabulary Learning with students of 10th grade EGB at Unidad Educativa "Salcedo".

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

All the results gathered from the application of Quizizz to enhance vocabulary learning, pre-test and post-test led to the following conclusion for the current investigation.

- The application of the pre-test and post-test was useful to determine the range of vocabulary of the participants after the interventions. The current research required to apply 3 parts of the A1 movers' test and the range of vocabulary required to pass this test was around 200 words. Most of participants were able to achieve good scores in the post-test. The average score of the post-test was 11,18 over 14 points so it can be interpreted that students had a range of vocabulary between 150 and 200 words.
- Technological tools are great resources that teachers can apply in the educative field. Most of these tools encourage the self-learning because students have the opportunity to review the lessons at their own pace and it is easy for learners to have access to all the information of the technological tools. Additionally, students feel motivated when technological tools are applied in the class because technological tools are perceived as an interactive and innovative option to improve their vocabulary knowledge.
- Quizizz is an app that can be used to create different kind of exercises like multiple option, fill-in-the-blank-open-ended questions and drawing exercises. Teachers have at their disposition many tools to create didactic exercises to practice the lesson of the day. Also, Quizizz has integrated a leaderboard in each exercise created. This motivates the friendly competition between to become the leader through practice and effort. Moreover, Quizizz has a lot of activities created by the community about several topics, so students have the opportunity to practice and expand their vocabulary through all the exercises of the app.

4.2 Recommendations

The following recommendations are proposed by the researcher in order to take advantage of the objectives and information gathered from the research work, considering that it was based on the use of Quizizz to enhance the English vocabulary learning.

- It should be considered to apply more often standardized test like A1 Movers in order to determine the range of vocabulary of the students in relation to the Common European Framework of Reference for Language (CEFR) because these kinds of tests are featured by the validity, reliability and accuracy to collect data. Additionally, teachers can consider the extra information gathered from these standardized tests in order to discover some problems that learners have regarding the language learning.
- It is recommended to explore new technological tools to apply in the class because technology is in constant developing. Teachers have to discover new resources that help them to teach the language. Also, technological tool has not been fully discovered its potential for educational purposes.
- It is suggested to increase the application of Quizizz in English classes because all its tools and features to create activities and lessons. Teachers can take advantage of these features to plan didactic lessons that help him to catch the attention and interest of the learners. Furthermore, this app is a useful option to take any kind of assessments. Quizizz display all the information about the scores and time used by the students to finish the assessment. Additionally, the app can be configured to request an email in order to complete the test. This is an excellent way to avoid cheating because students will have to use only one email and teacher can discard any extra email.

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**ANNEX 1
CARTA DE COMPROMISO**

**ANEXO 3
CARTA DE COMPROMISO**

Salcedo, 19 de Octubre del 2021

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

MSc. Olger Castellano Carvajal en mi calidad de Rector de la Unidad Educativa "Salcedo" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Quizizz and English Vocabulary Learning" propuesto por el estudiante Oscar Fernando Albán Bucay, portador de la Cédula de Ciudadanía 1805102009, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


MSc. Olger Castellano Carvajal
0502057979
032726000
0999015853
olger.castellano@educación.gob.ec



ANNEX 2
PRE-TEST AND POST TEST

A1 Movers Reading and Writing

Instructions:

1. The test is graded over 14 marks
2. The test consists of 14 questions divided into 3 parts
3. Read the instructions for each part carefully. If you have any question, raise your hand and the teacher will help you.
4. Check your answers before sending the test.

Time: 30 minutes TEST: A1 Movers LEVEL: 10th "A"

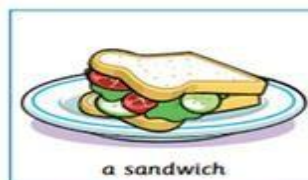
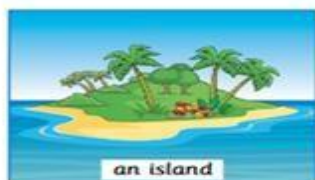
[Acceder a Google](#) para guardar el progreso. [Más información](#)

*Obligatorio

Full Name: *

Tu respuesta _____

Look at the pictures and read the questions. Choose the correct words from the pictures and write them on the lines. There is one example. (5 marks)



Example: The people in this sometimes sing or play guitars. "a band"

1. This person helps people who aren't well in hospital. _____ *

. _____

2. Some people put milk or lemon in this drink. _____ *

. _____

3. There are lots of cars, buses and people in this busy place. _____ *

. _____

4. You can put cheese or meat between bread to make this. _____ *

. _____

5. This part of a farm where you often see vegetables plants. _____ *

. _____

VOCABULARY PART 2

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. (5 marks)

Example: Jane loves reading about different animals in her school library.

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2)..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)..... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)..... girl in the class!'

Example



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

EXAMPLE

Jane loves reading about different animals in her school **library**.

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)..... I told you about yesterday,' she said. *

.....

'Work with a friend. Choose a really strong animal but talk about your different (2)..... first.' *

.....

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' *

.....

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)..... !' *

.....

VOCABULARY PART 3

Look at the picture. Then, read and answer the following questions using the picture as reference. There are two examples. Answers may vary in questions 3 and 4. (4 marks)



Examples

The dog is playing in some

water.

What's the mother wearing?

a purple shirt

Complete the sentences. (Short answers that have 1 - 3 words)

1 The boy on the bike is wearing grey _____ *

Tu respuesta

2 One dog is brown and one dog is _____ *

Tu respuesta _____

Answer the questions. (a complete sentence)

3 What's the girl in the black skirt doing? *

Tu respuesta

4 Where are the flowers? *

Tu respuesta _____

**ANNEX 3
LESSON PLAN**

LESSON PLANNING	
Teacher: Oscar Fernando Albán Bucay	Type of lesson: PPP
Class: 10 th grade EGB “A”	
Topic: Plan a vacation	
General objective:	Specific Objectives:
Students will be able to talk about vacations.	<ul style="list-style-type: none"> • To explain the meaning and use of new vocabulary. • To use English vocabulary to talk about vacations.
Anticipated problems: Lack of vocabulary	
Solution: Highlight words that students do not understand.	
Materials: Pictures, PowerPoint slides, Zoom, Quizizz	
Presentation <ul style="list-style-type: none"> - Greet to the students - Present the objectives for the day - Make a brainstorm to introduce the topic. - Share the PowerPoints slides about places, activities and objects related to vacations. - Ask students if they have any doubt about the vocabulary. 	TIME: 20 minutes
Practice <ul style="list-style-type: none"> - Share with students a link to Quizizz activity. - Explain the instructions to complete the activity where students will have to select the correct definition from different pictures related to the vocabulary learned. - Monitoring the development of the activity. - Check the results of the students. - Give feedback on the questions which students got incorrect answers 	20 minutes
Production <ul style="list-style-type: none"> - Explain the instructions where students will have to write a small passage about their future vacations using the vocabulary learned during the class. - Monitoring the development of the activity. - Ask few students to read their passage. - Check mistakes and errors of the passage. 	20 minutes

PLAN A VACATION

Places

Mountains



Island



Beach



Fairground



City



Activities

Go hiking



Go swimming



Go rowing




Go camping



QUIZZZ ACTIVITY

Link: <https://quizizz.com/admin/presentation/619ad965117b7c001d6f87e5/vacations-vocabulary>



Inserir ecuación

Select the correct vocabulary word for the following definition

-A pebbly or sandy shore, especially by the ocean between high- and low-water marks.

Mountains

Fairground

Beach

City

Island



Inserir ecuación

Select the correct vocabulary word for the following definition

- There are lots of cars, buses and people in this busy place. Most of the people tend to live in this place.

Mountains

Beach

Fairground

City

Island



Inserir ecuación

Select the correct vocabulary word for the following definition

- There are lots of cars, buses and people in this busy place. Most of the people tend to live in this place.

Mountains

Beach

Fairground

City

Island