



## THE EFFECTIVENESS OF QUIZIZZ WHEN WORKING WITH DESCRIPTIVE ADJECTIVES

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### Abstract:

Deficient use of vocabulary in learners is common when they use English to express their ideas. The use of technology to motivate students learning is an ally for teachers when they want to innovate and develop new strategies. The aim of this action research study is to assess the effectiveness of using the Quizizz online platform to improve one participant's listening skill to recognize descriptive adjectives. The participant was one English language learner from an A1 level in a semi private school from Concepción, Chile. During 5 sessions he used and played on the Quizizz platform, there he listened to words, simple phrases and complex sentences. He had to choose the correct picture that represented that the descriptive adjectives that he had heard. To identify and analyze the results of the Quizizz platform, it was used an observation checklist. Then, at the end of each session, a multiple choice task with similar questions to Quizizz was used. To identify the participant's perception about the Quizizz platform it was used a Likert scale. The findings showed that the use of the platform didn't contribute to the participant's improvement of his listening skill related to descriptive adjectives. In addition, the participant perceived the Quizizz platform positively. For these reasons, the Quizizz platform is recommended to be used for educational purposes.

**Keywords:** descriptive adjectives, Quizizz platform, listening skill

### Resumen:

El uso deficiente del vocabulario en los estudiantes pequeños es común cuando usan inglés para expresar sus ideas. El uso de tecnología para motivar el aprendizaje de los estudiantes es un aliado para los docentes cuando quieren innovar y desarrollar nuevas estrategias. El objetivo de este estudio de investigación-acción es evaluar la efectividad del uso de la plataforma en línea Quizizz para mejorar la habilidad de escucha de un participante para reconocer adjetivos descriptivos. El participante fue solo un estudiante de inglés de nivel A1 de una escuela semi privada de la ciudad de Concepción, Chile. Durante 5 sesiones él utilizó y jugó en la plataforma Quizizz, allí escuchó palabras, frases,

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oraciones complejas y tuvo que elegir la imagen correcta que representaba el adjetivo descriptivo que había escuchado. Para conocer y analizar los resultados de la plataforma Quizizz se utilizó un checklist de observación, luego al final de cada sesión se utilizó una tarea de opción múltiple con preguntas similares a las del Quizizz. Para identificar la percepción del participante sobre la plataforma se utilizó una escala Likert. Los hallazgos mostraron que el uso de la plataforma no contribuyó a que el participante mejorara su habilidad de escuchar en relación a los adjetivos descriptivos. Además, el participante percibió positivamente la plataforma. Por estas razones, se recomienda utilizar Quizizz con fines educativos.

**Palabras clave:** adjetivos descriptivos, plataforma Quizizz, habilidad de la escucha

## 1. Introduction

As a bilingual school, the educational establishment in which this intervention was conducted follows the Chilean Ministry of Education study program for all the students, which states that all learners of English as a Second Language (ESL) should develop the four language skills to achieve the goals according to the school annual plan.

In bilingual schools and schools with a bilingual plan, young learners need a special methodology to learn, considering their age, their way of learning and their interests. One important point to consider is the fact that young learners need to be motivated and interested in learning when acquiring a second language. According to McKay (2006) children are in constant gradual development, learning through concrete experiences, what can be called 'learn by doing'. Some of the considerations are these strategies that are described by Cameron (2001), who claimed that tasks for children should have coherence and unity, meaning and purpose, a clear language-learning goal, a beginning and an end, and they should involve the learners actively. Young learners demonstrate a better level of progress in their learning process when they are motivated. Halliwell (1992) mentions the role of play in early childhood as part of the developmental process and emphasizes the importance of balancing enjoyment with cognitive engagement in the task.

I have observed that most of the students learn isolated words or vocabulary words according to the unit they are studying in English language classes, for that reason when they have to write or speak they don't have enough vocabulary to use, they need new words to describe a person, a place or an object. On the other hand, I have observed that the listening skill is not well recognized for the students as a way of learning, and they do not become aware of how they learn through the listening skill.

Another point to consider is that students feel motivated to learn when they are using a device, because they feel they are playing, they feel enthusiastic and learn more and the results of their learning are more meaningful. In addition, when students use a textbook, they look bored, and they end up learning few words. Also, in the educational context of the year 2020 where this study took place; there were similar factors that influenced on student's learning process because of the pandemic of Covid-19.

In response to the problem previously identified, the following study aims at assessing the use of a platform where students can learn English by playing. QUIZIZZ is a free Web platform that gives access to teachers to many ready-made learning quizzes or creating games. For this reason, I decided to create games on the Quizizz platform, to improve listening skills by using this technological tool. The idea is that by using Quizizz, the student will listen to a sentence and he has to match the correct alternative (of four options). I included descriptive adjectives related to people's characteristics, objects and places. I consider that this platform can be useful later with other topics, since it is simple to work with and easy to use by the students too.

To be more specific, this study used this platform to help one of the researcher's youngest son to learn new vocabulary related to descriptive adjectives. It is intended to practice and to reinforce his listening skill during the sessions and to make the participant feel he is playing during the learning process.

The problems to increase the student's vocabulary are an issue in many places. By having this platform as an alternative, the students have the opportunity to learn more vocabulary than just the exposure to the class book. Finding a motivating alternative task for young learners is always a good option, because we can almost ensure the success in class development.

The general objective of this study is to assess the effectiveness of using the Quizizz platform to improve a learner's listening skill to recognize descriptive adjectives related to people's physical characteristics.

The specific objectives of this study are to assess the participant's listening skills for identifying descriptive adjectives using the Quizizz platform and to identify the participant's perceptions about the Quizizz platform.

## 2. Literature Review

Listening has been defined by many researchers. Hamouda (2013) defined listening as the ability to recognize and understand what others are telling, and it includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary and obviously understanding of meaning.

According to Hwaider (2017), listening is not only the most important language skill which is overused by people in real life situations, but also a fundamental part of the process of second language learning. For that reason, Hwaider (2017) considers that training in listening comprehension is necessary to assist students to make the transition from English language classroom to real language more easily and effectively. In other words, it has a vital role in the development of general communication skills and the English language competence.

Lynch et al. (2008) mention that listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Rather than thinking of listening as a single process, it is more accurate to conceive it as a bundle of related processes- recognition of the sounds uttered by the speaker, perception of intonation

patterns showing information focus, interpretation of the relevance of what is being said to the current topic and soon. Active listening is also an interpretative process. Listening used to be thought of as the exact decoding of the message.

We can divide listening into two main modes: one - way listening and two- way (reciprocal or interactional) listening. These modes intersect two principal functions of language: *transaction* and *interaction* (Brown & Yule, 1993). Transaction has as its main purpose that transfer of information, while the primary functions of interaction, is the maintenance of social relation. While it is true, particularly in speech, that virtually all communications involve elements of both, in most situations one of the two purposes is dominant.

Clearly, we can claim that listening is a process; it is an unaware process especially in our own language. Also, we have the opportunity to listen to only ones, and have to do so in real time. Active listening is also an interpretive process. Listening used to be thought of as the exact decoding of the message, in fact listening involves subtle interpretations (Lynch et al., 2008).

Listening has often been described as the *Cinderella* skill Flowerdew & Miller (2005), since it is the language skill most teachers take for granted, and the skill many students spend less time on actively developing. The impression, for both students and teachers, is that listening is a language skill that can take care of itself (Coombe et al. 2012).

Also, these authors claim that for the past thirty years, researchers have demonstrated that good listening skills are fundamental to the development of the other language skills and the ability to develop good listening tests is important for the *washback* effects this has on teaching. The authors also add that developing valid and reliable listening language tests is a complex process. This is because the process of listening is hidden from the testers so the way they measure the ability to handle spoken text is more demanding. The final idea that these authors affirm is that communicative approach offers the most opportunities for learners to demonstrate their comprehension ability.

On the other hand, if you need to assess your students' listening skills, there are a number of factors you need to consider. These include considering the participants and their needs, the kind of information you want to know about their listening skills and the most appropriate ways to assess these skills so that your test is appropriate and accurately scored. Listening is a vital skill, but it can be challenging to assess. Mead & Donald (1985) helped us to understand the steps and the way to assess listening in young learners.

Listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension. Important elements in all listening tests are (1) the listening stimuli, (2) the questions, and (3) the test environment.

The listening stimuli should represent typical oral language, and not consist of simply the oral reading of passages designed to be written material. The material should

model the language that students might typically be expected to hear in the classroom, in various media, or in conversations. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting and relatively short. To ensure fairness, topics should be grounded in experience common to all students, irrespective of sex and geographic, socioeconomic, or racial/ethnic background.

In regard to questions, multiple-choice items should focus on the most important aspects of the passage -- not trivial details -- and should measure skills from a particular domain. Answers designated as correct should be derived from the passage, without reliance on the student's prior knowledge or experience. Questions and response choices should meet accepted psychometric standards for multiple-choice questions.

An alternative to the multiple-choice test is a performance test that requires students to select a picture or actually perform a task based on oral instruction. For example, students might hear a description of several geometric figures and choose pictures that match the description, or they might be given a map and instructed to trace a route that is described orally.

The testing environment for listening assessment should be free of external distractions. If stimuli are presented from a tape, the sound quality should be excellent. If stimuli are presented by a test administrator, the material should be presented clearly, with appropriate volume and rate of speaking (Mead & Donald, 1985).

According to Chavez et al. (2016), there is agreement on the contribution of technology to teaching and learning. Given its potential, we can find a number of features that promote learning as the possibility of establishing a two-way communication, the potential of the interaction between teachers and students, the ability to organize, adapt and are flexible with information based on the needs and requirements of students. Notwithstanding, there's not much information on the effects of using technology in the teaching and learning process or the elements we should consider analyzing the use of technology in teaching and learning.

Chavez et al. (2016) argue that since computers started to be introduced in language learning (and in education in general) people have rightly asked whether the investment we are making in these technologies gives us value. As digital technologies have taken hold in society in general, this particular question is not asked quite so often, but it is still important to make sure that the technologies that we have available are used effectively.

People are always tempted to try to make an argument for technology having an impact on the development of pedagogy and, in many cases; we can see that the use of technology has enabled teachers to re-think what they are doing. We also see people trying to populate this domain by talking about notions like the 'flipped classroom', ostensibly a methodology that sees input as occurring at 'home' and physical classrooms being used as spaces to explore what has been presented in the input.

This is far from being a new idea, but these agendas are pushed for a while and then disappear again. Blended learning is an excellent candidate for a methodology that integrates technology and language learning. Motteram & Sharma (2009) see this methodology still being developed, but when handled best, it is the most likely candidate

for a starting point for getting teachers to work with technology in their practice. It is still the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies, and this is a very good starting point. An extended classroom is one that allows learners to engage in material beyond the regular class period, so while a blended classroom is looking at ways that an activity might be enhanced by technology. They also see technologies being used to make possible to cover areas of the curriculum that there is just not enough time for in the busy world of formal education, particularly in primary and secondary schools.

Thorne et al. (2008) have also proposed the notion of 'bridging activities', which simplistically is about getting learners to talk about how learners are using technology in their 'out of class lives' in the classroom. Thorne et al. (2008) were interested in fun fiction, the sort of narrative material that is created around digital gaming. They proposed that teachers encourage learners to bring this activity into the classroom with them and they use it as the foundations of lessons. Motteram (2013) explored this idea of the transformations of language learning through technology.

Amir (2018) mentions that the benefits of using ICT for developing listening skills are conditioned with its use. It is necessary to use ICT tools according to the level and background of the class purposes to make use of ICT effective for developing language skills (Amir, 2018). Amir (2018) argues that there is a wide range of tools available for developing listening skill in foreign language. All these tools can be used according to learners' choice, learning environment and learning setups. He suggests that teachers should choose these tools wisely considering various aspects and levels of learners in isolation or with combination of other tools. Using ICT tools makes the creation of learning and teaching listening comprehension tasks and the development of competency in foreign language listening easier as these tools can be used in as well as out of the classroom.

Basuki & Hidayati (2019) claim that currently, Quizizz is one of the classroom activities that cannot be abandoned. It is a competition through a game in which the students answer questions given by the teachers. In today's digital age, the advancement of Information and Communicative Technology (TIC) has shifted the teaching-learning paradigm rapidly. In this way, e-learning has emerged from traditional learning Kahoot and Quizizz are kinds of e-learning web-apps commonly used in conducting online quizzes in daily teaching-learning practices in the classroom.

In addition, Basuki & Hidayadi (2019) mentioned that Quizizz is one of many awesome tools for class quiz games. Quizizz is as a fun multiplayer game platform or application classroom activity for quiz-games in which students can become a controller of their pace on game classroom activity. Quizizz provides students' answer pace to appear on each student's screen, so they can answer questions at their own pace and review their answer at the end. Research on online quizzes as a teaching and assessment tool strictly concludes that the combination of quizzes with instructional activities is favorable. All this helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement.

Quizizz is a multiplayer quiz game similar to Kahoot. It allows people to modify and customize the questions to create their own competitions or exams in a fun way. Students use a device and enter a game using code.

Quizizz is a game-based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, themes, memes and music, which are entertaining in the learning process. Quizizz also allows students to compete with each other and motivates students to study. Students take the quiz at the same time in class and see their live ranking on the leader board. Instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance. Using this app in the accounting classroom helps stimulate students' interest and improve students' engagement (Zhao, 2019).

Zhao (2019) tells about prior studies that describe different ways of applying Quizizz.

- Quizizz can be used to organize classroom activities and prepare tests (Dean, 2017; Mac Namara & Murphy, 2017).
- Quizizz can also be used in flipped class lectures (Porcaro, Jackson, McLaughlin, & O'Malley, 2016; Dayal, Green, & Browne, 2016).
- Boulden, Hurt, & Richardson (2017) use Quizizz and other educational apps to help students recognize the difference between productive and non-productive questions.
- Suo, Suo, & Zalika (2018) apply Quizizz in the Arabic classroom and find that it is effective to enhance students' learning as a game-based learning tool.
- Quizizz is also applied in Physics courses enrolled by engineering students and is found to be effective in increasing learning outcomes and decreasing anxiety (Aşıksoy & Sorakin, 2018).
- Hamilton-Hankins (2017) introduce Quizizz in an English Language Arts Classroom and find it has positive impact on student engagement.
- Chaiyo & Nokham (2017) find differences in students' perception of using different educational apps. Students respond more positively when using Kahoot and Quizizz than using Google forms.
- Boulden et al. (2017) find that students are more focused and attentive to the quiz when using Quizizz.

The label *young English language learners* have been used mainly for primary/ elementary school age children who learn English as a second or foreign language. However, it sometimes encompasses adolescents in lower secondary/ middle school contexts, as well as very young learners in early years or kindergarten settings. The age range designated by the label of 'young learners' may vary between three and sixteen (Garton & Copland, 2019).

In 2001 Cameron asked, what is different about teaching a foreign language to children, in contrast to teaching adults or adolescents? Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please

the teacher rather than their peer group. They will have to do an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Because children do not find as easy to use language to talk about language as adults. In other words, they do not have the same access as older learners to meet a language that teachers can use to explain about grammar or discourse.

Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. But these are generalisations which hide the details of different children, and of the skills involved in teaching them. There is a need to unpack the generalisations to find out what lies underneath as characteristics of children as language learners. We will find that important differences do arise from the linguistic, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use. Although conventional language teaching terms like 'grammar' and 'listening' are used in connection with the young learner classroom, understanding of what these mean *to the children who are learning them*, may need to differ from how they are understood in mainstream language teaching.

On the other hand, Stakanova & Tolstikhina (2014) explains the psychological concepts of EFL learning teaching techniques and they are quite different from those based from suggestology to cognitive ones. It is impossible to discuss cognitive concepts of language acquisition without reference to Gardner (2011) and his noteworthy and influential study of multiple intelligences.

- Linguistic intelligence is revealed through specially designed grammar and vocabulary exercises based on pair work in dialogues.
- Visual intelligence is developed when students do exercises supported by pictures or use flash-cards.
- Musical- rhythmical intelligence is activated when children listen to and imitate intonation and rhythm.
- Logical- mathematical intelligence is based on solving problems.
- Bodily- kinesthetic intelligence expresses itself in physical activities and movement.
- Interpersonal intelligence is necessary in pair group work, games and team activities.
- Interpersonal intelligence is based on silent individual work and self-reflection.

According to the Cambridge dictionary of English grammar, an adjective is defined as: "*a word that describes a noun or a pronoun*" (2013).

Yagcioglu (2018) in her study, she investigated teaching adjectives and adverbs in the classes where English is taught as a second or third language. In each, adjectives and adverbs were very important subjects in English language education. If the students who learn English as a second or a third language can use adjectives and adverbs effectively, they can be more successful in understanding the articles they read. They can also be more successful in business life, because people that can speak English effectively and fluently can find better jobs.



Although there isn't much research on this topic, Schmidt-Rinehart (1994) claims that descriptive adjectives describe a person, place, or thing. The placement of these words in a sentence confuses many ESL students. Learning to use individual words, such as descriptive adjectives, to give more details to a topic enriches students' language skills. She also adds that English learners often know more words than they use.

Nguyen & Webb (2017) mention, in their article, that adjectives are descriptive words that modify nouns and pronouns. They usually come before the noun they modify and can be grouped together with several other adjectives to accurately describe something. ESL students need to learn adjectives in order to have a reasonable understanding of the English language. Fortunately, the internet provides several resources for teaching adjectives.

### 3. Material and Methods

The sphere of this study is framed in a participatory action research design, since I noticed the need of the participant to develop the listening skill and also the need of vocabulary acquisition through the use of a technological device. The participant was part of an experience where he improved a specific problem of the English learning process.

The purpose of undertaking action research is to bring about change in specific contexts, as Parkin (2009) describes it. As Croker & Heigham (2011) mentioned, "*the main point of action research is to find out more about what is going on in your own local context in order to change or improve current practice in that situation*" (p.117).

All the necessary materials were the following: Internet, a tablet, multiple choice task printed, a pencil, headphones(only if necessary), 1 observation checklist printed, 5 games from the Quizizz platform already created, a Likert scale related to the Quizizz platform.

It was considered only one participant for this action research. The participant was selected because of his interest in playing video games and because he usually interacts on educational online platforms. Among the selection criteria of the sample, I included this student for his age, his positive attitude towards work and his handling of online games. He has internet access at home. Also, he needs to improve his listening skill because his marks at school are low.

This research took place in the participant's home, where he has internet access. The participant is an A1 level of English student according to the Council of Europe, he is a beginner English student, and he is 10 years old. He attends a semi private school where he has English classes five days a week. His school has an English plan from Playgroup to 5<sup>th</sup> grade, for that reason, the participant was able to follow the steps of the mini interventions successfully.

In regular conversations with the participant, I noticed that he has some problems when communicating something, specifically when he wants to describe objects, people and places. I considered teaching him some descriptive adjectives to help him improve his English knowledge. For this reason, I tried to find a way to help him, considering that he likes to use technological devices and because he always wants to improve in all aspects.

Table 1 below shows the stages of this action research study:

**Table 1:** Research intervention sequence

Date	Objectives of the intervention	Activities and procedures	Time	Materials	Assessment	Research objectives
May 11 <sup>th</sup> , 2020	1. At the end of the session the participant will be able to use vocabulary about descriptive adjectives, when listening <b>isolated words</b> .	<p>The vocabulary to teach during all the lessons is: BEAUTIFUL, BRAVE, DANGEROUS, DIRTY, DRY, FAST, OLD, and NEW.</p> <p>REVIEW</p> <p>-The researcher asks the student what he knows about words like: BIG-SMALL-DIRTY-CLEAN-HAPPY –SAD using simple examples like:  <i>I feel sad, a small house, the dirty face.</i>                      All of them are examples that will help to understand what “Descriptive Adjectives” are. Also, the researcher explains that the descriptive objectives help to describe people, feelings, objects and places, etc.</p> <p>PRE –LISTENING</p> <p>-The researcher will give the instructions orally to the participant related to the steps to play the game on the Quizizz platform.</p>	40 minutes	-Internet -a tablet -multiple choice task printed -pencil -headphones -1 observation checklist printed -5 games at Quizizz platform already created - a Likert scale related to Quizizz platform	1-Observation Checklist. 2-Multiple-choice task. 3-Likert scale.	1. To assess the participant’s listening skill for identifying descriptive adjectives using Quizizz platform. 2. To identify the participant’s perception about Quizizz platform.

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		<p>-The participant opens the game using a number code.</p> <p>WHILE LISTENING</p> <p>-The participant plays the game listening to isolated words on the Quizizz Platform.</p> <p>-The participant answers the game questions and the researcher fills in the observation checklist.</p> <p>POST LISTENING</p> <p>-The participant answers the multiple choice task with just 2 questions.</p> <p>-The participant answers a Likert scale giving his opinion about the use of the Quizizz platform.</p>				
<p><b>May, 13<sup>th</sup> 2020</b></p>	<p>1. At the end of the session the participant will be able to use descriptive adjectives, when listening <b>simple phrases</b>.</p>	<p>PRE –LISTENING</p> <p>-The participant opens the game using a number code</p> <p>WHILE LISTENING</p> <p>-The participant plays the game listening simple phrases on the Quizizz Platform.</p> <p>-The participant answers the game questions and the researcher fills in the observation checklist.</p> <p>POST LISTENING</p> <p>-The participant answers the multiple choice task with just 2 questions.</p>	<p>40 minutes</p>	<p>-internet -a tablet or a cell phone -5 multiple choice task printed -pencil -headphones -1 observation checklist printed -5 games at Quizizz platform already created</p>	<p>1- Observation checklist. 2- Multiple choice task.</p>	<p>1. To assess the participant's listening skill for identifying descriptive adjectives using Quizizz platform 2. To identify the participant's perception about Quizizz platform.</p>

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<p><b>May, 15<sup>th</sup> 2020</b></p>	<p>1. At the end of the session the participant will be able to use descriptive adjectives, listening <b>simple phrases.</b></p>	<p>PRE –LISTENING -The participant opens the game using a number code.</p> <p>WHILE LISTENING -The participant plays the game listening to simple phrases on the Quizizz Platform. -The participant answers the game questions and the researcher fills in the observation checklist.</p> <p>POST LISTENING -The participant answers the multiple choice task with just 2 questions. -The participant answers a Likert scale giving his opinion about the use of Quizizz platform.</p>	<p>40 minutes</p>	<p>-internet -a tablet or a cell phone - multiple choice task printed -pencil -headphones -1 observation checklist printed -5 games at Quizizz platform already created - a Likert scale related to Quizizz platform</p>	<p>1- Observation checklist 2- Multiple choice task. 3- Likert scale</p>	<p>1. To assess the participant's listening skill for identifying descriptive adjectives using the Quizizz platform</p> <p>2. To identify the participant's perception about the Quizizz platform.</p>
<p><b>May, 18<sup>th</sup> 2020</b></p>	<p>1. At the end of the session the participant will be able to use vocabulary about descriptive adjectives, listening <b>complex sentences</b></p>	<p>PRE –LISTENING -The student opens the game using a number code.</p> <p>WHILE LISTENING -The student plays the game listening complex sentences on the Quizizz Platform. -The participant answers the game questions and the researcher fills in the observation checklist.</p> <p>POST LISTENING -The participant answers the multiple choice task with just 2 questions.</p>	<p>40 minutes</p>	<p>-internet -a tablet or a cell phone -multiple choice task printed -pencil -headphones -1 observation checklist printed -5 games from the Quizizz platform already created</p>	<p>1- Observation checklist. 2- Multiple choice task</p>	<p>1. To assess the participant's listening skill for identifying descriptive adjectives using the Quizizz platform</p> <p>2. To identify the participant's perception about the Quizizz platform.</p>

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<p><b>May,</b> 20th 2020</p>	<p>1. At the end of the session the participant will be able to use vocabulary about descriptive adjectives when listening <b>complex sentences.</b></p>	<p>PRE –LISTENING -The participant opens the game using a number code.</p> <p>WHILE LISTENING -The participant plays the game listening complex sentences on the Quizizz Platform. -The participant answers the game questions and the researcher fills in the observation checklist.</p> <p>POST LISTENING -The participant answers the multiple choice task with just 2 questions. -The participant answers a Likert scale giving his opinion about the use of the Quizizz platform.</p>	<p>40 minutes</p>	<p>-internet -a tablet or a cell phone -5 multiple choice task printed -pencil -Headphones -1 observation checklist printed -5 games from the Quizizz platform already created - a Likert scale related to the Quizizz platform</p>	<p>1- Observation Checklist. 2- Multiple choice task. 3- Likert scale.</p>	<p>1. To assess the participant’s listening skill for identifying descriptive adjectives using the Quizizz platform 2. To identify the participant’s perception about the Quizizz platform.</p>
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## 4. Results and Discussion

### 4.1 Specific Objective 1: To assess the participant's listening skills for identifying descriptive adjectives using the Quizizz platform.

To analyze this objective two instruments were applied in the intervention: an observation checklist and a multiple choice task. Both of them were applied in each one of the five sessions.

#### 4.1.1 Findings from the observation checklist

The observation checklist contains the answers for each Quizizz game; these are the eight descriptive adjectives that were listened in the five sessions. In each of the five Quizizz sessions, the participant was exposed to the same eight adjectives, which were all the same. This means that the participant worked with the same eight adjectives five different times. During the first session, the adjectives were presented at a word level, during the second and third sessions, they were presented at the phrase level, and at the fourth and fifth sessions, they were presented at a sentence level. The grade of difficulty went from less to more.

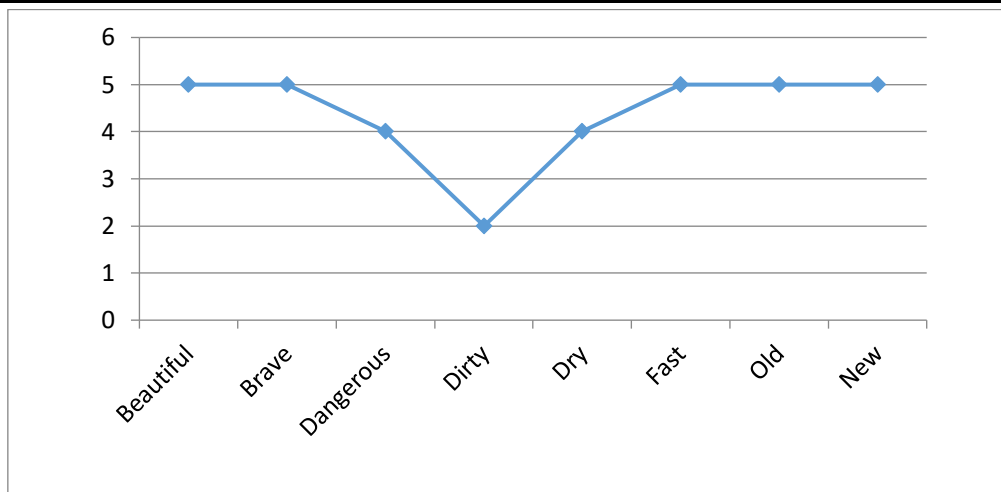
Table 2 shows the participant's percentage result according to each one of the sessions. It is observed that in the first session the lowest result was obtained, (75 %) although the difficulty was less. In three sessions the results were 87.5%, and in the middle session, 100% was obtained. It is observed that there is not a steady increase from the beginning to the end of the sessions, but rather, an uneven result.

**Table 2:** Results of each session

Session 1	Session 2	Session 3	Session 4	Session 5
75%	87,5%	100%	87,5%	87,5%

It is observed in Figure 1 below how many times the eight descriptive objectives were identified correctly by the participant in the listening game on the Quizizz platform. It is shown that the curve descends in the middle of the graph.

The total of sessions was five and some words were identified the five times, but some others just four times, and one of the words only once.



**Figure 1:** Number of times the words were identified by the participant

For the observation checklist, two points were assigned to each correct answer, giving a total of 10 maximum points per word at the end of all the sessions. It is observed in Table 3 that the highest score obtained was 10 points. Five words were answered correctly in all the sessions (*beautiful, brave, fast, old, and new*), for that reason they obtained ten points each. The lowest score obtained was four points, in just one adjective (*dirty*), that means it was identified only twice during the intervention. The student could not identify it the necessary times to consider that he can identify the concept (See Table 3 below). The other two words (*dangerous, dry*) were identified four times, for this, they obtained eight points. Below are the mean scores and standard deviations of the five sessions:

**Table 3:** Means and standard deviations

Session 1	M. Score:	3,750	S.D:	2,315
Session 2	M. Score:	4,375	S.D:	1,768
Session 3	M. Score:	5	S.D:	0
Session 4	M. Score:	4,375	S.D:	1,768
Session 5	M. Score:	4,375	S.D:	1,768

From the total of the results obtained, in relation to each word, the following results were obtained: M: 21,88; S.D: 5,30. Table 4 below shows the number of times the word was regarded as correct.

**Table 4:** Correct / incorrect answers for identified word

Word	Session 1	Session 2	Session 3	Session 4	Session 5
Beautiful	Correct	Correct	Correct	Correct	Correct
Brave	Correct	Correct	Correct	Correct	Correct
Dangerous	Correct	<b>Incorrect</b>	Correct	Correct	Correct
Dirty	<b>Incorrect</b>	Correct	Correct	<b>Incorrect</b>	<b>Incorrect</b>
Dry	<b>Incorrect</b>	Correct	Correct	Correct	Correct
Fast	Correct	Correct	Correct	Correct	Correct
Old	Correct	Correct	Correct	Correct	Correct
New	Correct	Correct	Correct	Correct	Correct

#### 4.1.2 Findings from the multiple choice tasks

Additionally, the participant responded to two paper and pencil multiple choice questions at the end of each of the five sessions. The same eight adjectives that were used in the game in Quizizz were used in the multiple choice tasks.

During the first session, the adjectives were presented at a word level, during the second and third sessions, they were at the phrase level, and at the fourth and fifth sessions, they were at a sentence level. The degree of difficulty went from less to more.

They were statements similar to those presented in the Quizizz game. It must also be considered that there were only two questions in each application of the multiple choice task. These tasks increased in difficulty as time went by. The participant had to select a photo out of four choices, the researcher read the statement, and the participant listened and chose his answers. Table 5 shows the results for each one of the sessions in the multiple choice tasks.

**Table 5:** Score for each session

Session 1	Session 2	Session 3	Session 4	Session 5
100%	100%	100%	50%	50%

The results show that the greater the difficulty, the smaller the results since in the last two sessions the scores decreased. It could be because what the student had to listen to was much more complex.

#### 4.2 Specific Objective 2: To identify the participant's perceptions about the Quizizz platform

In order to analyze if there were any changes in the student's participation after working with the intervention strategy, a Likert Scale was used.

##### 4.2.1 Findings from the Likert scale results

The Likert scale served to identify the impressions related to the use of the platform during the sessions. There were two dimensions, one related to vocabulary learning and the other to the use of the Quizizz platform itself. According to the results in the dimension related to vocabulary learning, the responses obtained were always the highest score. One of the findings is that the participant's perception is that he had the possibility of learning new vocabulary related to descriptive adjectives through the use of the Quizizz platform.

The Likert scale shows four levels of agreement, where two of them are positive (strongly agree- agree) and the other two are negative (disagree- strongly disagree). The researcher read the statements to the participant, and then he answered marking with an X his best alternative. The Likert scale was applied in three sessions, session 1, 3 and 5.

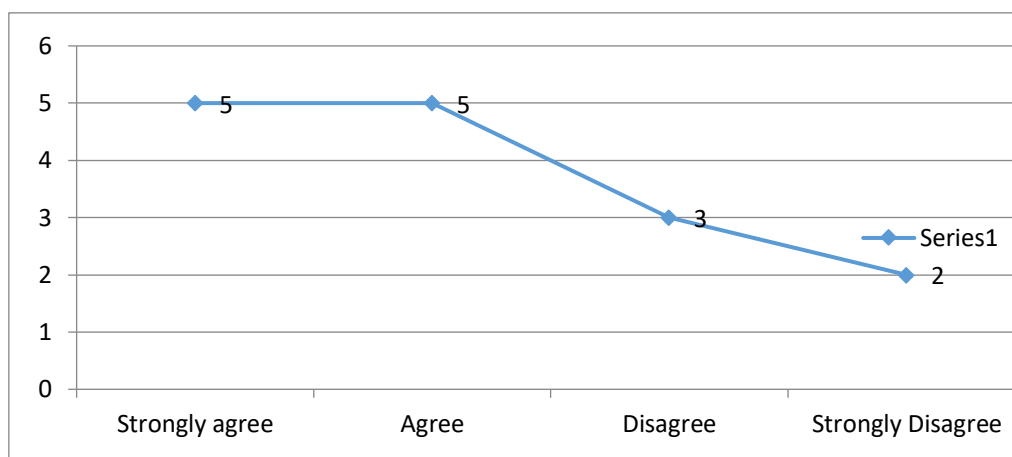
As shown in Table 6, the results of the total number of responses obtained from the level of agreements in general, showed positive perceptions (10 out of a total of 15).



**Table 6:** Number of responses obtained from the levels of agreements

Strongly agree	5
Agree	5
Disagree	3
Strongly disagree	2

Figure 2 shows the number of answers according to the level of agreement. We can see that the majority of the answers were positive, 5 were *strongly agree* and 5 were *agree*. For the negative answers, three of them were *disagree*, only 2 answers were for the *strongly disagree* statement.



**Figure 2:** General score of each level of agreement

The Likert scale was run at the end of three intervention sessions (first one, the middle one, and the last one), as can be seen below in Table 7. The responses show that the data provided was highly variable as it shows dispersion. Only in one statement, the level of agreement remained the same in the three sessions: *I learned new words*.

**Table 7:** Answers of the 3 Likert scale

		Session 1	Session 3	Session 5
1	I like this game	Agree	Disagree	Agree
2	It's an interesting game	Disagree	Disagree	Strongly agree
3	I want to share it with my friends	Agree	Strongly disagree	Strongly disagree
4	I learned new words	Strongly agree	Strongly agree	Strongly agree
5	I would like to use this game in other subjects.	Agree	Strongly agree	Agree

In the three applications of the Likert scale, it can be seen that there were very different results in each session, and that the results, therefore, varied. To analyze the results, numbers were assigned to each level of agreement. Number 4 was assigned to the *Strongly agree* level of agreement, number 3 was assigned to the *Agree* level of agreement,

number 2 was assigned to the *Disagree* level of agreement, and number 1 was assigned to the *Strongly disagree* level of agreement.

Below are each of the Likert scale application sessions and their results. Figure 3 shows the results in session one and it shows a total score of 15 points. Here the graph curve shows stability within the parameters of points 2, 3, 4. The results of the M. Score: 3,0 and the standard deviation 0,707.

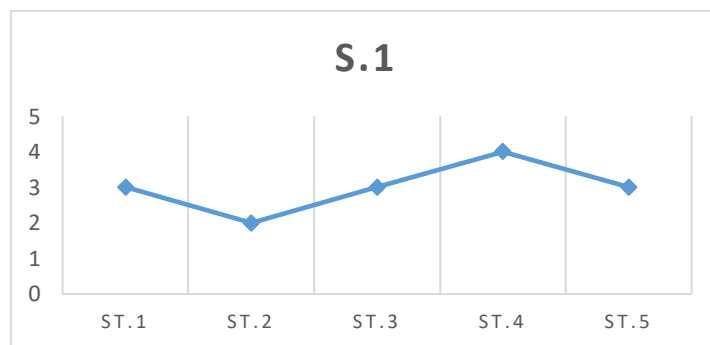


Figure 3: Initial session

Figure 4 shows the result in session three, it shows a total score of 13 points. Here the graph curve shows an irregular trend. The results of the M. Score is 2, 6 and the standard deviation 1,342.

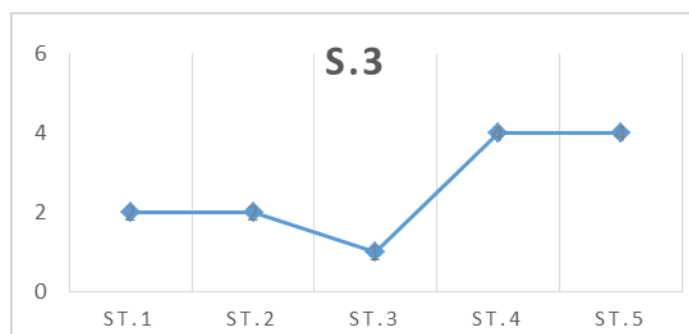


Figure 4: Middle session

Figure 5 shows the results in session 5, it shows a total score of 15 points. Here the graph curve shows an irregular trend. The results of the M. Score is 3,0 and the standard derivation 1,225.

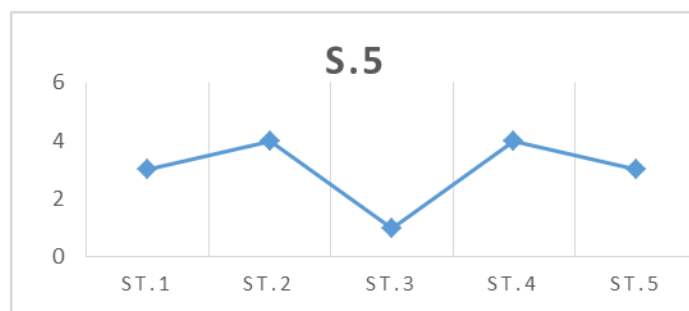


Figure 5: Final session

In general, the answers were irregular, and in many cases, they reflect the mood of the participant when applied the Likert scale. It was found that the positive level of agreement had more points than the negative ones. In the middle session, tends to predominate to the negative level of agreement and in the first and the last sessions tend to predominate to the positive level of agreement. In general, it was found that the participant had a positive perception about the use of Quizizz.

According to the findings registered and the observation checklist results, it can be said that five of eight descriptive adjectives words were answered correctly in the five interventions. That could mean that the participant understood the concept immediately or that he already knew the meaning of the words (*beautiful, brave, dry, fast, old, and new*). According to the results of each session, I can say that at the first session, the lowest result was obtained, probably, because the participant did not know or did not remember the meaning of the eight descriptive adjectives. At the rest of the sessions, the results were more similar among them, with the third session standing out with the total score.

Hinkel (2006) argued that *listen and do* tasks, represent a flexible source of listening input for beginning learners or intermediate learners. Ellis (2003) mentioned that the content of tasks can be easily controlled in regard to their linguistic and schematic variables, such as the frequent occurrence of target syntactic and lexical structure in the context of a meaning-focused task, such as grammar constructions, words and, phrases or conversational expressions. In this action research, it was found that the participant had excellent responses when facing the Quizizz game and when answering the multiple choice tasks, since it was somewhat focused on the meaning of the descriptive adjectives words.

As this research was thought to assess a young learner in terms of his listening skill, the findings are also a reflection of an assessment process. Masters (2014) argued that there is only one key purpose of assessment, to find out individual learners' current standing in a learning domain.

There was a limitation that was unknown by the researcher, because it was difficult to identify exactly what the participant knew about descriptive adjectives. The researcher is not the participant's teacher at school, so it is unknown the specific level of knowledge the student had related to descriptive adjectives. Maybe, it was necessary to have had more school background or to have done a diagnostic test before starting this investigation.

According to the multiple choice results, I can say that there were better answers than the ones from the observation checklist. It could be because the participant is more used to answering paper and pencil questions. Also, the kinds of answers were similar to the Quizizz game. In the multiple choice questions, the words and phrases were said by the researcher, and the participant listened and then chose the answer.

The general opinion of the participant about this specific Quizizz game was positive, the results of the total number of responses obtained from the levels of agreements, in general, were positive. It is observed that the results tend to show positive perceptions (10 out of a total of 15). As was mentioned by Zhao (2019), the use of the Quizizz platform in the Accounting classroom helps to stimulate students' interest and

improve their engagement. The result also agrees with the findings of other investigations, for example, Hamilton-Hankins (2017) used Quizizz in an English language art classroom and concluded that it had a positive impact on students' engagement.

The highest score was obtained by the level of agreement "I learned new words", which means that the participant believes he had learned new words and that it was easy to acquire them. The levels of agreement that had the lowest score, according to the participant's perception, were "It is an interesting game" and "I want to share it with my friends". Perhaps, it shows that the participant considered that the game was not designed for his age or that it was very easy to answer, since he only had to mark the correct answer and there was no greater complexity that made it more attractive for him. Maybe, not all the words (descriptive adjectives) were new for the participant, but his perception was that it was not difficult to understand the words, the phases and the complex sentences. Another thing to consider is that the positive perception was shown also at the statement "I would like to use this game in other subjects", which may mean that the participant would like to play in future occasions in a game suitable for other subjects.

## 5. Recommendations

In my long experience as a nursery school teacher, I have been able to realize that innovation and the use of new tools are essential for the performance of teachers inside and outside the classroom, since it allows us to foster an integral development of our students.

It would be of great interest to apply this research to a group of students and see the different results of their answers. It could be applied to a kindergarten group of students as planned from the very beginning. Hopefully, by doing this, many students can be benefited and many children could have access to these technological tools.

I hope this action research can help in-service teachers and future teachers to use different applications to positively influence the learning needs of their students.

## 6. Conclusion

This study was designed to evaluate the contribution of the Quizizz platform in the identification of descriptive adjectives in a single participant. Three types of instruments were used to achieve that goal, and there was a pedagogical procedure to follow.

Concerning the first specific objective : *to assess the participant's listening skills for identifying descriptive adjectives using the Quizizz platform*. Firstly, findings evidenced that the participant did not improve his listening skill after playing on the Quizizz platform. This may be due to the fact that the participant had an unknown level of English for the researcher, or the participant's level of English was higher than expected. So, when applying the instruments, results did not show great differences between one session and another, being all of them above average.

Another point to consider is that the results were irregular in the observation checklist. The middle session obtained 100%, three of the sessions had 87% and the first session had the lowest result, 75%. The word “dirty” had the lowest percentage; it was only recognized in 2 sessions. In the multiple choice instrument, the findings demonstrated that the greater the difficulty, the smallest the results, since in the last 2 sessions the results were smaller. It was because the participant had to listen to complex sentences, even though the results were similar to those shown by the observation checklist.

Regarding the second specific objective, to identify the participant’s perceptions about the Quizizz platform, the results showed that the participant demonstrated a positive perception about the Quizizz game. It also showed that the use of platforms is attractive to learners because it offers a different way to use English and other subjects. As teachers, we can create attractive and interactive ways of learning that make students learning by doing.

On the other hand, one of the fundamental learning purposes is that students are motivated and comfortable when studying or when they are working on a subject. Otherwise, the objectives of the class are not achieved, and students start to feel bored and show they do not like what they are doing. Hence, I consider motivation essential when teaching.

With regards to the research question of this study, *how does the use of the Quizizz platform improve the participant’s listening skill to identify descriptive adjectives?* every time a new session was started, the participant had to listen to the explanations and the review of what was seen in the previous sessions, to which he always answered: “si , si , si ya me acuerdo”. It can be inferred that the participant felt he was prepared to answer without the researcher’s help, he looked confident to identify the descriptive adjectives from the second session.

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