

# Gamifying English Language Teaching: A Narrative Inquiry into the Use of *Quizizz*

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## ABSTRACT

This study investigates how English teachers implement *Quizizz* as a gamification tool in their ELT (English Language Teaching). Despite the growing adoption of technology in education, research on the comprehensive integration of gamification tools across various instructional stages beyond their application in assessments remains limited. This research employs a narrative inquiry approach to explore the strategies teachers use and the challenges they face. It aims to understand how *Quizizz* influences teaching practices through the personal experiences of educators. Through semi-structured interviews with three experienced and certified teachers, the study reveals effective strategies such as using *Quizizz* for micro-skills development, such as vocabulary and grammar practice, aligning activities with learning objectives and incorporating the tool at various instructional stages. Teachers reported significant increases in student engagement and motivation attributed to the competitive elements and immediate feedback provided by *Quizizz*. However, challenges such as technology access, digital literacy, and infrastructure limitations were also noted. Teachers implemented solutions like backup plans, alternative assignments, and collaborative learning strategies to address these issues. The study highlights the adaptability of *Quizizz*, recommending further investment in technological infrastructure and professional development to optimize its use. Recommendations for future practice include investing in technological infrastructure, enhancing digital literacy, and fostering collaboration are strongly suggested. This study enhances the understanding of gamification in ELT and provides valuable insights for advancing the use of digital tools in education.

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## INTRODUCTION

Technology integration in education, especially in English as a Foreign Language (EFL) teaching, has grown considerably

in recent years. Indonesian EFL teachers exhibit varying confidence levels in adopting technology, ranging from medium to high self-efficacy (Lailiyah & Cahyono, 2017). This variability underscores the need for continuous professional development to ensure teachers effectively integrate technology into their teaching practices (Kim et al., 2019). Teachers must adapt to technological advancements to enhance the learning experience and student engagement.

One notable technological advancement is gamification, which integrates game design features like points, badges, and leaderboards into non-game environments to boost motivation (Aini et al., 2019). Research consistently shows that gamification improves student motivation, participation, and academic performance (Zhang & Hasim, 2023). In EFL settings, gamification can transform traditional classrooms into dynamic environments, reducing anxiety and enhancing language skills (Julita, 2024; Phuong, 2020).

Teachers showed positive attitudes toward using digital literacy for EFL instruction, producing practical lessons, and enhancing students' language skills. Despite this, challenges such as inadequate technology, student backgrounds, and limited resources hindered digital literacy implementation (Pratolo & Solikhati, 2020).

*Quizizz*, an interactive gamified learning platform, offers opportunities to make EFL classrooms interactive and enjoyable through quizzes. Although widely used for assessment purposes (Fadillah & Maryanti, 2021), its application in other instructional stages is less explored. This study addresses this gap by examining how English teachers integrate *Quizizz* beyond assessments and the challenges they face. The central research question is: "How do English teachers describe their efforts and experiences using *Quizizz* to integrate gamification into ELT?" Sub-questions include: (RQ1) What strategies do teachers use to incorporate *Quizizz* into their practices? (RQ2) What challenges do they face, and how do they overcome them?

## METHODOLOGY

This study employed a narrative inquiry approach to explore English teachers' experiences using *Quizizz* in their teaching practices. Three English teachers were selected through purposive sampling to ensure diverse perspectives across elementary, middle, and high school levels. These participants were chosen based on their recognition as "*Quizizz* Super Trainers" and extensive experience using the platform in classroom settings.

Data was collected through a combination of written narratives and in-depth semi-structured interviews conducted via Zoom. Follow-up semi-structured interviews, lasting 45 minutes to one hour, offered more profound insights into specific strategies and challenges.

The data analysis process uses thematic analysis, beginning with familiarization through the review of interview transcripts and narratives. Open coding is applied to identify key segments related to integrating *Quizizz* and classroom challenges, which are grouped into

main themes. Member checking and triangulation are conducted to validate the findings and enhance credibility. The researcher then interprets and links the data to previous studies to generate new insights and place the findings within a broader academic context.

## **FINDINGS AND DISCUSSION**

### **Strategies for Integrating *Quizizz* into ELT**

The findings reveal that English teachers employ various strategies when integrating *Quizizz* into their teaching practices. Primarily, *Quizizz* reinforces vocabulary and grammar through gamified activities, which use competition and immediate feedback to boost engagement. This outcome is consistent with earlier research emphasizing the motivational advantages of gamification in education (Hamari et al., 2014).

Beyond vocabulary and grammar, teachers emphasized the need to align *Quizizz*'s activities with specific learning objectives. Designing quizzes that complement instructional goals ensured gamification enhanced learning rather than distracting from it. It supports Dichev and Dicheva's (2017) argument that gamification must serve educational outcomes.

An important contribution of this study is the flexible use of *Quizizz* throughout different teaching stages. Teachers used it for assessment, as a warm-up, and as a formative tool to check understanding. This adaptability highlights the versatility of digital tools in supporting instruction, as Gee (2003) noted.

Additionally, teachers adapted *Quizizz* creatively to fit their classroom needs, moving beyond its traditional role in testing. This contrasts with earlier research, which often prioritizes student-centered outcomes and overlooks teachers' pedagogical choices (Mårell-Olsson, 2022).

### **Challenges and Solutions in Integrating *Quizizz* into ELT**

Common barriers include inconsistent internet connectivity, limited device access, and students' struggles navigating the platform. These issues reflect the digital divide, especially in resource-limited contexts (Warschauer, 2004).

Despite these challenges, teachers employed creative strategies to continue using *Quizizz*. One effective approach was *Quizizz*'s paper mode, which allowed students to participate without personal devices or reliable internet. Teachers displayed quizzes on a screen while students responded on paper using QR codes. Teachers then scanned responses with smartphones, ensuring real-time feedback and digital grading.

Additionally, teachers developed backup plans like printed quizzes and hybrid sessions to accommodate students with limited connectivity. This finding contributes to best practices for digital learning by offering practical examples of overcoming classroom challenges (Barker & Gossman, 2013).

Digital literacy also posed a significant challenge, which teachers addressed through training and tutorials to help students use *Quizizz* effectively. These efforts reflect the importance of digital literacy in optimizing educational technology (Barker & Gossman, 2013).

Institutional support played a key role in addressing these barriers. Some teachers worked with administrators to improve Wi-Fi or secure devices for students. The study demonstrates the necessity of systemic solutions often overlooked in earlier research to support digital tool integration. It underscores the need for more research on how institutions can facilitate the effective use of educational technology (Warschauer, 2004).

## CONCLUSION

Key findings highlight *Quizizz*'s flexibility in enhancing student engagement, from warm-ups to formative assessments tailored to classroom needs. Educators should align the platform with learning objectives and leverage features like immediate feedback and competition to motivate students. The study also emphasizes the importance of institutional support in overcoming technological and digital literacy challenges.

While this study provides valuable insights, several limitations must be noted. The small sample size of three teachers, though allowing for in-depth exploration, may not fully capture the diversity of strategies and challenges in broader contexts. Future research should include classroom observations or student performance data for more objective insights. Moreover, focusing on schools with limited technology may not reflect experiences in more technologically equipped environments, calling for further investigation in diverse settings.

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