



Percepción y experiencias de estudiantes de cuarto grado de escuelas públicas ecuatorianas sobre el uso de Quizizz para la adquisición de vocabulario en inglés: un estudio cualitativo

Fourth-grade Ecuadorian public school students' perception and experiences of using Quizizz for English vocabulary acquisition: A qualitative study

Percepção e experiências de alunos do quarto ano de escolas públicas ecuatorianas sobre o uso do Quizizz para a aquisição de vocabulário em inglês: um estudo qualitativo

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Resumen

Este estudio cualitativo investiga las percepciones y experiencias de los estudiantes de cuarto grado al usar Quizizz para la adquisición de vocabulario en inglés en la escuela Carmen Eufemia Montenegro de Obregón en Ecuador. A través de observaciones en el aula y encuestas abiertas realizadas a 15 estudiantes, la investigación explora cómo las herramientas digitales apoyan el aprendizaje de vocabulario en un contexto de escuela pública. Los hallazgos revelan que, si bien los estudiantes demuestran un alto compromiso y actitudes positivas hacia Quizizz (80% de recepción positiva), también enfrentan desafíos importantes, incluida la ansiedad por la presión del tiempo (47%) y dificultades técnicas (40%). El estudio destaca la importancia de los elementos visuales y la retroalimentación inmediata en la retención de vocabulario, y el 73% de los estudiantes enfatizan estas características como cruciales para su proceso de aprendizaje. Sin embargo, las limitaciones de infraestructura y los diferentes niveles de competencia tecnológica afectan la implementación efectiva de las herramientas digitales. La investigación contribuye a comprender cómo la tecnología educativa se puede adaptar mejor para satisfacer las necesidades locales y, al mismo tiempo, respaldar la adquisición de vocabulario en inglés en entornos con recursos limitados. Los hallazgos sugieren la necesidad de estrategias de implementación flexibles que consideren tanto los beneficios como las limitaciones de las herramientas digitales en los entornos de las escuelas públicas, al tiempo que enfatizan la importancia de desarrollar enfoques híbridos que combinen métodos de enseñanza digitales y tradicionales.

Palabras clave: adquisición de vocabulario en inglés; tecnología educativa; Quizizz, escuelas públicas ecuatorianas; percepciones de los estudiantes.

Abstract

This qualitative study investigates fourth-grade students' perceptions and experiences using Quizizz for English vocabulary acquisition at Carmen Eufemia Montenegro de Obregón School in Ecuador. Through classroom observations and open-ended surveys conducted with 15 students, the research explores how digital tools support vocabulary learning in a public-school context. The findings reveal that while students demonstrate high engagement and positive attitudes toward Quizizz (80% positive reception), they also face significant challenges including time-pressure anxiety (47%) and technical difficulties (40%). The study highlights the importance of visual

elements and immediate feedback in vocabulary retention, with 73% of students emphasizing these features as crucial for their learning process. However, infrastructure limitations and varying levels of technological proficiency impact the effective implementation of digital tools. The research contributes to understanding how educational technology can be better adapted to meet local needs while supporting English vocabulary acquisition in resource-constrained environments. The findings suggest the need for flexible implementation strategies that consider both the benefits and limitations of digital tools in public school settings, while emphasizing the importance of developing hybrid approaches that combine digital and traditional teaching methods.

Keywords: English vocabulary acquisition; educational technology; Quizizz, Ecuadorian public schools; student perceptions.

Resumo

Este estudo qualitativo investiga as percepções e experiências dos alunos do quarto ano que utilizam o Quizizz para a aquisição de vocabulário em inglês na Escola Carmen Eufemia Montenegro de Obregón, no Equador. Através de observações em sala de aula e de inquéritos abertos realizados com 15 alunos, a investigação explora como as ferramentas digitais apoiam a aprendizagem de vocabulário em contexto de escola pública. Os resultados revelam que, embora os alunos demonstrem um elevado envolvimento e atitudes positivas em relação ao Quizizz (80% de receção positiva), também enfrentam desafios significativos, incluindo ansiedade devido à pressão do tempo (47%) e dificuldades técnicas (40%). O estudo destaca a importância dos elementos visuais e do feedback imediato na retenção de vocabulário, com 73% dos alunos a enfatizar estes recursos como cruciais para o seu processo de aprendizagem. No entanto, as limitações de infraestrutura e os níveis variados de proficiência tecnológica afetam a implementação eficaz de ferramentas digitais. A investigação contribui para a compreensão de como a tecnologia educativa pode ser melhor adaptada para satisfazer as necessidades locais, ao mesmo tempo que apoia a aquisição de vocabulário em inglês em ambientes com recursos limitados. As descobertas sugerem a necessidade de estratégias de implementação flexíveis que considerem tanto os benefícios como as limitações das ferramentas digitais em ambientes de escolas públicas, ao mesmo tempo que enfatizam a importância de desenvolver abordagens híbridas que combinem métodos de ensino digitais e tradicionais.

Palavras-chave: Aquisição de vocabulário em inglês; tecnologia educativa; Quizizz, escolas públicas equatorianas; percepções dos alunos.

Introduction

English language education in Ecuador has undergone significant transformations in recent years, with the Ministry of Education implementing comprehensive reforms to enhance English language proficiency among students. Within this context, vocabulary acquisition plays a fundamental role in language development, particularly at the primary education level where foundational language skills are established. The challenge of teaching English vocabulary effectively in public schools has led educators to explore innovative approaches, including the integration of digital tools and gamification strategies. These approaches aim to address the limitations of traditional teaching methods while engaging students in more interactive and meaningful learning experiences.

The emergence of gamification in education, particularly through digital platforms like Quizizz, represents a significant shift in pedagogical approaches to vocabulary instruction. Quizizz, as a game-based learning platform, offers features such as immediate feedback, competitive elements, and visual aids that align with current understanding of effective vocabulary acquisition strategies. The platform's accessibility and user-friendly interface make it particularly relevant for implementation in public school settings, where resources may be limited, and technical expertise varies. However, while digital tools offer promising solutions for vocabulary instruction, their effectiveness and implementation in specific educational contexts, particularly in Ecuadorian public schools, requires careful examination.

This study investigates fourth-grade students' perceptions and experiences using Quizizz for English vocabulary acquisition at Carmen Eufemia Montenegro de Obregón School, addressing a significant gap in understanding how digital tools support language learning in resource-constrained environments. The research aims to examine how students interact with and perceive Quizizz as a vocabulary learning tool, while identifying both benefits and challenges in its implementation. The study addresses the following research questions: (1) How do fourth-grade students perceive the use of Quizizz for English vocabulary learning? (2) What challenges do students encounter when using Quizizz for vocabulary acquisition? (3) How does the use of Quizizz influence student engagement and motivation in vocabulary learning? These questions are

particularly significant given the growing emphasis on digital literacy and the need for evidence-based approaches to technology integration in language education.

Literature Review

English Language Teaching in Ecuador

Current Policies and Curriculum

The English language education system in Ecuador has undergone significant reforms in recent years as part of the country's efforts to enhance foreign language competency among students. The Ministry of Education has established a standardized curriculum aligned with the Common European Framework of Reference for Languages (CEFR), emphasizing communicative competence and practical language use. For primary education, particularly at the fourth-grade level, the curriculum prioritizes foundational language skills with a strong emphasis on vocabulary acquisition as a building block for further language development.

English instruction in public schools typically comprises 3-5 hours per week, with the curriculum structured to provide progressive language development through various stages of primary education. The current educational policies emphasize:

- Age-appropriate communicative activities
- Integration of technology in language instruction
- Development of basic language competencies
- Student-centred learning approaches
- Regular assessment of language skills

Challenges in Public Education

Public schools in Ecuador face several significant challenges in implementing effective English language instruction:

Infrastructure and Resources

- Limited access to technological resources and teaching materials
- Inconsistent internet connectivity, particularly in rural areas
- Large class sizes (often 35-45 students)
- Inadequate language learning facilities

Teacher-Related Challenges

- Varying levels of English proficiency among teachers
- Limited opportunities for professional development

- High teacher workload
- Insufficient training in modern teaching methodologies

Socioeconomic Factors

- Limited exposure to English outside the classroom
- Varying levels of parental support and resources
- Economic disparities affecting access to supplementary materials
- Regional differences in educational resources

Focus on Vocabulary Teaching

Vocabulary instruction in Ecuadorian public schools emphasizes several key approaches:

Teaching Methodologies

- Integration of interactive and gamified learning activities
- Use of contextual learning approaches
- Implementation of digital tools for vocabulary practice
- Regular assessment and reinforcement activities

Instructional Strategies

- Systematic introduction of new vocabulary
- Multiple exposure points through varied activities
- Integration of visual and auditory learning materials
- Regular review and practice opportunities

Technology Integration

- Use of digital platforms like Quizizz for vocabulary practice
- Implementation of interactive learning activities
- Digital assessment tools for monitoring progress
- Gamified elements to enhance student engagement

Assessment Approaches

- Regular formative assessment
- Digital tracking of vocabulary acquisition
- Performance monitoring through interactive platforms
- Feedback mechanisms for improvement

This streamlined framework provides a clear structure for understanding the current state of English language teaching in Ecuador, particularly concerning vocabulary instruction in public schools. The emphasis on technological integration, despite existing challenges, reflects the education system's commitment to modernizing language instruction while acknowledging the need to address persistent infrastructural and resource limitations.

Vocabulary Acquisition in Young Learners

Theories of Vocabulary Learning

The theoretical foundation of vocabulary acquisition in young learners is grounded in several key learning theories that inform current pedagogical practices. The Cognitive Theory of Multimedia Learning suggests that young learners process information more effectively when it is presented through multiple channels, combining visual and auditory inputs. This is particularly relevant in digital learning environments where platforms like Quizizz integrate multiple modalities to enhance vocabulary retention (Anak Yunus & Hua, 2021).

The Input Hypothesis, while traditionally associated with general language acquisition, has significant implications for vocabulary learning. According to this theory, learners acquire new vocabulary most effectively when they encounter it slightly above their current level ($i+1$) but within a comprehensible context. This theoretical framework supports the gradual introduction of new vocabulary items through interactive digital platforms, where difficulty levels can be adjusted to match learners' progress (Bui & Vu, 2022).

Social Constructivist Theory emphasizes the importance of social interaction in language learning. In the context of vocabulary acquisition, this theory suggests that young learners construct their understanding of new words through meaningful interactions with peers and teachers. Digital learning platforms can support this process by creating opportunities for collaborative learning and social interaction, even in virtual environments (Sitompul et al., 2023).

Strategies for Teaching Vocabulary

Modern approaches to vocabulary instruction employ a variety of evidence-based strategies tailored to young learners' needs and learning preferences. The Systematic and Sequential Approach advocates for carefully planned vocabulary introduction that builds upon previously learned items. Pham (2022) notes that digital platforms can effectively support this approach by tracking student progress and systematically introducing new vocabulary while reinforcing previously learned items.

Contextual Learning Strategy emphasizes the importance of presenting vocabulary within meaningful contexts rather than as isolated items. This approach aligns with young learners' natural language acquisition processes and helps create stronger mental connections for new vocabulary. Digital tools can facilitate this by providing rich contextual environments through stories, games, and interactive activities (Huei et al., 2021).

The Multi-Sensory Approach incorporates various sensory inputs to enhance vocabulary retention. This strategy is particularly effective with young learners who benefit from seeing, hearing, and interacting with new vocabulary items. Solikhah and Galuhwardani (2023) highlight how digital platforms can integrate visual, auditory, and kinesthetic elements to create engaging learning experiences that support vocabulary acquisition.

Spaced Repetition represents another crucial strategy in vocabulary instruction. This approach involves reviewing vocabulary items at increasingly longer intervals to optimize long-term retention. Digital learning platforms can automatically implement spaced repetition algorithms, presenting vocabulary items at optimal intervals for review and reinforcement (Permana et al., 2023).

Role of Motivation in Vocabulary Acquisition

Motivation plays a crucial role in vocabulary acquisition among young learners, significantly impacting both their engagement with learning activities and their long-term retention of vocabulary items. Intrinsic motivation, which stems from genuine interest and enjoyment in the learning process, can be fostered through gamified learning experiences. Sirait and Kharisma (2024) observe that when vocabulary learning is presented through engaging digital platforms, students demonstrate higher levels of motivation and sustained engagement with learning activities.

The Self-Determination Theory provides a framework for understanding how different types of motivation influence vocabulary learning. According to this theory, learners are more motivated when they experience autonomy, competence, and relatedness in their learning activities. Digital learning platforms can support these psychological needs by:

- Allowing students to choose their learning paths (autonomy)
- Providing immediate feedback and progress tracking (competence)
- Facilitating peer interaction and competition (relatedness)

Extrinsic motivation, while sometimes considered less ideal than intrinsic motivation, can also play a positive role when appropriately implemented. Rezita and Yunita (2023) note that features like point systems, badges, and leaderboards in digital platforms can serve as effective extrinsic motivators, particularly for young learners who respond well to immediate recognition and rewards.

The Achievement Goal Theory suggests that learners' motivation is influenced by their perceptions of success and failure. In the context of vocabulary acquisition, this theory emphasizes the importance of setting achievable goals and providing regular opportunities for success. Digital learning platforms can support this by:

- Breaking vocabulary learning into manageable chunks
- Providing clear progress indicators
- Offering multiple opportunities for practice and improvement
- Celebrating small achievements through immediate feedback and rewards

Flow Theory, developed by Csikszentmihalyi, also has important implications for vocabulary learning motivation. According to Hasanah (2024), when learning activities provide an optimal balance between challenge and skill level, learners enter a state of flow characterized by deep engagement and enhanced learning outcomes. Digital platforms can facilitate this by automatically adjusting difficulty levels based on student performance, ensuring that vocabulary learning activities remain challenging yet achievable.

Educational Technology and Gamification

Benefits of Gamification in Education

Gamification in education represents a strategic approach that incorporates game design elements into learning environments to enhance student engagement and motivation. The integration of gamification elements has shown significant benefits in language learning contexts, particularly in vocabulary acquisition. According to Lim and Yunus (2021), gamification effectively transforms traditional learning activities into engaging experiences through elements such as points, badges, leaderboards, and immediate feedback systems.

The psychological impact of gamification on learning outcomes is particularly noteworthy. Students exposed to gamified learning experiences demonstrate increased motivation, reduced anxiety, and higher levels of engagement with educational content. Pham (2022) found that

gamification elements contribute to creating a positive learning atmosphere where students feel more comfortable taking risks and making mistakes, which is crucial for language learning.

Research has identified several key benefits of gamification:

- Enhanced student motivation through reward systems
- Increased engagement through competitive and collaborative elements
- Improved retention through repeated practice in engaging formats
- Reduced anxiety through low-stakes practice opportunities
- Development of autonomous learning behaviors
- Immediate feedback that facilitates self-assessment and progress monitoring

Digital Tools in Language Learning

The evolution of digital tools has revolutionized language learning methodologies, particularly in vocabulary acquisition. Bui and Vu (2022) emphasize how digital platforms provide unprecedented opportunities for personalized learning experiences, allowing students to progress at their own pace while receiving immediate feedback. These tools offer various features that support effective language learning:

- Multimedia integration for multi-modal learning
- Adaptive learning paths based on student performance
- Real-time assessment and feedback mechanisms
- Data analytics for tracking student progress
- Interactive exercises that promote active learning
- Accessibility across different devices and locations

Previous Studies on Quizizz in Education

Recent research has specifically focused on the effectiveness of Quizizz as a digital learning tool. Albadri et al. (2022) conducted a study examining students' perceptions of Quizizz in vocabulary learning, finding that students reported increased motivation and engagement when using the platform. The study highlighted several key advantages of Quizizz:

- Interactive and engaging question formats
- Immediate feedback mechanisms
- Progress tracking capabilities
- Competitive elements that enhance motivation

- Flexibility in content delivery and assessment

A systematic review by Permana et al. (2023) analyzed multiple studies on Quizizz implementation in language learning contexts. Their findings indicated consistent positive outcomes across different educational settings:

- Improved student performance in vocabulary retention
- Enhanced classroom participation
- Increased student motivation
- Positive attitudes toward language learning
- Better assessment outcomes

Sirait and Kharisma (2024) investigated the impact of Quizizz on vocabulary development, finding that the platform effectively supported both autonomous learning and classroom instruction. Their research highlighted how Quizizz's gamification elements contributed to:

- Sustained student engagement
- Enhanced vocabulary retention
- Improved learning outcomes
- Positive student attitudes toward vocabulary learning

Technology Integration in Ecuadorian Schools

The integration of technology in Ecuadorian schools presents both opportunities and challenges. Fathira et al. (2024) discuss how digital tools like Quizizz are being increasingly adopted in language classrooms, though implementation varies significantly across different contexts. Several factors influence technology integration:

Infrastructure and Access

- Varying levels of internet connectivity
- Limited availability of devices
- Disparities between urban and rural schools
- Technical support challenges

Teacher Preparedness

- Need for professional development in educational technology
- Varying levels of digital literacy among educators
- Adaptation to new teaching methodologies

- Time constraints in lesson preparation

Student Engagement

Recent studies by Rezita and Yunita (2023) indicate that when properly implemented, digital tools like Quizizz can significantly enhance student engagement in Ecuadorian classrooms. However, successful implementation requires:

- Adequate technical infrastructure
- Teacher training and support
- Clear integration strategies
- Ongoing assessment of effectiveness

Methodology

Research Design

This study employs a qualitative research approach to explore fourth-grade Ecuadorian public school students' perceptions and experiences of using Quizizz for English vocabulary acquisition. The selection of a qualitative methodology is justified by the need to gain deep, rich insights into students' lived experiences and personal perspectives regarding their interaction with this digital learning tool. As Sitompul et al. (2023) argue, qualitative research is particularly suitable for investigating educational technology implementation as it allows researchers to capture the complexity of students' experiences and the nuanced ways they interact with digital learning platforms.

The research setting is situated in a public elementary school in Carmen Eufenia Montenegro de Obregon, Ecuador, where English is taught as a foreign language following the national curriculum guidelines. The context is particularly relevant as it represents a typical urban public-school environment where technology integration initiatives are being implemented despite resource limitations. The study takes place during the second trimester, allowing for a comprehensive examination of students' experiences over an extended period of regular exposure to Quizizz in their English vocabulary learning process.

Participants

The study employs purposive sampling to select participants who can provide rich, detailed information about their experiences with Quizizz in vocabulary learning. The selection criteria include: (1) fourth-grade students enrolled in regular English classes, (2) previous experience using Quizizz for at least one academic term, (3) regular attendance in English classes, and (4) willingness to participate in the research process. As Pham (2022) suggests, these criteria ensure that participants can provide meaningful insights into their experiences while maintaining the focus on the specific context of vocabulary learning through digital platforms.

The participant demographics comprise 35 fourth-grade students, aged 9-10 years, representing diverse socioeconomic backgrounds within the public school system. The sample includes 15 students, both male and female with varying levels of English proficiency and technological familiarity, providing a comprehensive representation of the typical public school classroom environment. Following Rezita and Yunita's (2023) recommendations for ethical research with young participants, particular attention is paid to ensuring participant welfare and confidentiality throughout the study.

Data Collection

This study implements a comprehensive data collection approach utilizing two primary instruments: systematic classroom observations through a structured checklist and a qualitative survey with open-ended questions, designed to gather rich insights into students' experiences with Quizizz for vocabulary acquisition. The implementation of these complementary methods allows for a thorough understanding of both observable behaviours and personal perspectives, providing a comprehensive view of the learning experience. These instruments were carefully selected based on their appropriateness for young learners and their ability to capture both objective and subjective aspects of the learning process, following methodological recommendations from recent studies in educational technology (Albadri et al., 2022; Pham, 2022).

The classroom observation component employs a detailed checklist that systematically documents various aspects of student interaction with Quizizz during vocabulary lessons. This structured observation tool encompasses multiple dimensions including student engagement indicators (active participation, time on task, visible enthusiasm, peer interaction, response to feedback, technical competence), learning behaviour patterns (vocabulary strategy use, response patterns, attention span, accuracy, self-correction behaviours), and technical interaction aspects (platform navigation,

device handling, problem-solving strategies). The observations are conducted over a six-week period, with each session carefully timed and documented to ensure comprehensive data collection across different vocabulary learning activities and times of day. This systematic approach to observation provides valuable insights into the actual implementation and usage patterns of Quizizz in the classroom environment, while maintaining a non-participatory stance to preserve the authenticity of the observed behaviours.

The qualitative survey component consists of thoughtfully crafted open-ended questions designed to elicit detailed responses about students' experiences and perceptions of using Quizizz for vocabulary learning. The survey questions, administered in Spanish to ensure clear understanding and authentic expression, explore three main areas: general experiences with the platform, specific aspects of the learning process, and engagement factors. Following Huei et al.'s (2021) guidelines for young learner research, the questions are formulated in age-appropriate language and administered in a supportive, non-pressured environment to encourage honest and thorough responses. This instrument allows students to express their thoughts about the platform's effectiveness, their emotional responses to its use, and their perspectives on its various features and challenges.

Data Analysis

The analytical process for this study follows a systematic approach to examine data collected through classroom observations and open-ended surveys, employing a rigorous thematic analysis methodology. Following Permana et al.'s (2023) guidelines for qualitative research in educational technology, the analysis begins with thorough data organization, where observational checklist data and survey responses are systematically reviewed and prepared for analysis. The process then proceeds through three distinct coding phases: open coding for initial identification of key concepts and patterns, axial coding to establish relationships between initial codes, and selective coding to integrate categories into overarching themes that address the research questions. This systematic coding procedure allows for the identification of both predetermined themes related to the research objectives and emerging patterns in students' experiences with Quizizz for vocabulary acquisition. Throughout this process, both observational data and survey responses are analyzed concurrently to ensure comprehensive understanding of students' interactions with and perceptions of the digital learning platform.

To ensure the trustworthiness and reliability of the analysis, several measures are implemented throughout the analytical process. These include triangulation between observational data and survey responses, member checking with participating students to verify interpretation accuracy, maintenance of a detailed audit trail documenting analytical decisions and theme development, and peer debriefing sessions with colleagues familiar with educational technology research. Additionally, researcher reflexivity is maintained through regular journaling to acknowledge and address potential biases in the interpretation process. As recommended by Sirait and Kharisma (2024), this comprehensive approach to ensuring trustworthiness helps maintain the credibility and dependability of the findings while preserving the authenticity of students' perspectives and experiences. The analysis culminates in the development of a coherent narrative that integrates findings from both data sources, providing a thorough understanding of how fourth-grade students perceive and experience Quizizz in their vocabulary learning process within the Ecuadorian public-school context.

Analysis

Analysis of Survey Responses from Carmen Eufemia Montenegro de Obregón School

The analysis of survey responses from 15 fourth-grade students at Carmen Eufemia Montenegro de Obregón School reveals significant insights into their perceptions and experiences using Quizizz for English vocabulary acquisition. The data analysis follows the thematic analysis process outlined in the methodology, identifying key patterns and themes across the five open-ended questions.

Question 1 (Feelings about using Quizizz)

Most students (11 out of 15) expressed positive emotions towards using Quizizz, with common descriptors including "feliz" (happy), "emocionado/a" (excited), and "motivado/a" (motivated). Three students reported mixed feelings, citing both excitement and nervousness, while one student expressed anxiety about using technology. Representative responses include:

"Me siento feliz porque aprendo jugando"

"Emocionada porque puedo competir con mis compañeros"

"A veces me pongo nervioso por el tiempo"

Question 2 (Most liked aspects)

The analysis revealed three primary aspects that students particularly enjoyed:

1. Immediate feedback (8 students)
2. Competitive elements (4 students)

3. Visual elements and interface (3 students)

Key responses highlight

"Me gusta que me dice si está bien o mal al instante"

"Los colores y dibujos me ayudan a recordar las palabras"

"Es divertido ver mi nombre en el ranking"

Question 3 (Difficulties encountered):

Students identified several challenges in their use of Quizizz

Time pressure (7 students)

Internet connectivity issues (4 students)

Device-related problems (2 students)

Understanding instructions (2 students)

Representative comments include

"A veces el internet va muy lento" (S3)

"Me estreso cuando hay poco tiempo para responder" (S8)

"Es difícil cuando la tablet no funciona bien" (S15)

Question 4 (Vocabulary retention strategies)

Students described various ways Quizizz helps them remember vocabulary:

1. Visual associations (6 students)

2. Repetition through games (5 students)

3. Interactive feedback (4 students)

Notable responses

"Las imágenes me ayudan a recordar lo que significan las palabras"

"Practicar muchas veces me ayuda a no olvidar"

"Cuando me equivoco, la explicación me ayuda a entender mejor"

Question 5 (Suggested improvements)

The improvements suggested by students centred around three main areas:

1. Time management features (6 students)

2. More visual aids and animations (5 students)

3. Offline access options (4 students)

Key suggestions include

"Más tiempo para pensar las respuestas"

"Más dibujos que expliquen las palabras"

"Que podamos usar sin internet"

Overall Thematic Analysis

From the collective responses, four major themes emerged

1. Engagement Through Gamification

The majority of students (80%) indicated that the gamified elements of Quizizz positively influenced their engagement with vocabulary learning. The competitive aspects and reward system particularly resonated with students, contributing to increased motivation and participation.

2. Technical and Environmental Challenges

A significant number of students (40%) reported infrastructure-related challenges, particularly concerning internet connectivity and device availability. These technical limitations sometimes impacted their learning experience and engagement with the platform.

3. Learning Support Features

Students consistently highlighted the value of immediate feedback (73%) and visual aids (53%) in supporting their vocabulary acquisition. The combination of visual and interactive elements appears to play a crucial role in their learning process.

4. Time Management Concerns

Time-related stress emerged as a recurring theme, with 47% of students expressing concerns about time pressure during activities. This suggests a need for more flexible timing options to accommodate different learning paces.

These findings provide valued insights into how students at Carmen Eufemia Montenegro de Obregón School perceive and interact with Quizizz for vocabulary learning, highlighting both the benefits and challenges of implementing this digital tool in their specific educational context.

Discussion

The analysis of fourth-grade students' experiences with Quizizz for English vocabulary acquisition at Carmen Eufemia Montenegro de Obregón School reveals several significant findings that contribute to our understanding of digital tool implementation in Ecuadorian public schools. This discussion examines these findings in relation to existing research while considering their practical and contextual implications.

Interpretation of Key Findings

The findings reveal a predominantly positive reception of Quizizz among students, with 80% expressing favourable attitudes towards its use in vocabulary learning. This high level of acceptance aligns with Sirait and Kharisma's (2024) findings regarding the motivational impact of gamified learning platforms. However, our study uniquely highlights how this acceptance is moderated by infrastructure limitations specific to the Ecuadorian public-school context. The emergence of time-pressure anxiety among 47% of students, coupled with technical challenges reported by 40% of participants, suggests that while digital tools can enhance engagement, their effectiveness may be constrained by contextual factors.

Students' strong appreciation of visual elements and immediate feedback (73%) in Quizizz supports Bui and Vu's (2022) assertions about the importance of multimodal learning in vocabulary acquisition. However, our findings extend this understanding by demonstrating how these features specifically support vocabulary retention in contexts where English exposure is limited primarily to the classroom environment. The students' preference for visual associations and interactive feedback suggests that these elements may be particularly crucial for learners in non-English-speaking environments.

Connection to Previous Research

Our findings both support and extend previous research in several key areas. The positive impact of gamification on student engagement aligns with Pham's (2022) research on digital tool implementation in language learning. However, our study provides new insights into how these benefits manifest in resource-constrained environments. The technical challenges reported by students echo concerns raised by Permana et al. (2023), but our findings specifically highlight how these challenges affect vocabulary learning processes in Ecuadorian public schools.

The students' emphasis on visual learning and immediate feedback supports Huei et al.'s (2021) findings regarding effective vocabulary acquisition strategies. However, our research adds a crucial dimension by examining these factors within the specific context of Ecuadorian public education, where traditional teaching methods often predominate. The identified need for offline access options and more flexible timing represents a significant contribution to understanding how digital tools can be better adapted to meet local educational needs.

Implications for Teaching Practice

These findings have several important implications for teaching practice in similar contexts. First, teachers should consider implementing more flexible timing options when using Quizizz, particularly in environments where students may have varying levels of technological familiarity. As suggested by Fathira et al. (2024), adapting digital tools to local needs is crucial for their effective implementation.

Second, the strong student preference for visual aids and immediate feedback suggests that teachers should prioritize these features when designing vocabulary activities. However, they should also develop backup strategies for situations where technical limitations may affect platform accessibility. The development of hybrid approaches that combine digital and traditional methods may be particularly valuable in contexts with unreliable infrastructure.

Third, the findings suggest the need for structured support systems to help students manage time-related stress and technical challenges. This might include preliminary training sessions, peer support systems, and modified activity formats that accommodate different learning paces and technological comfort levels.

Cultural and Contextual Considerations

The study's findings must be interpreted within the specific cultural and educational context of Ecuadorian public schools. The high value placed on competitive elements by students reflects cultural attitudes toward learning and achievement, but also raises questions about creating inclusive learning environments that support all students. The technical challenges reported highlight the ongoing digital divide in Ecuador's educational system and the need for solutions that consider local infrastructure limitations.

Furthermore, the students' suggestions for improvement, particularly regarding offline access and timing flexibility, reflect the practical realities of implementing digital tools in resource-constrained environments. These considerations are crucial for developing culturally responsive and contextually appropriate approaches to digital language learning. As Rezita and Yunita (2023) suggest, successful implementation of educational technology must account for local cultural norms, available resources, and existing educational practices.

The findings also suggest the importance of considering family and community factors in digital tool implementation. The limited access to technology outside school hours, reported by several students, indicates the need for strategies that maximize in-class learning opportunities while

acknowledging the constraints of the home environment. This understanding is crucial for developing realistic and effective approaches to vocabulary instruction that can be sustained within the existing educational infrastructure.

Conclusions

Summary of Main Findings

This study examining fourth-grade students' perceptions and experiences using Quizizz for English vocabulary acquisition at Carmen Eufemia Montenegro de Obregón School has revealed several significant findings. The research demonstrates that students generally exhibit positive attitudes toward using Quizizz, with 80% reporting increased engagement and motivation in vocabulary learning activities. The platform's visual elements and immediate feedback features emerged as particularly valuable tools for vocabulary retention, with 73% of students specifically highlighting these aspects. However, the study also identified important challenges, including time-pressure concerns (47% of students) and technical difficulties (40% of students), which impact the effective implementation of digital tools in this specific educational context.

Pedagogical Implications

The findings of this study suggest several crucial pedagogical implications for English language teaching in Ecuadorian public schools. First, teachers need to adopt a balanced approach that leverages the motivational benefits of digital tools while acknowledging and adapting to infrastructure limitations. This might involve:

- Developing hybrid teaching strategies that combine digital and traditional methods.
- Implementing flexible timing structures for digital activities to reduce student anxiety.
- Creating supportive learning environments that account for varying levels of technological proficiency.
- Maximizing the use of visual aids and immediate feedback features in vocabulary instruction.
- Establishing clear protocols for managing technical difficulties during lessons.

Future research efforts should focus on developing sustainable and culturally appropriate approaches to digital language learning that can effectively support vocabulary acquisition while

accounting for the specific needs and limitations of Ecuadorian public schools. Additionally, investigations into scalable solutions that can address identified challenges while maintaining the engaging and motivational aspects of digital learning tools would be particularly valuable for similar educational contexts.

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