



IS IT A MATCH? *QUIZIZZ* APPLICATION IN ACCORDANCE WITH INTERCHANGE INTRO BOOK TASKS IN ENGLISH AS AN ADDITIONAL LANGUAGE.¹

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ABSTRACT: This research aims at exploring the benefits that the *Quizizz* digital application (*Quizizz App*) can provide in English as an additional language classes as its activities mingle excellently to class books tasks. The methodology consists of reviewing the literature related to teaching and learning as well as the use of technology in language learning. The research approach in this work is qualitative. There has been outlined some specific objectives: (1) to highlight the theory related to teaching and learning English as an additional language using technology – mobile application use (M-Learning); (2) to present the *Quizizz App* and its potential in learning; and (3) to demonstrate possible interconnections between the *Quizizz App* and the Interchange Intro class book. In order to achieve these goals, this study has based on theoretical background ministered by authors such as Gaya (2022); Alvez (2020); Leffa (2012); Moreira (2012); Freitas (2010); Kothamasu (2018); Sharples (2009); Frohberg (2009); Geggles (2004), among others who have addressed their studies to such important area. After prior literature review and the analysis of both *Quizizz App* and class book activities, it is feasible to consider the availability of having activities in accordance with both App and book, which can benefit learners, and thus the goal of this research was accomplished, and therefore the creation of this work.

Keywords: *Quizizz* Application. Teaching English. M-learning.

¹ Trabalho de conclusão de curso, orientado pela Prof. Dra. Karina Figueiredo Gaya, apresentado à banca examinadora no dia 05 de julho de 2024.

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RESUMO: Esta pesquisa tem como objetivo explorar os benefícios que o aplicativo digital Quizizz (Quizizz App) pode proporcionar nas aulas de inglês como idioma adicional, já que suas atividades se combinam perfeitamente com as tarefas dos livros de classe. A metodologia consiste na revisão da literatura relacionada ao ensino e à aprendizagem, bem como ao uso da tecnologia na aprendizagem de idiomas. A abordagem da pesquisa neste trabalho é qualitativa. Foram delineados alguns objetivos específicos: (1) destacar a teoria relacionada ao ensino e à aprendizagem de inglês como idioma adicional por meio da tecnologia - uso de aplicativos móveis (M-Learning); (2) apresentar o aplicativo Quizizz e seu potencial na aprendizagem; e (3) demonstrar possíveis interconexões entre o aplicativo Quizizz e o livro de aula Interchange Intro. Para atingir esses objetivos, este estudo se baseou em uma fundamentação teórica ministrada por autores como Gaya (2022); Alvez (2020); Leffa (2012); Moreira (2012); Freitas (2010); Kothamasu (2018); Sharples (2009); Frohberg (2009); Geggles (2004), entre outros que abordaram seus estudos nessa área tão importante. Após a revisão prévia da literatura e a análise das atividades do aplicativo Quizizz e do livro de classe, é possível considerar a disponibilidade de atividades de acordo com o aplicativo e o livro, o que pode beneficiar os alunos, e assim o objetivo desta pesquisa foi alcançado e, portanto, a criação deste trabalho.

Palavras-chave: Aplicativo *Quizizz*. Ensino de Inglês. M-learning.

1 INITIAL CONSIDERATIONS

Over the years, Digital Information and Communication Technologies (DICT)⁴ have gained a lot of ground in society, since keeping up to date with the innovations that technological advances have brought is almost mandatory for different sectors.

The use of digital resources available on the internet is fundamental to the progress of various activities, and despite the difficulties that may be encountered by teachers and students during the process of implementing these resources in the educational environment, the Common National Curriculum Base (BNCC) recognizes that technologies have great potential for creating activities in different areas of knowledge:

⁴ Original text: DICT (Digital Information and Communication Technologies). 2018. EDUCATION AND DIGITAL INFORMATION AND COMMUNICATION TECHNOLOGIES: A THEORETICAL/PRACTICAL EXPERIENCE IN INITIAL TEACHER TRAINING. Ronaldo Nunes; Andrade, Luiz Rafael dos Santos.

(...) Implement solutions (processes and products) involving different technologies, to identify, analyze, model, and solve complex problems in various areas of everyday life, effectively exploiting logical reasoning, computational thinking, the spirit of inquiry and creativity.⁵ (Brasil, 2018, p. 475, *our translation*).

In this sense, defining which tools are best suited to the type of lesson and activity being proposed can, somehow, improve the quality of teaching and provide students with more consistent learning.

However, despite the wide variety of media resources for teaching and learning English as an additional language, the use of these resources is not yet fully present in accordance with classrooms' activities, either due to a lack of technological devices or a lack of knowledge of the pedagogical resources available on the internet. Thus, the theme of this research is: "Is It A Match? *Quizizz* Application In Accordance With Interchange Intro Book Tasks In English As An Additional Language Teaching And Learning".

It is well known that the ways in which we learn a language have changed a lot over time. The vast majority of learners of an additional language are learning for some reason, whether it is to be able to read a book, watch a movie or communicate with speakers of the target language, etc. In this way, using technology as an aid in the classroom can be an excellent alternative for teaching a well-rounded, resource-rich lesson.

When it comes to teaching and learning the English language, we can see that *Quizizz* can be of great importance for developing synchronous and asynchronous activities aimed at improving the four English skills (listening, speaking, reading, and writing). In this context, *Quizizz* can be an excellent alternative for practicing and revising subjects worked on in class, in a dynamic, motivated, and fun way.

As the main objective of this study is to explore the benefits that the *Quizizz* digital App can provide in English as an additional language classes as its activities can mingle excellently to class books tasks.

From this perspective, some questions were raised: Does the use of *Quizizz* App help in teaching and learning of English as an additional language as for the development of language skills? Does *Quizizz* App have enough resources to help teachers and students inside and outside the classroom? What kind of activities can be developed using this resource that can match class books tasks and content?

⁵ Original text: (...) Implementar soluções (processos e produtos) envolvendo diferentes tecnologias, para identificar, analisar, modelar e solucionar problemas complexos em diversas áreas da vida cotidiana, explorando de forma efetiva o raciocínio lógico, o pensamento computacional, o espírito de investigação e a criatividade. (Brasil, 2018, p. 475).

Therefore, the hypothesis of this research is that the *Quizizz* App can be used as a support tool in English language classes, since it is easily accessible and has various resources that can be used in different classes, enabling the development of students' language skills.

It is of paramount importance to mention that this research was carried out based on the PPC and the material used in the first semester of the English Language course at the Federal University of Pará (UFPA), Bragança University Campus, considering the different levels of proficiency of the students entering the course and the possible activities that could be developed based on the themes and subjects available in the Interchange Intro material. For this reason, the main objective of this work is to investigate and answer the questions raised earlier about the *Quizizz* App.

To this end, this research has been organized, in a general way, on the use of the App in, before and/or after the English classes for the development of language skills, showing the studies that were relevant to this article: where the first section deals with the teaching and learning of English with the use of digital technologies. The second section looks at M-learning and its main aspects for learning, the third is reserved to present the *Quizizz* App, the fourth at the methodological process, the fifth at analyzing as well as demonstrating a proposal and finally, the sixth section presents the final considerations.

2 TEACHING AND LEARNING ENGLISH WITH TECHNOLOGY

Currently, with technological advances, many teachers from different areas of knowledge have had to adapt to the countless novelties that the information and communication age has brought, so that their classes can be more productive. As a result, choosing the best strategy and the best tools has become a practice that has helped many teachers around the world to develop their lessons.

Technological advancement, for those who identify with different technologies, can be something that expands the horizons of their imagination, leading them to think, test and put into practice different types of lessons, with the most varied resources available at their disposal, but for those who are not familiar with technology, these practices can be a nightmare, often due to a lack of knowledge, training, interest, or just not feeling comfortable using such resources, the fact is that, even with all the technological apparatus that exists, there are still many education professionals who remain attached to traditional teaching methods, not giving a chance to what is new.

Nevertheless, although many teachers resist using new tools in their classes, the use of DICT, especially in English classes, is gaining ground in teaching environments. Over the years, the teaching and learning of English as an additional language has undergone several changes, whether in the formats in which classes are taught or in the choice of the best resources and materials.

Although there are many resources available online, traditional teaching methods are still very present in language schools and courses. Introducing technological tools into the classroom to improve teaching and learning can be very beneficial, given that technologies are already part of the daily lives of a good portion of the world's population. In view of this, Alvez (2020) points out that the use of technology plays an important role in English language teaching, since teachers can use it to provide more dynamic and attractive lessons for a larger number of students, developing more solid learning.

However, it is important to emphasize that technology should be seen as an element that serves to assist the teacher, not replace them. According to Leffa (1999, p. 21), “The new technologies do not replace the teacher, but expand their role, making it more important”⁶ from this perspective, it is worth stating that these resources go hand in hand with the teacher, and it is therefore important for educators to seek continuing training in order to understand and learn how to use these resources, which are proving to be very valuable for education.

English is the most widely spoken language in the world, and the ways in which it is taught vary according to the criteria set by educational institutions. When thinking about how to teach this language, we are faced with a plethora of media and branched resources to our advantage, but we need to look at which resource to use so as not to end up demotivating the student. In this context, digital literacy is a differentiating factor that makes it easy for teachers to choose and use different digital tools in their classes.

According to Moreira (2012), media literacy not only transforms the relationship between students and teaching/learning, but also means that the teacher's role is no longer just to transmit knowledge, but to become a mediator, directing knowledge and disseminating different subjects (old and new). Thus, teaching and learning becomes decentralized, putting the student in charge of their learning and the teacher as a mediator of knowledge, promoting the analysis and critical production of students and ensuring that knowledge is built in a collaborative environment.

In agreement with Faustino and Silva (2020, p. 55):

⁶ Original text: “As novas tecnologias não substituem o professor, mas ampliam seu papel, tornando-o mais importante.” (Leffa, 1999, p. 21).

The use of technology as educational support facilitates the practices and development of classes in search of new knowledge, it also makes students become authors and co-producers of the information obtained.⁷ (*our translation*).

From this perspective, Alvez (2020) states that the use of technology has a strong potential for teaching English, as it stands out for its positive impact on students' development. In addition, it is notable that even after the pandemic period, much has been said about Digital Information and Communication Technologies (DICT), and many resources have been inserted into foreign language classes since then.

However, it is worth pointing out that despite the wide variety of technological resources, there are still many teachers who remain attached to the old methods of teaching, and this is often due to a lack of technological knowledge, but there are also educators who even use some tools but fail to take full advantage of their pedagogical potential, leaving their classes less attractive and beneficial.

According to Silva, Prates, and Ribeiro (2017), teachers today are faced with an excess of technological tools and need to find ways to face this reality in their classes. Following this line of thought, it is clear that seeking training through continuing education helps educators to keep up to date with new ways of teaching and the different pedagogical potentials contained in each tool.

As much as different digital objects on the internet are created to be used as resources for lessons, it is also interesting to observe what is being consumed by students in terms of technology and find ways to include these resources in lessons.

According to Freitas (2010), in order for educators to get to know and integrate the discursive genres and digital languages that are present in students' daily lives, they need to insert these resources into the educational environment. In this context, integrating with the technologies already used by the students helps the teacher to build a more solid, dynamic, and attractive learning space, transforming the classroom into a collaborative place, with exchanges of ideas, mediated by the teacher with technological assistance.

In this sense, it is clear that digital technologies have been gaining more and more ground in the educational landscape, providing a multitude of inputs that, when used correctly, change the way classes are taught, helping teachers in this process. Finally, it is true that technology is a resource that serves to assist the teacher, and in no way can it replace him

⁷ Original text: "A utilização da tecnologia como apoio educacional facilita as práticas e desenvolvimento das aulas em busca de novos conhecimentos, faz ainda com que os alunos se tornem autores e coprodutores da informação obtida." (Faustino e Silva, 2020, p. 55).

or her. It is through this interaction (teacher/technology) that the ways in which teaching and learning have changed over the years, in order to improve the quality of education at all levels.

3 M-LEARNING ADVANTAGES

The technological advances that have taken place over the years have increasingly changed the way in which additional language classes are taught, given that many of today's resources are capable of helping teachers to create more attractive and collaborative lessons for students. In view of this, in this session we will discuss the mobile learning (m-learning) modality, which uses mobile technological devices, such as smartphones, tablets, laptops, for its versatility and ability to be used wherever and whenever you want, making teaching and learning more flexible. According to Kothamasu (2018):

Mobile learning decreases limitation of learning location with the mobility of general portable devices. M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. (Kathamasu, 2018, n.p).

Thinking about the teaching and learning of an additional language, this teaching modality can be very beneficial, since through mobile devices, various activities can be developed inside and outside the classroom, opening doors to different types of activities. From Gaya (2022, p. 107), "the advantages of m-learning can be described as convenient, flexible, autonomous, enabling greater interaction, collaboration, retention of content pertinent to the user, reducing costs and time, among others".

The diversity of the research on m-learning has made it difficult to generate a single definition or to determine generally added benefits, which concerns, most of the time, to emphasize mobility, access, immediacy, situativity, ubiquity, convenience and contextuality.

According to Sharples et al. (2009), m-learning includes the characteristics of mobility in physical, conceptual, and social spaces. The "relationship between the context of learning and context of being" is unique to m-learning, as learning may occur in independent, formal, or socialized contexts (Frohberg *et al.*, 2009, p. 313).

Geddes (2004) defines m-learning as "the acquisition of any knowledge and skill through the use of mobile technology, anywhere, anytime", causing, in certain terms, modification of user behavior which, in other words, means that it is in the learning process.

The purpose of activities through m-learning is to encourage users to become active co-producers of content, using and combining various and diverse approaches, which means that the learner might be able to find ways to overcome its difficulties through its learning.

The challenge of m-learning is the composition and/or elaboration of its structures with small content, in a way that they are not fragmented, decontextualized, but as small educational particles, which over a certain time are unified, forming a continuous structure that can facilitate collaborative learning, foster autonomy and create new opportunities for creation and discovery, so that users take advantage of their complementary informal learning resources.

In this regard, using mobile devices together with digital resources on the internet can be very useful when we think about teaching foreign languages, since it makes different activities that would require a physical space into something that can be learned whenever and wherever you want can be very beneficial. In view of this, in the next section we will discuss the *Quizizz* App, an excellent artifact for developing English language skills, which can be accessed via mobile devices such as laptops and smartphones.

4 QUIZIZZ APP

The *Quizizz* App is an online digital learning platform for creating quizzes, which can be created according to the needs and objectives of each class. The platform was founded in 2015 by Ankit and Deepak in Bangalore, India, while they were teaching math at a school (*Quizizz*, 2023).

The *Quizizz* has tools that make it possible to create quizzes and activities synchronously and asynchronously and is available in a web version and via the App, which can be purchased from the Apple Store or Play Store. With this resource, teachers can create more attractive activities for students and monitor their progress. Use of this tool begins with registration, which can be done using a Google or Microsoft account or a personal email address. In its paid version (Super), multiple-choice, fill-in-the-blank, drawing and open-ended question formats are available, which can be used freely by the teacher when creating activities, while its free version is somewhat more limited.

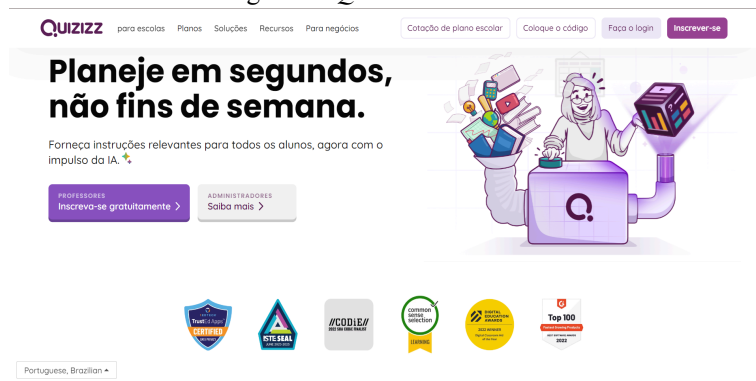
At the moment, the *Quizizz* App is present in over 150 countries and is available to access via its official website⁸ or via its mobile app, available to download from the main app

⁸ It can be accessed via the following link: <https://Quizizz.com/?lng=pt-BR> (For Desktop).

stores, such as: Play Store (Google’s app store) and Apple Store (Apple’s app store), whichever way you access it, the tool is very intuitive and simple to access.

When you access *Quizizz App* for the first time on its official website (Via Desktop), the first screen shows you some important information about the tool, as well as the option to sign up, which can be done free of charge by everyone:

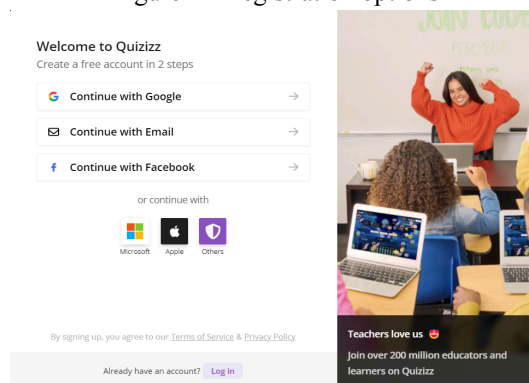
Figure 1 - *Quizizz* Start Screen



Source: *Quizizz* website

By clicking on the “Sign up for free” option, the user will automatically be redirected to the registration screen, which will display some login options, which can be made using the following options: Google Account, E-mail, Facebook, Microsoft, Apple, and others. Figure 2 shows these options:

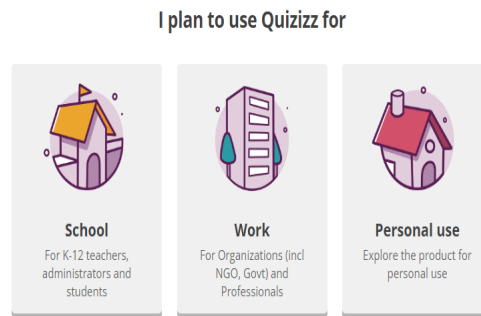
Figure 2 - Registration options



Source: *Quizizz* website

After choosing some of the options mentioned above, for the first access the individual must indicate which of the options indicated (School, Work or Personal Use) best fits their account profile. See figure 3 below:

Figure 3 - Profile options



Source: *Quizizz* website

On the next page it is time to choose the type of user (Student, Teacher or Administrator), depending on the choice of user, different tools will be made available for each type of profile. See figure 4 below:

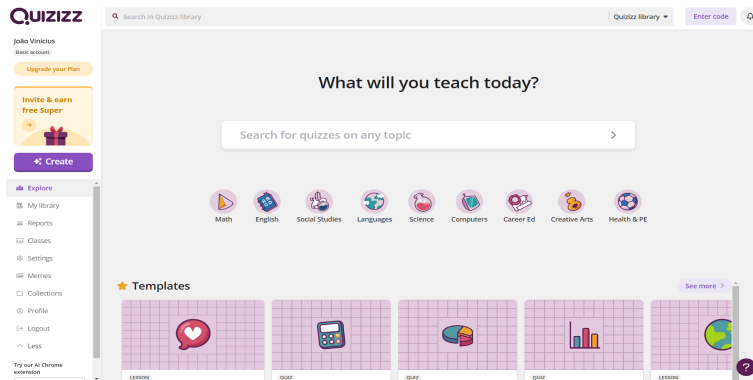
Figure 4 - User Choice



Source: *Quizizz* website

Once the registration is complete, the user has access to the platform's initial menu, where they can see different icons on the right-hand side of the page, such as: a bar for searching for questionnaires, choosing the area they want to study, some ready-made templates and so on. See figure 5 below:

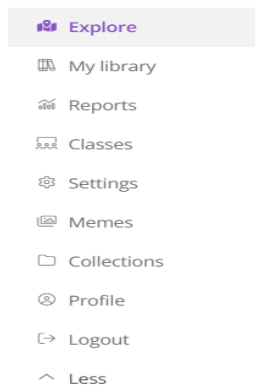
Figure 5 - Start menu



Source: *Quizizz* website

On the left-hand side of the page, we can find some of the features that the platform offers, such as: Explore, My Library, Reports, Classes, Settings, Memes, Collections, Profile and Logout. See figure 6 below:

Figure 6 - Functionalities



Source: *Quizizz* website

Each of the above tools plays an essential role within the platform, as can be seen in the chart 1 below:

Chart 1 - Tools

<p>Explore: In this functionality, the user has access to content separated by area of interest, as well as the option to search for questionnaires and have access to ready-to-edit templates;</p>
<p>My Library: Users can access all their questionnaires, whether they have created them, imported them, shared them or others;</p>
<p>Reports: Users can access and control each of their questionnaires, so they have real-time feedback on participation and engagement in their activities;</p>
<p>Classes: In this tool, the user can link their activities to classes in Google Classroom, or create new classes within Quizizz, which can be shared with other users;</p>

Settings: It is possible to change the registered email address, password, preferred language and account type. In this area it is also possible to permanently delete the account, should the user so decide;

Memes: In this option the user has the possibility of creating interactive memes, to increase engagement and make the activities more interactive for the survey participants;

Collections: In this area it is possible to manage the quizzes and lessons, and it is possible to share the collections publicly or keep them private, depending on the user's choice;

Profile: Redirects the user to their profile, showing their Library, collections and meme sets;

Logout: Logs the user out of their account.

Source: *Quizizz* website

Quizizz App is a simple and intuitive platform that can be used by teachers and students without much difficulty. All they need is an electronic device (cell phone, tablet, or computer) with Internet access. Within the platform, it is possible to solve ready-made questionnaires made by other users, as well as create activities from scratch. It is also possible to create a questionnaire from an existing one, making the desired changes, or just importing questions into the activity being created.

By clicking on the “Create” option in the start menu on the left-hand side of the page, a window opens, displaying two options for users to choose from: Quiz and Lesson. In this same window, it is also possible to import ready-made content from Google Forms or Google Presentations. See figure 7 below:

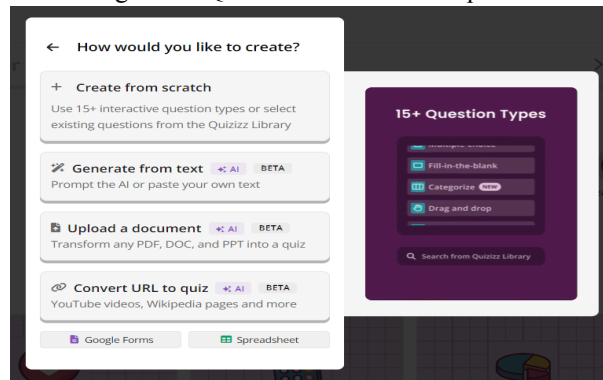
Figure 7 - Creation



Source: *Quizizz* website

By selecting the “Quiz” option, other functionalities are presented for creating *Quizizz* App, as can be seen in the figure below:

Figure 8 - Questionnaire creation options



Source: *Quizizz* website

The following chart 2 shows the functionality of each of the above options:

Chart 2 - Functionalities

<p>Create from Scratch: Clicking on this tool opens a tab with 15 different question types, from which you can choose one or more to create a quiz from scratch, or select questions that already exist in the Quizizz library;</p>
<p>Generate from text (BETA): In this option, you can create interactive Quizzes from ready-made texts, with the help of Artificial Intelligence (AI);</p>
<p>Upload a document (BETA): In this option, the user can create interactive questionnaires from any file in PDF, DOC and PPT format;</p>
<p>Convert URL to quiz (BETA): With this option, you can create questionnaires from links to YouTube videos (provided they contain a transcript), Wikipedia pages and other web addresses.</p>

Source: *Quizizz* website

By pressing the “Lesson” option, the user can create character lessons, using content that can be explored through interactive slides and a combination of different types of questions. For this tool, you can create slides according to your needs and objectives or import them directly from Google Drive.

Currently, the *Quizizz* App has three different plans available, meeting various demands. The plan available is “Basic”, which is the simplest version of the platform, available to teachers and students free of charge, the second plan is “Schools”, this is the paid version of the platform, more aimed at educational environments, this version is very complete, and is the most recommended if a teacher wishes to design more complex lessons and activities with more resources available, finally the last version of *Quizizz* App is called “District” it is the most complete of the three versions, with management features and

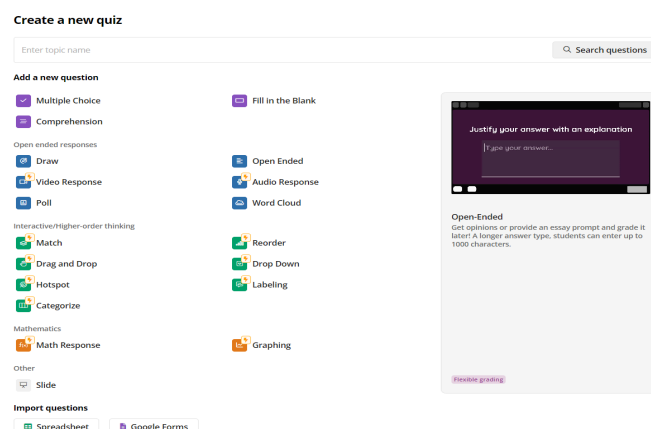
encouraging collaboration at district level and also has all the features available in the other plans.

Nevertheless, although all three versions are very interesting, in this article we're going to focus more on the “Schools” version, since it is the most suitable version and has all the necessary resources for creating different activities for classes.

The “Schools” version, mentioned above, has 15 types of questions available, allowing you to design different activities in a dynamic and interactive way, so that students can learn in a fun way.

Quizizz App, although very complete, is not focused on teaching/learning languages, as is the case with English. However, it is possible to adapt activities within it, so that it can be used in English language classes, with the aim of developing the language skills (listening, speaking, reading, and writing) of individuals learning this language. Figure 9 shows all the types of questions that can be asked with the “School” version of *Quizizz* App:

Figure 9 - Questions



Source: *Quizizz* website

As we can see in the image shown above (figure 9), *Quizizz* App has a wide range of question types that can be used simultaneously in the same quiz at the discretion of the user creating the activity. If we stop to analyze the pedagogical potential of *Quizizz* App, if adapted in such a way as to develop the language skills of students entering the undergraduate course in English Language, considering the different levels of proficiency in the language, this platform can be very effective in supporting student learning, given that it can be implemented synchronously or asynchronously. The possibility of using memes, as well as immediate feedback, is also a way of keeping students engaged and continuing to use *Quizizz* App as a learning resource, leading them to improve their proficiency in the target language.

In general, *Quizizz* App has many benefits, which, if used in a way that achieves the desired objectives, can make lessons more attractive and dynamic for students, given that it is a gamified platform that has different features that are present in games, such as scoring, ranking and a simple, interactive design, helping teachers and students in teaching and learning.

In the next section, we will present some possible activities that can be implemented using *Quizizz* App to develop the English skills of students initiating the English course at UFPA Bragança, considering the PPC for the first semester of the course and using the material from the first English language level, *Interchange Intro* book, as the source material for the activities.

5 METHODOLOGICAL PROCESS

As the main objectives of this research is to discuss about the benefits of m-learning as well as to present two proposals for connecting daily classroom activities to activities in applications – *Quizizz* App, this research was developed using, besides bibliographic research, a qualitative approach, where the usability of *Quizizz* App as a platform to support English lessons and activities at undergraduate level one was elaborated.

As to qualitative research, Aspers and Corte (2019, p. 139) define this kind of research “as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied.”

In this sense, the tasks planned in the *Quizizz* App were analyzed, taking into account different aspects such as: resources, usability, design, as well as suitability for the academic context and the target audience.

In order to check whether or not it was possible to create English activities on the platform which can be connected to classroom activities, research was carried out and two ideas for activities were developed using the different *Quizizz* App resources, based on the topics covered in units 1 and 3 of the book *Interchange Intro*.

In this way, the book was chosen, as well as the units, because it was the material made available to first level students in the English language course at UFPA Bragança, according to the PPC for the first semester of the course, and it was used as the base material for the proposed activities, further, to be presented.

Finally, with regard to the development of language skills, *Quizizz* App **does have** great potential for this purpose, since it has various resources that can be used to develop students' listening, speaking, reading, and writing skills through dynamic and interactive questionnaires, and other types of tasks.

6 PROPOSALS TO BE DISCUSSED

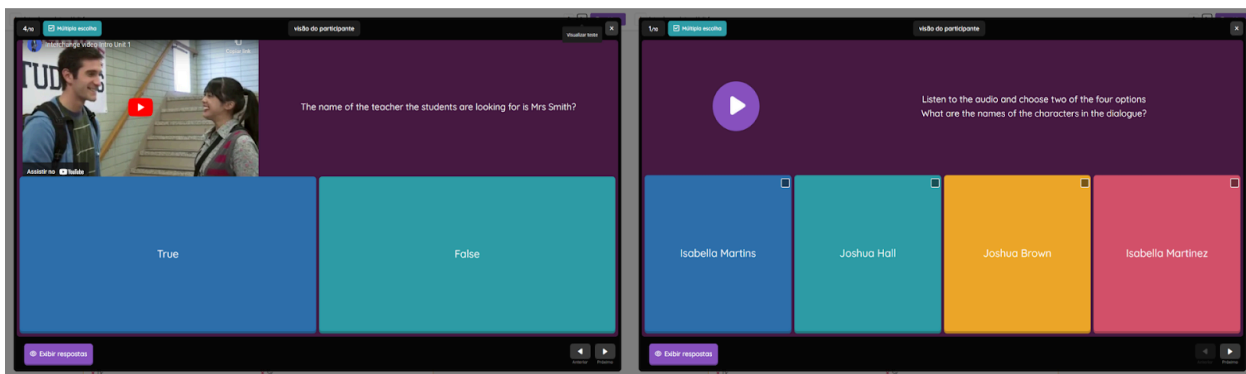
Developing activities using digital resources can be an excellent alternative to make a lesson more dynamic and attractive for students, given that different technologies are inserted into the daily lives of people of different ages today. In this context, in this session it is presented two proposals for activities within the *Quizizz* App, for freshman students in Level 1 of the English Language course at UFPA Bragança and it will also present how the *Quizizz* App can help teachers and students throughout the learning process.

6.1 PROPOSAL ONE

Activity 1 - Unit 1 Interchange Intro	
Title	What's your name?
Materials	Interchange Intro, Workbook, Video, Activities, Internet resources – <i>Quizizz</i>
Target audience	Students on the English Language course at UFPA's Bragança campus, in the first semester of the course.
Interchange objectives	In Unit 1, students say hello, make introductions, and say good-bye and exchange contact information. By the end of Cycle 1, students will be able to say hello and make introductions using my, your, his, and her. By the end of Cycle 2, students will be able to say good-bye and exchange contact information using subject pronouns and the verb be. (Richards, J. C, 2017, p. 2)

Quizizz objectives	To assess the students' understanding of the language concepts and vocabulary presented in Unit 1 of the book, in a dynamic and interactive way, observing whether the students have understood what was taught in class, based on their answers to the proposed activities.
Activity description	The following activity has three different types of questions: multiple choice, fill in the blank, drag and drop. Each one contains a visual or auditory resource, such as images, videos, and audios.
Types of questions	For this activity, the question types chosen were multiple choice, fill in the blank, drag and drop.

Figure 10 - Multiple choice questions



Source: *Quizizz* website

In figure 10 above, the first image (left), students will have to look carefully at the dialog in the video and check whether the statement is correct or incorrect and mark the answer that best fits it. For example, the audio shows two people getting to know each other and saying the name of their teacher, however, the name of another teacher is said in the dialogue. The alternatives for answering the question in the activity are: "True" and "False". As you can see, this connects to the language studied in class, but the context is different. The image in figure 11 below shows an example of the activity in the book, which only has an audio dialog, similar to the one presented in the Quizizz activity, but without all the platform's features.

Figure 11 - Conversation activity


8 CONVERSATION Are you Andrea Clark?

A Listen and practice.

Daniel Excuse me. Are you Andrea Clark?
Shella No, I'm not. She's over there.
Daniel Oh, I'm sorry.

Lena Matt? This is your book.
Matt Oh, thank you. You're in my math class, right?
Lena Yes, I am. I'm Lena Garza.

Jack Hey, Christy, this is Ben. He's in our history class.
Christy Hi, Ben.
Ben Hi, Christy. Nice to meet you.



Source - Interchange Intro book

In the second image (right), students have to listen to the audio and choose the two correct answers to the question from the four options that appear. This activity uses the same video as the previous task, but for this one the students have to pay close attention to the names of the characters in the dialogue and choose two of the four options presented. The audio presented for this activity is from the book, but what changes is the layout of the activity and the format in which it is presented, making it more dynamic for the students and still using the same vocabulary as the unit to which it refers. As can also be seen in figure 12 below, taken from the material.

Figure 12 – Snapshot activity

2 SNAPSHOT

Listen and practice.

Names and nicknames

Nicholas (Nick)	Madison (Maddie)	Jennifer (Jen)
Emily (Em)	Joshua (Josh)	Isabella (zzy)
Michael (Mike)	William (Will)	Elizabeth (Liz)

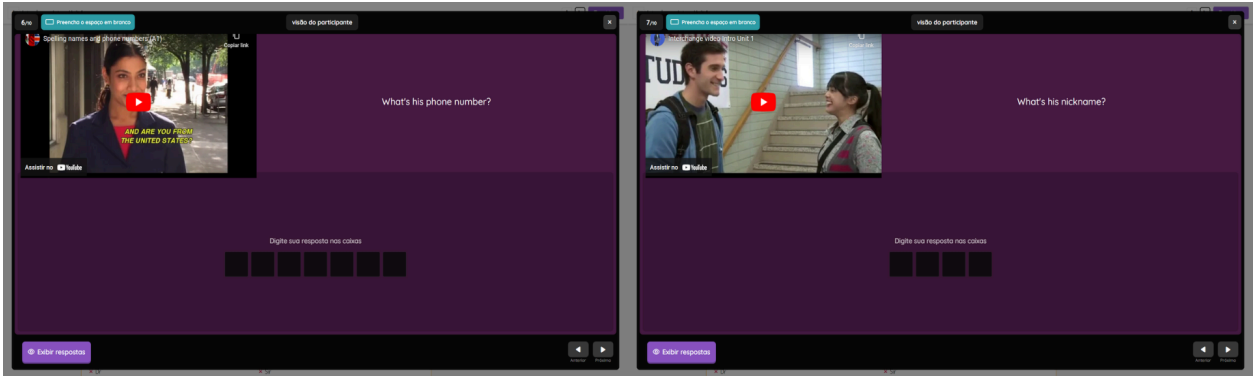
Nicholas Hoult
 Jennifer Lawrence

What are some popular names and nicknames in your country?
 Do you have a nickname? What is it?

Source – Interchange Intro book

As you can see it is possible to use different Quizizz resources to connect the subjects present in the material used.

Figure 13 - Fill-in-the-blank questions



Source: Quizizz website

In figure 13 above, the videos are shown in both images. In the image on the left, the student must watch the video carefully and correctly type in the telephone number described by the character, and in the image on the right, the student must type in the surname of the character in question. This activity is very interesting because it contains visual elements, such as videos and spaces to fill in, for example, showing students how the vocabulary learned in class appears in different contexts. Figure 14 shows how the book presents the vocabulary.

Figure 14 – Speaking activity

11 SPEAKING Personal information

A Listen and practice.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
(oh)										

B PAIR WORK Practice these phone numbers and email addresses. Then listen and check your answers.

JA Jessica Adams

402-555-2301 (work phone)

646-486-1004 (cell phone)

jadams1@cup.org (email address)

RW Ryan Walker

212-924-1764 (home phone)

643-555-2285 (cell phone)

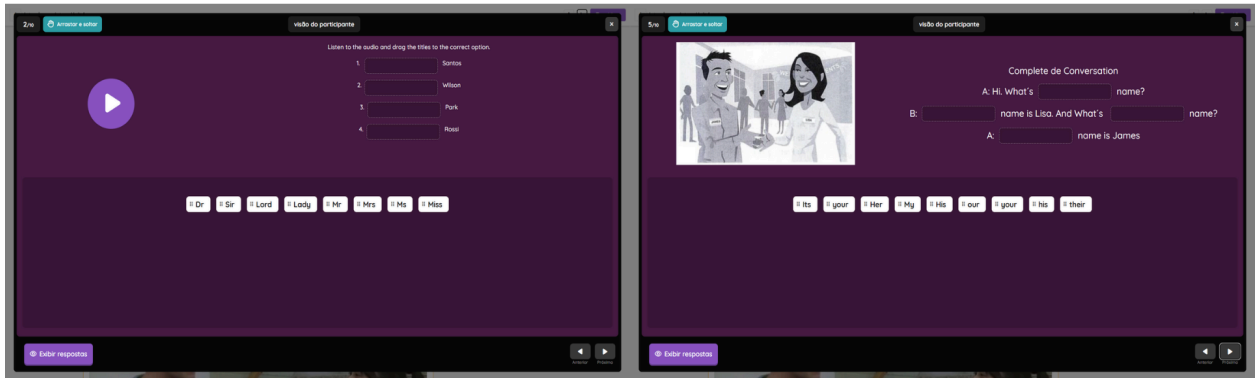
ryan-walker_09@cambridge.org (email address)

at
dot
dash
underscore

"Her name is Jessica Adams. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."

Source – Interchange Intro book

Figure 15 - Drag and drop questions



Source: *Quizizz* website

In figure 15 above, the first image shows an audio that students have to listen to carefully and drag each person's title into the blank space, while in the second image students have to complete the conversation by dragging the best answer option into each blank space. This activity may be a little more difficult than the previous ones, but it is very interesting to do because it uses visual elements (audio and image), which students need to pay close attention to in order to drag each word into its proper place. What's more, the way the activity is presented in drag-and-drop format makes it even more interesting and dynamic to do in the classroom. In Figures 16 and 17 respectively, we can see how these types of activities look in the book.

Figure 16 – Word Power activity

6 WORD POWER Titles

A Listen and practice.

Miss Kato (single females) Ms. Yong (single or married females)
 Mrs. Jones (married females) Mr. Rodriguez (single or married males)

B Listen and write the titles.

1. _____ Santos 2. _____ Wilson 3. _____ Park 4. _____ Rossi

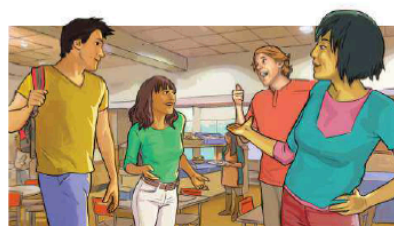
Source – Interchange Intro book

Figure 17 – Conversation activity

A Complete the conversations. Use *my, your, his, or her*.



1. **A:** Hello. What's your name?
B: Hi. _____ name is Carlos.
 What's _____ name?
A: _____ name is Akina.



2. **A:** What's _____ name?
B: _____ name is Ethan.
A: And what's _____ name?
B: _____ name is Caroline.

Each of these activities is just one example of the types of tasks that can be created in *Quizizz*, which can be applied synchronously or asynchronously, depending on the objective, and the time can vary according to the complexity of the task. It is also possible to analyze the results using the platform's reporting feature.

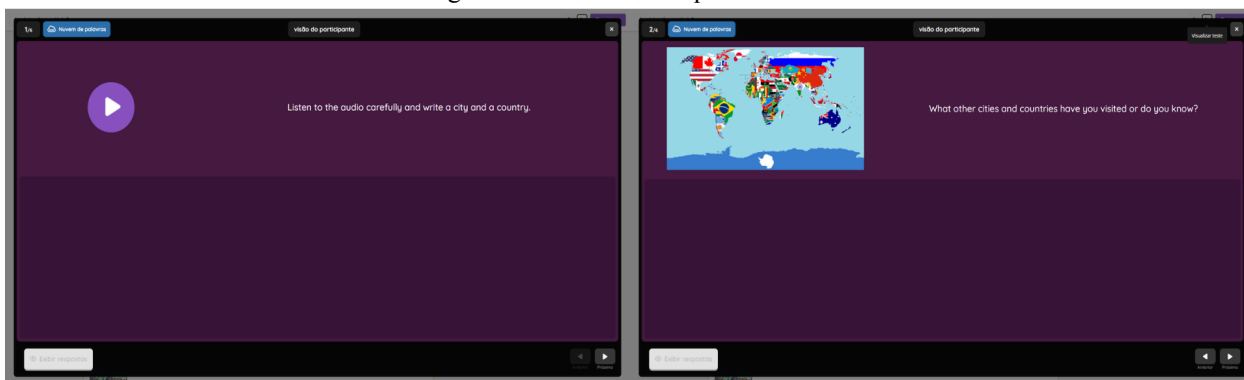
6.2 PROPOSAL TWO

Activity 2 Idea for Unit 3	
Title	Where are you from?
Materials	Interchange Intro, Workbook, Video, Activities, Internet resources – <i>Quizizz</i>
Target audience	Students on the English Language course at UFPA's Brangança campus, in the first semester of the course.
Interchange objectives	In Unit 3, students discuss cities, countries, nationalities, and languages, and people's appearances, personalities, and ages. By the end of Cycle 1, students will be able to discuss cities, countries, nationalities, and languages using yes/no questions with <i>be</i> . By the end of Cycle 2, students will be able to discuss people's appearances, personalities, and ages using <i>Wh-questions</i> with <i>be</i> . (Richards, J. C, 2017, p. 16).
Quizizz objectives	After the subjects have been explained, the students will be directed to the <i>Quizizz</i> platform to carry out an activity where they will have to respond in audio and video format, practicing their oral and listening skills.
Activity description	For this activity, the types of questions chosen were multiple choice, fill in the blank, drag and drop and each of them has resources to help students answer the questions asked.

<p>Types of questions</p>	<p>For this activity, the types of question, word cloud, audio response and video response have been defined. By using these resources, students can train their oral skills in a more dynamic and interactive way.</p>
----------------------------------	---

As we can see from the examples in the figure 18 below:

Figure 18 – Word cloud questions



Source: *Quizizz* website

Figure 18 above shows “Word cloud” activities in which, in the first image, students have to listen carefully to the audio and write the name of a country and a city from what they have heard, and in the image on the left, an image of a map with flags illustrated is shown and each student has to write the name of a country and a city they have visited or know, among those seen in the image. In both activities, a cloud is formed with all the words written by the students. This task is very interesting because the students have to use the elements presented (video and image), as well as their previous knowledge, to carry it out. It is a very engaging and fun activity to do in the classroom and can be done with the subjects that will be introduced to the students, to activate their prior knowledge. In figure 19 below, we can see how this type of activity is presented in the book (*Interchange Intro*), in which students have to listen to the audio and associate the names of the cities with their respective countries, after listening to the audio of the unit.

Figure 19 – Snapshot activity

1 SNAPSHOT
 Listen and practice.

THE TEN LARGEST CITIES
 (based on population)

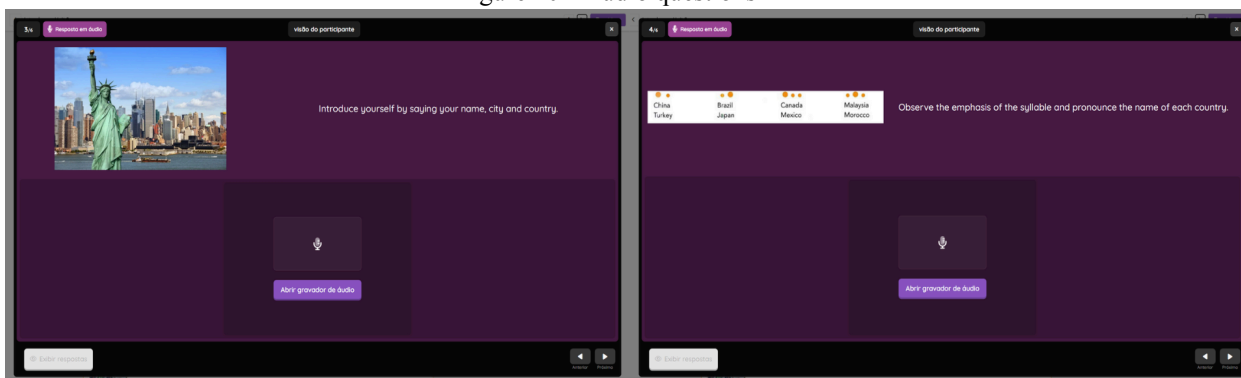
CITIES		COUNTRIES
1. Tokyo	6. São Paulo	1. Brazil
2. Delhi	7. Osaka	2. China
3. Shanghai	8. Beijing	3. Egypt
4. Mexico City	9. New York	4. India
5. Mumbai	10. Cairo	5. Japan
		6. Mexico the U.S.

مرجع زبان ایرانیان

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

Source – Interchange Intro book

Figure 20 - Audio questions



Source: Quizizz website

Figure 20 shows two “Audio response” activities in which, in the image on the left, students have to introduce themselves by saying their name, city and country in audio format; for this activity, an illustrative image is also shown to make it more enjoyable for the participant. In the image on the right, students have to observe the emphasis of the syllable and pronounce the name of each of the countries described in the image. Note that in this last activity, the audio will be played in real time in the classroom. This type of activity is very interesting because it allows students to express orally the knowledge they have acquired in class, and they can use images to help them prepare their answers. In the book, this activity is presented in audio format, and the students have to breathe after playing it, while in Quizizz App, as well as playing it, it is possible to record the audio, show images and videos. With this type of activity, students are able to train two skills, listening and speaking, in a simultaneous and interactive way. Figure 21 below shows an example from the book.

Figure 21 – Pronunciation activity

4 PRONUNCIATION Syllable stress

A Listen and practice. Notice the syllable stress.

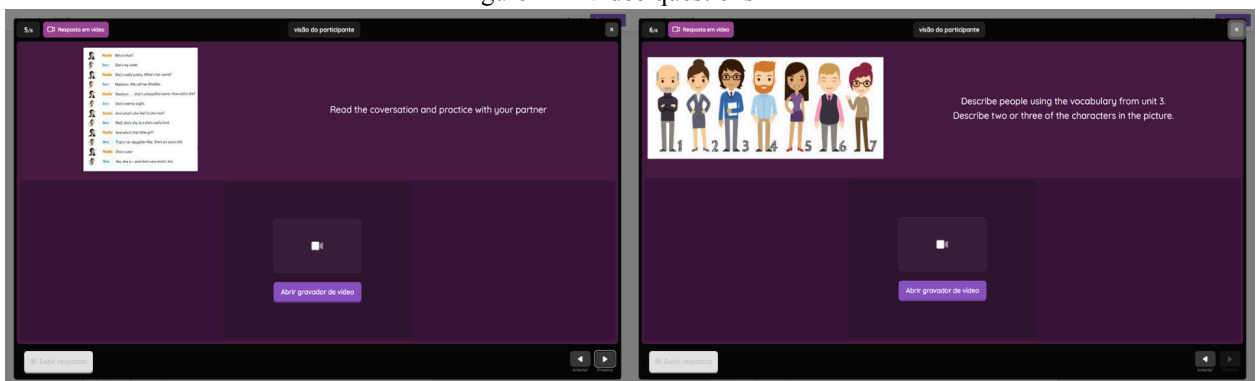
● ● China Turkey _____	● ● Brazil Japan _____	● ● ● Canada Mexico _____	● ● ● Malaysia Morocco _____
---------------------------------	---------------------------------	------------------------------------	---------------------------------------

B What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English	Spanish	Arabic	Korean
Mexican	Honduras	Chinese	Peru

Source – Interchange Intro book

Figure 22 - Video questions



Source: *Quizizz* website

In figure 22, the students will have to do what is asked in pairs. For the activity described in the first picture, students will have to do the conversation activity in video format, and for the second activity, students will have to look at the images of the characters present and describe them, this activity will also be done in video format. Note: students should use the vocabulary they learned in unit 3 of the book. Of the activities we've seen above, this is perhaps the most interesting to do, as the students will have to help each other in order to be able to answer it in video format. The activity itself is simple, with the main elements being an image, a question and the icon to record the video, which makes it a fun and collaborative task. What makes this type of activity a *Quizizz* App is the possibility of seeing elements as an image, and also being able to add images or videos that students can see, so that they are inspired to record the activity. In the book, the activity is done by playing audio and reading dialogues, but in *Quizizz* App, as mentioned above, it is possible to record videos, and this is a tool that can make the task more fun. Let's look at an example from the book in figure 23 below:

Figure 23 – Word Power activity

9 WORD POWER Describing people

A Listen and practice.



- | | | | | |
|-----------------|--------------|------------|----------|----------|
| a. pretty | d. talkative | g. funny | j. shy | m. heavy |
| b. handsome | e. friendly | h. quiet | k. short | n. thin |
| c. good looking | f. kind | i. serious | l. tall | |

Source – Interchange Intro book

Each of the activities proposed above are just examples of possible ways to create interactive quizzes using the subjects in the Intro interchange, as well as the Workbook and Video Activities. In addition, using materials taken from the internet, such as videos, texts, images, audios and podcasts can enrich the activities and make them more interesting.

FINAL CONSIDERATION

The main objective of this study is to explore the benefits that the *Quizizz* digital application (App) can provide in English as an additional language classes as its activities mingle excellently to class books tasks.

We started the exploration of the *Quizizz* App by checking its structural aspects, then its functionalities and finally its usability as a platform to support classroom books in beginner classes of the English Language course at UFPA Bragança. Considering its structural aspects, we found that the App is very intuitive, with little difficulty in accessing it, requiring only an electronic device (cell phone, computer or tablet) with internet access to be able to access it. An interesting point to mention is that the App is available in several languages, including Portuguese and English, thus facilitating its use in Brazil.

In terms of functionality, *Quizizz* App has 15 different types of questions/task types, all of which can be used simultaneously when creating a quiz. A positive point is the possibility of using quizzes made by other people, both in the way they were created and by modifying them to the teacher's liking. In relation to design, *Quizizz* App is a very complete platform, with a simple and intuitive layout that is easily accessible to everyone. The design is very

pleasant to the eye, making the browsing experience more interesting for the user, as it has visual resources and lots of useful tools and information during access.

When it comes to creating tasks, designing activities and lessons that can be put into practice in the classroom (synchronous) or outside the educational environment (asynchronous), it is possible to use memes to make the students' experience more fun. It is also possible to set time limits, rankings and scores, making this gamified platform an object that retains students' attention, motivating them to want to use it again because of the possibility of learning in a fun way.

We also checked in practice whether it is possible to create *Quizizz* App tasks for English classes, creating two activity proposals based on the Interchange Intro material. For this stage, we extracted the contents of the book, together with materials from the internet, such as images and videos, and chose the best types of questions, in order to be able to create interesting quizzes based on the predefined subjects. The creation of the activity proposals was very interesting, since we were able to analyze how the subjects would be approached within the quiz and how each activity could be designed, with the subjects seen in the material.

It is important to highlight that the proposals presented here were supposed to be used by the teacher in charge of the Level 1 group (freshman students), however, due to the lack of time it was not possible to be done. Furthermore, it does not make impossible this study.

Finally, we concluded that the *Quizizz* App can be an excellent resource to be used in the classroom, since it can be used together with classroom books (Interchange Intro), serving as a support resource for the lessons taught, making them more attractive to the students.

In this sense, the answer to the first question: "Does the use of *Quizizz* App help in teaching and learning of English as an additional language as for the development of language skills?" is "YES", *Quizizz* App can be used to develop language skills, as they can be used to support lessons, as they have different resources and functionalities that can make learning more dynamic for learners.

Following this line, the answer to the second question: "Does *Quizizz* App have enough resources to help teachers and students inside and outside the classroom?" is also "YES", once *Quizizz* App has 15 different types of activity templates, which can be used simultaneously, as well as ranking, scoring, activity reports, and Memes etc. The activities can be done synchronously or asynchronously.

And finally, the answer to the third question: "What kind of activities can be developed using this resource that can match class books, tasks and content?" It is possible to

elaborate different activities within the platform, depending on the objective to be achieved. When it comes to English classes, it is possible to develop listening, speaking, reading and writing activities in an engaging and dynamic way.

In conclusion, the intention of this research is not to exhaust the subject, but to open up space for new studies, which is why this study does not end here, since it could be applied on another occasion in an undergraduate English class or any other learning context, so that it can be analyzed from the students' point of view how the *Quizizz* App works for him/her as a platform for developing language skills, much more efficient than exhausting workbooks tasks. So, it is a match!

ACKNOWLEDGMENTS

I would first like to thank God for giving me the opportunity to fulfill my dream of graduating, and for providing me with moments of great happiness and learning during these four years of study.

To my mother, my stepfather, my sister and my uncle, for supporting me every step of the way, if it hadn't been for your support I wouldn't have gotten this far.

To my dear class of 2020, which was the best class I could have wished for, for picking me up very well and being with me during every moment of this incredible experience, which was our graduation, I will never forget every moment spent with you.

To my dear advisor, Prof. Dr. Karina Gaya, for all the patience she always had with me and for all the knowledge she passed on to me. I am very grateful to have had the opportunity to have you as my supervisor. I can only thank you for everything.

To my teachers, both in basic education and in higher education, for all the knowledge they passed on to me and for all their contributions to my education.

I would also like to thank myself for always persevering in my dreams and for never giving up on my goals, even though I went through difficult times along the way.

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