

EXPLORING PRE-SERVICE TEACHERS' MOTIVATION IN USING QUIZIZZ TO IMPROVE EFL STUDENTS' READING SKILLS: A NARRATIVE INQUIRY

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Abstract

Game-based assessment tools are becoming more common in EFL classrooms, but research on why pre-service teachers (PSTs) choose to use them and how they aid reading development remains limited. This narrative study investigated the intrinsic and extrinsic motivations of three Indonesian PSTs who utilized Quizizz during their teaching practicum and explored its perceived benefits for reading instruction. Data were collected through written guided reflections and semi-structured interviews, then analyzed using the interactive model of Miles et al. (2020). The findings revealed that intrinsic factors—such as enjoyment, active instructional involvement, creative challenges, and satisfaction with student participation—were the main drivers for adopting Quizizz, while extrinsic influences, including mentor recognition, positive student responses, and peer expectations, further encouraged its use. In terms of reading instruction, Quizizz helped learners focus on key ideas, specific details, and contextual vocabulary, especially when quizzes were intentionally structured. However, advanced skills like making inferences, summarizing, and understanding references improved only when combined with guided discussions and consistent practice, with occasional technical issues reducing effectiveness. The study emphasizes that successful technology integration requires aligning gamification elements with strong pedagogical planning in teacher education.

Keywords: Quizizz; pre-service teachers; motivation; reading comprehension; narrative inquiry

INTRODUCTION

In the digital era, technology integration has become an essential component in English as a Foreign Language (EFL) learning. Teachers are encouraged to use

innovative tools that make lessons more interactive and engaging. Quizizz, a game-based learning platform, has emerged as one of the most popular tools among educators due to its ease of use, instant feedback features, and gamification elements (Zhang & Crawford, 2024; Fahada & Asrul, 2024). By transforming conventional reading tasks into interactive quizzes, Quizizz enhances student motivation and participation.

Despite its popularity, there is limited research focusing on why pre-service teachers (PSTs) choose to integrate Quizizz in their classroom, especially in reading comprehension. Most prior studies emphasize the technical and pedagogical aspects of Quizizz but neglect the motivational factors that drive its use (Hoang, 2024). Understanding the motivation behind PSTs' use of Quizizz is crucial because it reflects both their pedagogical beliefs and their readiness to adopt educational technology. Motivation is often divided into intrinsic (personal satisfaction, enjoyment) and extrinsic (external rewards, social pressures) factors (Ryan & Deci, 2000).

This study aims to fill the research gap by exploring the intrinsic and extrinsic motivations of Indonesian PSTs in using Quizizz for reading instruction. The research questions addressed are:

1. What are the primary motivations of PSTs in using Quizizz to improve EFL students' reading skills?
2. To what extent does Quizizz support EFL students' reading comprehension according to pre-service teachers?

The significance of this study lies in its contribution to teacher education programs by highlighting the motivational aspects of gamification. By understanding PSTs' experiences, teacher educators can design training programs that prepare future teachers to integrate technology effectively. Technology has become an inseparable aspect of modern education, particularly in English as a Foreign Language (EFL) classrooms. Research highlights that integrating digital tools, such as gamification platforms, not only enhances learning engagement but also improves comprehension and retention (Mollaei & Riasati, 2013). The COVID-19 pandemic has further accelerated the adoption of digital learning platforms, pushing both teachers and students to adapt to online or blended learning environments.

Gamification is especially relevant to reading comprehension, a skill that requires focus and active engagement. Traditional reading tasks are often perceived as monotonous, leading to decreased motivation among students. Quizizz, with its interactive features such as leaderboards, instant feedback, and real-time scoring, transforms the way students interact with reading materials (Zhang & Crawford, 2024). By incorporating fun and competition, students are more likely to actively participate, retain information, and develop higher-order thinking skills.

For pre-service teachers (PSTs), mastering the integration of technology like Quizizz is crucial. PSTs are in the phase of developing both their teaching identity and pedagogical skills. Their motivation to adopt and experiment with digital tools is influenced by personal interests (intrinsic) and external pressures or expectations (extrinsic), such as praise from mentors, peer comparisons, and institutional

requirements (Wei, 2022; Tang et al., 2024). Understanding what drives PSTs to adopt these tools can inform teacher education

LITERATURE REVIEW

Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper.

A. Motivation

1. The Nature of Motivation

Motivation is a crucial factor in the learning process, particularly in foreign language acquisition, as it directs students' focus, persistence, and commitment toward achieving learning goals. According to Elliot and Kratochwill (2000), motivation acts as an intrinsic drive that encourages individuals to engage in purposeful activities, while Crump (1995) highlights elements such as enjoyment, curiosity, ability, and enthusiasm as key motivators that enhance engagement and outcomes. Mohammad and Zur (2021), referring to Gardner (2010), emphasize that without motivation, students lack clear direction, whereas motivated learners demonstrate consistency and determination in language learning. Gardner and Lambert (1972, as cited by Inngam & Eamoraphan, 2015) classify motivation into integrative motivation, related to the desire to join the target language community, and instrumental motivation, which focuses on practical goals such as employment or academic achievement, both of which are linked to intrinsic and extrinsic drives. Deci and Ryan's (2000) Self-Determination Theory (SDT) further explains motivation as the energy that drives, directs, and sustains behavior, distinguishing between intrinsic motivation—stemming from personal interest or enjoyment—and extrinsic motivation—driven by external rewards or social pressures. SDT also identifies three psychological needs—competence, autonomy, and relatedness—as the foundation of optimal motivation. Overall, motivation is a multidimensional force shaped by emotional, social, and cognitive factors, playing a vital role in ensuring students' active and continuous engagement in learning.

2. Types of Motivation

According to Ryan and Deci (2000), Self-Determination Theory (SDT) classifies motivation into intrinsic and extrinsic categories, emphasizing the quality rather than the quantity of motivation, which ranges on a continuum from amotivation to intrinsic motivation. Intrinsic motivation refers to engagement in activities because they are inherently enjoyable, satisfying, or personally challenging, with the primary reward coming from the activity itself. In education, intrinsically motivated students learn due to interest, curiosity, and the joy of discovery, which has been shown to enhance academic achievement, interest, and psychological well-being (Howard et al., 2021; Schiefele et al., 2021). Positive emotions, curiosity, and independent exploration also drive intrinsic motivation (Peiuliauskienė et al., 2020; Sekhar et al., 2019). Conversely, extrinsic motivation is

driven by external rewards or pressures, such as grades, scholarships, or social recognition (Ramalingam & Jiar, 2022), and is considered less autonomous. Within the Expectancy-Value framework, the utility value of extrinsic motivation stems from anticipated future benefits, such as career opportunities or social approval (Gaspard et al., 2020). While extrinsic motivation is not inherently negative, SDT emphasizes that it originates from external factors like rewards, punishments, or social expectations.

3. Pre-Service Teachers' Motivation

The motivation of pre-service teachers to integrate technology is shaped by a blend of altruistic, intrinsic, and extrinsic factors. Intrinsic motivation arises from a personal passion for teaching and the desire to make a meaningful impact on students' lives, while extrinsic motivation relates to job security, financial stability, and societal expectations. Kwok et al. (2022) emphasize that pre-service teachers are largely driven by altruism and intrinsic satisfaction from helping others and engaging in purposeful work, whereas Hartono et al. (2023) note that although extrinsic factors like job prospects influence their motivation, the primary driving force remains their passion for teaching and dedication to education as a lifelong vocation.

B. The Effectiveness of Quizizz

The use of Quizizz in English as a Foreign Language (EFL) learning has been proven effective through various studies. The platform enhances student motivation and engagement with gamification features like live scores and leaderboards (Zhang & Crawford, 2024). Beyond affective aspects, Quizizz also improves cognitive achievement, significantly raising students' reading comprehension scores from 58.33 to 79.53 on average (Salim et al., 2024). It supports higher-order reading skills by enabling teachers to design questions that foster critical thinking (Nurhaya & Abduh, 2024) and offers flexible use both synchronously and asynchronously (Tang et al., 2024). Thus, Quizizz is effective as both a formative assessment tool and an interactive learning medium in the EFL context.

C. Student's Reading Skill

Reading skill is a fundamental component of English learning, especially in EFL contexts, involving not only word recognition but also comprehension, inference, and critical evaluation (Khoshsima & Saed, 2020; Rahmat & Ibrahim, 2023). Many EFL learners struggle with deep text comprehension due to limited vocabulary, ineffective strategies, and low motivation, highlighting the need for interactive and engaging learning methods. Technology-based and gamified approaches can boost students' focus and engagement by providing interactivity and immediate feedback (Widiastuti et al., 2021). According to Spears (2012), measuring reading comprehension requires assessing multiple indicators: identifying main ideas, explicit and implicit information, vocabulary meaning, drawing conclusions, and recognizing textual references, all of which reflect the depth of a reader's understanding and critical thinking skills.

RESEARCH METHOD

This study employed a qualitative approach with a narrative inquiry design to explore the intrinsic and extrinsic motivations of pre-service teachers in using Quizizz to enhance EFL students' reading skills, as well as their perceptions of the platform's effectiveness. Narrative inquiry was chosen because it allows a deep exploration of personal and contextual experiences, enabling researchers to reconstruct and interpret participants' stories (Barkhuizen, Benson, & Chik, 2014). The research took place at a university in Central Java with an active EFL teacher education program that emphasizes technology integration during teaching practicum. Participants were selected through purposive sampling based on specific criteria: they were English teacher education students with direct experience using Quizizz in reading instruction, had completed or were undergoing a teaching practicum, and were willing to share their reflections and experiences. Data collection involved guided written reflections and semi-structured interviews. The guided reflections, structured with prompts, encouraged participants to describe their reasons for using Quizizz, its implementation, and its observed effects on students' engagement and comprehension, aligning with the Self-Determination Theory framework. Semi-structured interviews provided a more detailed narrative, offering space for participants to share personal stories and perspectives on their teaching practice. The combination of written reflections and interviews was chosen to capture a holistic and authentic account of the participants' motivations and experiences.

The data analysis process followed the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña (2020), which includes data condensation, data display, and conclusion drawing and verification. During data condensation, information from interviews and reflections was selected, coded, and categorized into themes related to intrinsic and extrinsic motivations as well as reading skill indicators based on Spears (2012). The data was then systematically presented through thematic tables, coding matrices, and narrative excerpts to identify patterns and relationships, enabling the researcher to visualize participants' motivation dynamics and the influence of Quizizz on reading engagement. Conclusion drawing involved interpreting these patterns and verifying them against raw data through iterative review and member checking, where participants confirmed the accuracy of the analysis. Triangulation between interviews and written reflections further ensured data validity. The final conclusions provide insights into pre-service teachers' primary motivations for using Quizizz—both personal (intrinsic) and external (extrinsic)—and their evaluations of the platform as an effective tool to foster students' reading comprehension in the EFL classroom context.

FINDINGS AND DISCUSSION

This study aimed to answer two research questions: (1) What are the primary motivations of pre-service teachers in using Quizizz to improve EFL students' reading skills? and (2) To what extent does Quizizz support EFL students' reading comprehension according to pre-service teachers? The findings are presented in two sections based on these research questions: pre-service teachers' motivations for using Quizizz and their experiences regarding its effectiveness in supporting reading comprehension. The first section highlights both intrinsic and extrinsic motivations as categorized under the Self-Determination Theory (Deci & Ryan, 2000), while the second section focuses on reading comprehension indicators adapted from Spears (2012).

A. Pre-service Teachers' Motivation in Using Quizizz to Improve Students' Reading Skills

The study revealed that pre-service teachers' motivation in using Quizizz is driven by both intrinsic and extrinsic factors, which aligns with Self-Determination Theory (SDT) proposed by Deci and Ryan (2000). SDT emphasizes three key psychological needs—autonomy, competence, and relatedness—that influence intrinsic and extrinsic motivation.

Table 4. 1 Findings of Motivation

Motivation	Indicator	Findings
Extrinsic	Participation of pre-service teachers in implementing Quizizz.	Every participant engaged with Quizizz, though the degree of participation among pre-service teachers differed.
	Pre-service teachers' sense of enjoyment while utilizing Quizizz.	The use of Quizizz was enjoyed by all participants since it made the learning atmosphere more dynamic and interactive.
	Pre-service teachers expressed satisfaction with the use of Quizizz	Teachers' satisfaction and motivation to keep using Quizizz grew as a result of students' positive responses.
	Pre-service teachers perceive using Quizizz as a personal challenge.	Two participants experienced creative challenges when formulating the questions, whereas one participant encountered only technical difficulties.
Extrinsic	Pre-service teachers receive rewards through the use of Quizizz.	Positive feedback from students and student teachers serves as an external motivator that encourages ongoing use of Quizizz.
	Pre-service teachers who do not engage with Quizizz might be subject to punishment.	All three expressed negative motivations that led them to exercise greater caution, including worries about technical issues or the material's lack of effectiveness.

Pre-service teachers feel social pressure in the process of using Quizizz.	Support from mentors and influence from peers promoted the use of Quizizz, yet the primary choice was made independently by the individuals.
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1. Intrinsic Motivation.

The data indicated that intrinsic motivation is particularly strong among the participants, as evidenced by their enjoyment, satisfaction, and sense of creative challenge. Participants noted that Quizizz made the learning environment more dynamic and engaging, both for students and for themselves. For instance, one participant stated,

"I also feel more involved because I can immediately see the results and understand which areas need improvement" (PST 3, WGR 1.1).

This showed that Quizizz fosters teacher engagement and reflective teaching practices.

This finding is consistent with Dewi & Nurweni (2021), who observed that interactive quiz-based media like Quizizz encourage active participation among both teachers and students. Similarly, Putri & Seken (2020) highlight that gamification provides enjoyment in reading instruction, which is reflected in participants' statements such as

"The class becomes more lively, students are like playing a game but actually they are still learning" (PST 3, Int 1.2).

Such enjoyment aligns with the intrinsic motivation component of SDT, suggesting that when teachers enjoy using a tool, they are more likely to sustain its use.

Participants also expressed personal satisfaction when observing positive student engagement. As PST 1 remarked,

"Satisfied because they were very enthusiastic and it increased my interaction with the students" (PST 1, Int 1.3).

This resonated with Wulandari (2021), who found that teachers' sense of competence is enhanced when students show high interest. Furthermore, participants reported feeling challenged when designing quizzes, such as crafting varied and level-appropriate reading questions. This reflected Marlina & Yuliasri's (2021) assertion that professional challenges enhance teacher motivation and creativity, which corresponds to the autonomy and competence aspects of SDT.

2. Extrinsic Motivation.

The findings also revealed external factors influencing teachers' motivation, such as praise from students, mentor expectations, and peer influence. As one participant noted,

"Yes, when implementing Quizizz, the students said 'Next time use Quizizz again, Miss, it's fun!'" (PST 1, WGR 1.5).

Such positive feedback serves as an external reward that reinforces teachers' willingness to use Quizizz. This aligns with Febriani & Umamah (2021), who emphasize that recognition and social expectations drive teachers to adopt educational technology.

At the same time, external pressures – such as concerns about technical failure or fear of delivering ineffective materials – were also mentioned. For instance,

"I'm afraid students won't understand or even get bored. So there is pressure to design the right questions" (PST 3, Int 1.6).

Social comparisons with peers also motivated participants to stay updated, as PST 3 explained,

"I see my PLP friends who also started using digital media gave me the urge not to be left behind" (PST 3, WGR 1.7).

These findings echo Crump's (1995) perspective that teacher motivation is influenced not only by personal interest but also by professional and social dynamics.

Overall, the study's results affirm that both intrinsic and extrinsic motivations are intertwined in shaping pre-service teachers' decision to integrate Quizizz. While intrinsic factors like enjoyment and satisfaction encourage creative exploration, extrinsic factors like praise and social pressure provide reinforcement. These findings suggest that pre-service teachers' psychological needs must be addressed when promoting technology-based language learning.

B. Pre-service Teachers' Experiences Regarding the Effectiveness of Quizizz in Supporting EFL Students' Reading Comprehension

The second major finding relates to how pre-service teachers perceived the effectiveness of Quizizz in improving students' reading comprehension. Based on participants' narratives, Quizizz was found to be particularly effective in supporting five key reading comprehension indicators proposed by Spears (2012): (1) identifying main ideas, (2) finding explicit and implicit information, (3) understanding word meaning in context, (4) identifying word references, and (5) summarizing text content.

Table 4. 2 Findings of Reading Skill

Reading Skill	Findings
Enhancement of students' skills in identifying main ideas through the use of Quizizz.	Gamification elements like leaderboards and timers motivate students to concentrate more on identifying the main idea.
Students' capacity to identify both explicit and implicit information through the use of Quizizz.	Quizizz has the potential to enhance reading accuracy, although its effectiveness is influenced by access to

	technology and how often it is practiced.
The development of learners' skills in comprehending vocabulary when engaging with Quizizz.	Quizizz effectively enhances vocabulary when teachers create questions emphasizing word meanings within contextual settings.
Students' capacity to identify references through the use of Quizizz.	he ability to locate word references enhanced solely when targeted practice was incorporated into Quizizz questions.
The development of learners' skills in summarizing texts when engaging with Quizizz.	The effectiveness of Quizizz in enhancing text summarization skills fluctuates and tends to improve when followed by a post-quiz discussion.

1. Identifying Main Ideas.

Participants observed that gamification features such as leaderboards and timers increased students' focus and enthusiasm. PST 3 stated,

"Regarding the main idea, they are more serious about reading the text because they want to get a high score. The timer and leaderboard help them focus" (PST 3, Int 2.1).

These findings align with Putri & Siken (2020), who found that gamification enhances students' concentration in understanding reading structures. From a cognitive theory perspective (Mayer, 2005), the competitive elements of Quizizz stimulate attention and activate working memory, both of which are crucial for comprehension.

2. Explicit and Implicit Information.

Participants reported that repeated practice with Quizizz encouraged students to reread texts carefully and extract both explicit and implicit meanings. As PST 3 explained,

"At first they could only answer the explicit ones but after practicing a lot, they started to pick up the implied information too" (PST 3, Int 2.2).

This finding supports Marlina & Yuliasri's (2021) conclusion that game-based learning tools enhance analytical reading skills. Moreover, constructivist theory suggests that active engagement—such as repeatedly interacting with quiz questions—helps students construct a deeper understanding of the text.

3. Understanding Word Meaning.

Pre-service teachers effectively utilized Quizizz for contextual vocabulary instruction. For example, PST 1 stated,

"I usually make the questions synonyms or antonyms. They match the ABCD choices with the sentence in the text" (PST 1, Int 2.3).

This approach mirrors Febriani & Umamah's (2021) findings that Quizizz can enrich vocabulary learning by embedding contextualized word-meaning tasks.

4. Identifying Word References.

Participants also integrated pronoun and referent questions into Quizizz to develop students' textual coherence awareness. PST 1 shared,

"I usually make questions like He, She, It, they have to reread and understand the context to know what the word refers to" (PST 1, Int 2.4).

This aligns with Dewi & Nurweni (2021), who emphasize that interactive digital quizzes strengthen students' recognition of text cohesion.

5. Summarizing Texts.

Lastly, students' ability to draw conclusions and summarize texts improved when pre-service teachers combined Quizizz with reflective discussions. PST 1 explained,

"I asked them about the conclusion after reading the text, they concentrate more because they know they will be pointed" (PST 1, WGR 2.5).

This observation is consistent with Wulandari (2021), who found that Quizizz encourages logical information organization and higher-order thinking.

Taken together, these findings demonstrate that Quizizz functions as both an engaging and pedagogically effective tool for reading comprehension. Its gamified design increases student participation, while its customizable question format allows teachers to target specific reading skills. This supports the broader literature on technology-enhanced learning, which highlights that digital tools—when used thoughtfully—can complement traditional reading strategies by promoting critical thinking, contextual understanding, and student motivation.

CONCLUSION

Based on the research findings presented in Chapter 4, it can be concluded that the motivation of pre-service teachers in integrating Quizizz into reading instruction is predominantly driven by intrinsic factors, such as active involvement, enjoyment, satisfaction from positive student responses, and the creative challenges experienced during the question-design process. This intrinsic motivation reflects their enthusiasm for using digital media as a way to create a more dynamic and engaging learning environment compared to conventional methods. Extrinsic factors, including praise from students, recognition from mentor teachers, and a supportive practicum environment, act as reinforcing elements that strengthen the continuity of this innovation. Although there is no formal obligation to use Quizizz, social expectations regarding modern, interactive learning also generate positive pressure that encourages its adoption. In this context, intrinsic motivation serves as the primary driver, while extrinsic motivation provides additional support to maintain consistent use of the platform.

Furthermore, the findings indicate that Quizizz has a positive effect on student engagement and reading comprehension, particularly in basic skills such as identifying main ideas and answering questions related to explicit information. Gamification elements, such as leaderboards and timers, successfully foster a competitive yet enjoyable atmosphere that motivates students to engage with the reading texts. However, the effectiveness of Quizizz in improving higher-order skills—such as interpreting implicit information, summarizing texts, and identifying word references—depends largely on the pedagogical design employed by teachers. Strategic use of varied question types, contextual vocabulary focus, and follow-up discussions were shown to maximize the platform's potential, while technical issues such as small screen sizes could reduce its effectiveness. The study acknowledges certain limitations, including the relatively small number of participants and the short duration of implementation, which may limit the generalizability of the findings. Future research could explore the long-term impact of Quizizz on students' reading comprehension, investigate its integration with other digital learning tools, and examine how teacher training programs can enhance pre-service teachers' digital literacy for more effective classroom practices.

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