

## STUDENTS' PERCEPTIONS TOWARDS E-QUIZZES IN ONLINE EFL CLASSROOMS

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**Abstract.** Technology is being increasingly integrated into teaching environments in view of enhancing EFL students' online learning experience. This article presents the outcomes of research employing a motivation theory technique to examine students' experience using game-play quizzes at a university in Vietnam. Questionnaire and focus group interview with students were used to learn about the extent to which students perceive e-quizzes in their learning process. Quantitative data collected was analyzed using SPSS and Huberman's (1994) analytical framework was used to clarify qualitative data from interviews. Key findings based on quantitative data revealed that almost all students presented favourable views towards quizzes use. Findings from the interview noted that online quizzes enriched the quality of student learning in the classroom, with the highest influence reported on motivation, enjoyment and improved preparation and participation. The study also suggests that the use of online games in the classroom is likely to raise competitiveness, thereby improving intellectual stimulation, long-term retention of knowledge and digital skills.

*Keywords:* EFL students, e-quizzes, positive views, quality of learning

### 1. Introduction

Due to the Covid-19 outbreak, practically all schools and institutions throughout the world had to cancel their physical classrooms and shifted to online virtual classrooms in early 2020. The techniques used by teachers to convey the curriculum, as well as other components, have differed considerably across the world. Information technology and internet technology, according to Zhou, Li, and Wu (2020), are essential for online teaching and learning. In this perspective, the most obvious reason for incorporating technology into language schools is to increase student motivation and inspiration. In order to

satisfy the needs of students, teachers are also encouraged to cover vital learning themes and to employ various teaching tactics that assist students in becoming more active participants with good motivation and devotion to their study. Fitriani et al. (2021) claim that adopting online platforms in teaching and learning will help students become self-directed learners.

However, some instructors may find it difficult. Many instructors found it challenging to teach online and involve students in their teaching. In this sense, games can be used to break the ice as it is a creative and interesting learning activity. Games not only help students achieve their

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English learning objectives but they also encourage students to participate actively in their education, fostering constructive learning, skill development, and problem-based learning (Parreoa, 2016). Gamification is a relatively new notion in education, despite the fact that games have long been used in the classroom. Because gamification is such a new idea, there has not been much research done on it yet. While gamification research is still in its infancy, results have been varied. One of them is, when used correctly, it has a beneficial influence on learning and motivation, making it suited for use in both offline and online classrooms. This effect may also be seen in foreign language schools. Despite being recommended for inclusion in the teaching framework, gamification is presently employed in foreign language instruction very sporadically.

Despite the potential for gamified e-quizzes to be utilized in foreign language classrooms and a rising body of research on the subject, the growing corpus of studies has been too brief and included a limited number of participants. Existing research has produced no concrete or long-term results. Furthermore, scholars have not investigated the acceptance and use of e-quizzes by Vietnamese university students. This study aims to fill such gaps in the literature.

## 2. Purpose of The Study

It was the purpose of the study to investigate the perceptions of Vietnamese university students towards the use of online quizzes in English-language learning. The research questions are as follows:

1. What are students' perceptions of gamified e-quizzes use pertaining to

attention, attitude, relevance, confidence and satisfaction?

2. What do students perceive as potential advantages of gamified e-quizzes use in English-language learning?

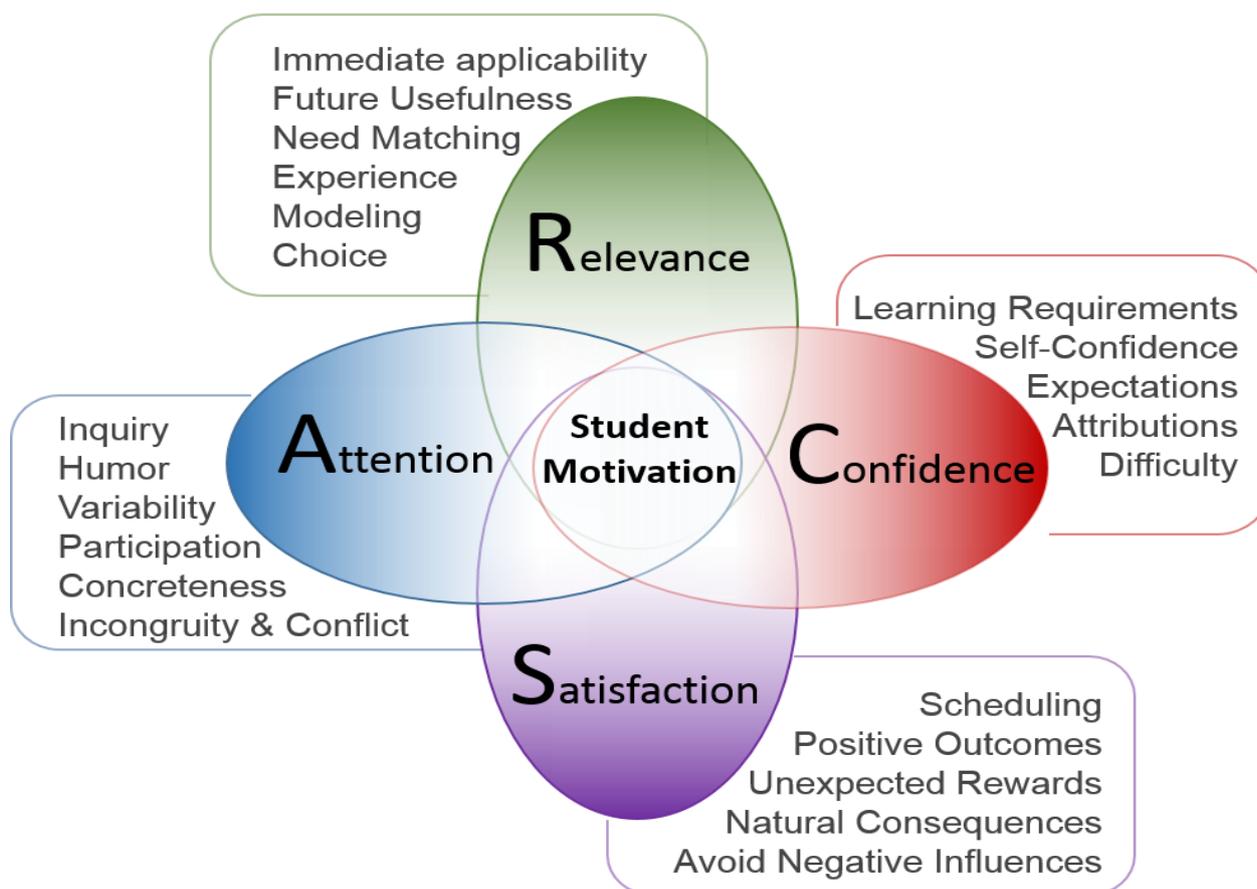
## 3. Literature Review

### 3.1. Theoretical Framework

This research employed a motivation theory technique. This is because motivating learners to participate is critical to eLearning success; designing for motivation gives strategies for overcoming motivation gaps, increasing engagement, and driving learning and behavior change. While the Technology Acceptance Model (TAM) has been widely used in educational research to investigate factors influencing students' attitudes toward the use of digital games (e.g., Bourgonjon et al., 2013), there has been little prior research examining motivational variables influencing students' perceptions of e-quizzes. TAM was attacked for failing to include human, organizational, and environmental factors (Mathieson, 1991; McFarland & Hamilton, 2006). Keller's (1987) Attention, Relevance, Confidence, Satisfaction (ARCS) model is one of the most highly disputed motivational theories in education, and it has been suggested that it be used as a criterion for deciding if a game could boost learning motivation (Karoulis & Demetriadis, 2005). The ARCS model of Keller (1987) has also been tried in gamification (Huang, Huang, Diefes-Dux & Imbrie, 2006) and computer-based learning (Dempsey & Johnson, 1998; Su & Cheng, 2015). The ARCS model, like many other motivation models, assumes that people are motivated to the point that their actions are expected to produce good results (Robbins, 2005).

**Figure 1**

*Model of Motivation: ARCS Instructional Design (Kurt, 2021)*



By analyzing four dimensions: (1) attention, (2) relevance, (3) confidence, and (4) satisfaction, the researcher wants to build on prior studies about students' perceptions of e-games. Curiosity and arousal, interest, boredom, and other related topics like sensation seeking fall under the attention category. The second category, relevance, refers to learners' views that the instructional needs are in line with their objectives, suitable to their learning methods, and related to their previous experiences. The third category, confidence, refers to the students' own belief to accomplish something and confidence in their ability to succeed. The fourth and final condition of motivation is contentment. It comprises the right combination of internally and extrinsically rewarding

rewards that both maintain and discourage undesired learning patterns. These four categories served as a foundation for aggregating the different concepts, theories, techniques, and tactics related to learning motivation (Keller, 1987), but it was later demonstrated that they did not fully account for variability in persistence across learners. Those who were highly driven would persevere until they achieved their objective, but those who were less motivated would postpone or give up even if the eventual goal was vital to them.

### 3.2. Game-Based Learning

In the 1980s, the primary focus of game use in English teaching and learning was on their use in the classroom. Later, it was determined that game-based learning

was beneficial in assisting learners' learning processes and comprehension of various curricular topics. Game-based learning has lately acquired significance in the field of education, particularly in the teaching and learning of the English language, as individuals see the immense potential of games in enhancing learners' educational performance (Groening & Binnewies, 2019; Lopez & Tucker, 2019). Understanding of game-based learning has expanded substantially over the years, as has understanding that games may aid to consolidate English language instruction and learning. When games are used in the classroom, children are more likely to actively participate. Players also expressed a desire to be able to study effectively and enjoyably while playing games. Traditional methods of teaching and learning English have become less common in the classroom as a result of these discoveries throughout time, as instructors are now transitioning to a new era in which teaching and learning are preferred to be done through the use of e-learning platforms. Adoption of digital games in schools is seen to be an effective teaching and learning medium since it may (a) increase students' motivation to study (Charsky & Ressler, 2011; Kebritchi & Hirumi, 2008; Klein & Freitag, 2010; Yang, 2012), (b) allow students to learn a foreign language in a more enjoyable way (Bolliger, 2015), (c) enhance autonomy in learning (Wang & Lieberoth, 2016), (d) increase students' engagement in the classroom (Smith, 2018) and (e) promote competitiveness (Ruggiero, 2013).

### ***3.3. Previous Studies on Students' Perceptions of Learning With Digital Games***

Whether the use of games actually leads to positive learning and motivational outcomes might be highly dependent on students' perceptions and experience of learning with games. Several studies examined students' views on digital games

in education (e.g., Bourgonjon et al., 2009; Bolliger, 2015; Park et al., 2012; Fithriani, 2018; Gamlo, 2019; Wang & Lieberoth, 2016). It showed students' positive attitude towards digital games since it increases concentration in learning and provides enjoyment at the same time (Wang & Lieberoth, 2016). A study was conducted by Fithriani (2018) on 30 EFL learners who were attending an extra English course that relies on technological resources. It revealed the positive attitude of students with games, especially in teaching grammar. In addition, Gamlo (2019) implemented a study on foundation-year students at King Abdulaziz University to find out the role of games on students' motivation to learn English. These studies are based on an extension of the technology acceptance model (TAM, Davis, 1989). In the current study, the author will focus on the motivation model. The author deliberately selected students that used digital games in their online classroom on a regular basis.

## **4. Research Methodology**

### ***4.1. Setting and Participants***

EFL first year students at Hanoi Pedagogical University 2 were the study's target participants. The sample size for this study is 45 students. The students' levels on the Common European Framework of Reference range from (A1) to (B1), and they are between the ages of 18 and 20. They studied Reading and Writing 2 and Listening and Speaking 2 at the same time. The English classes were exclusively delivered online. The response rate was 100%; 45 students completed the survey.

### ***4.2. Data Collection***

In this inquiry, the researcher used two instruments to collect data: a questionnaire survey and an interview. The questionnaire includes a total of 17 questions. Su and Cheng's (2015) initial

perceptions of attention (A), relevance (R), confidence (C), and satisfaction (S) in digital games were modified. All items are scored on a 5-point Likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement. A focus group interview consisting of nine students was used to find out potential advantages of using game-play quizzes in the classroom.

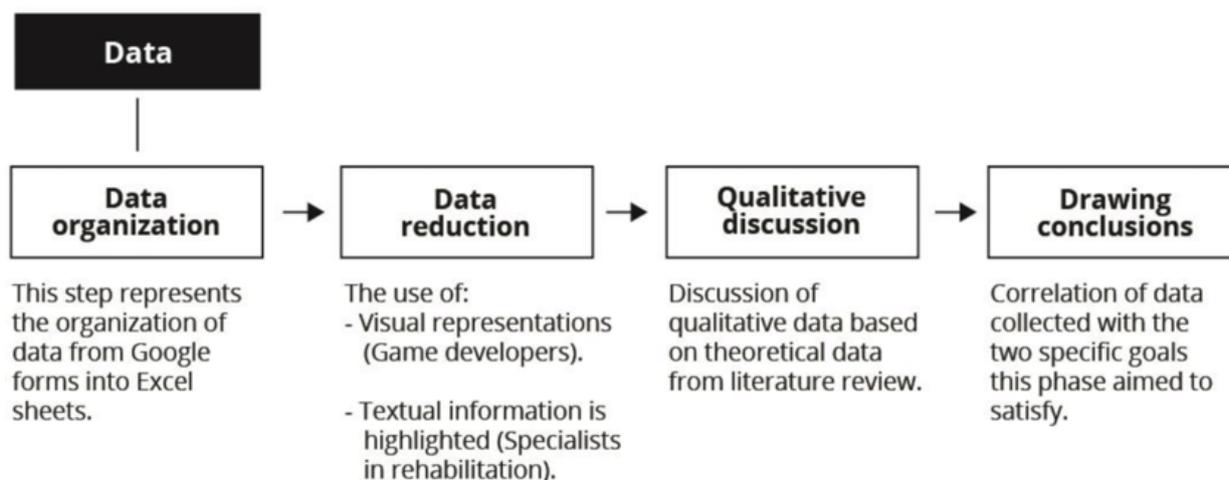
**4.3. Data Analysis**

The survey data was statistically analyzed with SPSS 20.6 to provide descriptive statistics for evaluating students' perceptions of e-quizzes. Responses from students in the semi-structured interview comprise qualitative data. In this study, the

researcher applies Huberman's (1994) analyzing technique. After conducting semi-structured interviews with students, the author begins transcribing and translating the data as needed. Data reduction is the initial stage of data analysis. It refers to the 'process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in written-up field notes or transcription.' The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The third stream of analysis activity is conclusion drawing and verification. The author draws conclusions concerning the literature on gamified e-quizzes.

**Figure 2**

*Huberman's Analysis Process (Huberman, 1994)*



**5. Findings**

**5.1. Students' Perceptions of Gamified E-Quizzes Use Pertaining to Attention, Relevance, Confidence and Satisfaction**

*Attention*

**Table 1**

*Descriptive Statistics for Students' Attention*

Items	M	SD
A1. The designs of the games draw my attention.	3.95	.09

A2. The manner in which the quizzes are presented helps me focus my attention.	3.97	.73
A3. The e-quizzes aroused my curiosity.	3.88	1.05
A4. After participating, the quizzes made my learning experience more interesting.	3.72	1.07

Participants were agreeable with all items on the preference subscale. They were enthusiastic about the themes of the quizzes. As can be shown in the table, a majority of students confirmed that e-quizzes in the

classroom helped them focus their attention and aroused curiosity (M=3.97 and 3.88 accordingly). Obviously, they had interesting experience (M=3.72).

**Table 2**  
*Descriptive Statistics for Relevance*

Items	M	SD
R1. I can link the content of the gamified e-quizzes to knowledge with which I am already familiar.	3.83	.61
R2. The content of gamified e-quizzes is linked to my daily experiences.	3.55	.85
R3. The content of gamified e-quizzes is valuable and worth learning.	3.95	.65
R4. Gamified e-quizzes in this course are very helpful to me.	3.88	.76
R5. Playing gamified e-quizzes helped me prepare for course exams.	3.97	.83
R6. I was motivated to improve my learning after playing gamified e-quizzes.	3.95	.65

Participants were generally agreeable with items pertaining to the relevance of e-quizzes. The majority agreed or strongly agreed with all statements on this subscale. In detail, students agreed or strongly agreed that they could link the content of the gamified e-quizzes to knowledge with which they were already familiar. They also confirmed the valuable learning content of e-quizzes. These results are not surprising due to the degree to which this medium has been designed as a form of formative assessment.

**Table 3**  
*Descriptive Statistics for Confidence*

Items	M	SD
C1. I am confident that I can develop my learning using gamified e-quizzes.	3.53	.7

C2. I am confident that I can apply what I learn from gamified e-quizzes to my daily life.	3.62	.75
C3. I believe I will learn enough about course content from gamified e-quizzes so that I can perform well on the final exam.	2.37	.95

Regarding confidence, students were confident that they could apply what they learn from e-quizzes to their life (M=3.62). They also felt that e-quizzes could enhance their learning (M=3.53). However, they disagreed or strongly disagreed that they learned enough about course content from given games that they could get good academic results.

**Table 4**  
*Descriptive Statistics for Satisfaction*

Items	M	SD
S1. I enjoyed the Listening and Speaking and Reading and Writing 2's learning quizzes.	3.69	.77
S2. I am satisfied with my learning achievement in the Listening and Speaking and Reading and Writing 2's learning quizzes.	3.88	.69
S3. I would like to keep using mobile quizzes in the future.	3.79	.86
S4. I would like to use mobile learning quizzes in other courses.	3.97	.59

The majority of respondents agreed or strongly agreed that they desired to continue to utilize mobile quizzes (M=3.97 and 3.79). They also enjoyed the course thanks to online quizzes.

In short, respondents felt strongly that e-games could help them develop their learning. Moreover, the data reported that they were satisfied with the experience of using online games in their course.

## ***5.2. Potential Advantages of Gamified E-Quizzes Use in English Language Learning***

### **5.2.1. Motivation to Learn**

Regarding the students' motivation to learn, eight students mentioned that playing e-quizzes helped them to become more interested in the subject and to better understand the value of what they learned.

One noted, 'I'm motivated to analyze my understanding and knowledge of anything I've lately learned.'

Another added, 'when I take the quizzes, I get to put my knowledge into practice, thus I am eager to learn and analyze my knowledge.' It seems that she thought that the use of games would motivate students to study and review lessons.

'By taking quizzes, I can put theory into practice. It takes the monotony out of merely listening to theory.'

One student felt e-games motivating her to take examinations in challenges and rewarding them with points. In her own words, 'you give us some advice, but I still lose points. As a result, I need to study textbooks and pay strict attention to your instructions.'

'I need to pay attention to every detail of your teaching in order to win the games.'

'The quiz questions assisted me in determining which topics/terms I needed to understand for the classroom discussions.'

Respondents believed that using games will encourage them to study, attend lessons, and get more actively engaged during sessions. They expected that using them would boost their interest in and passion for English-language study.

### **5.2.2. Preparation and Participation**

Not only were students eager to start working with games; often they were willing to continue playing even when school was finished.

'I always look forward to your quizzes. I'd want to win at least once, but everything has gone wrong. I'm sure I'll give it my all next semester.'

'I used to show up to courses without having read the materials. However, the questions compelled me to read the chapters. I was convinced that I could pass the course since I could converse about the contents.'

'The tests forced me to come to class having read the material. Because I had completed the readings ahead of time, merely rereading my notes prior to the exam day greatly aided me on the final. I believe I avoided anxiety in this manner because I planned ahead of time.'

'I don't study the chapters ahead of time since I know my teacher will go over the crucial parts during the lecture. Quizzes, on the other hand, motivated me to read the chapters ahead of time. I honestly would not have read them if there had been no tests.'

### **5.2.3. Enjoyment**

Among the comments from students, they stressed that they played the e-quizzes for pleasure and as a de-stressor (to relieve tension), mood-boosting, enjoyment and entertainment. For instance, S1 reported, 'I enjoy taking your tests since they help me relax.' 'The quizzes' themes are fascinating,' said another.

'I can relieve tension by playing video games.'

'I like playing quizzes after listening to your explanation.'

'Your quizzes contribute to my everyday learning. They're both amusing and appealing.'

'It really improves my mood. I am no longer concerned about my studies. I recommend at least one quiz every course.'

'I appreciate it when my instructor allows us to play games. However, the slow internet connection occasionally stops me

from keeping up with my pals.’

These remarks stress the fact that e-quizzes may be utilized to create an enjoyable environment for language learning. It may be used to assist teachers in designing innovative learning environments and motivating students to study in a pleasant and interesting atmosphere.

#### **5.2.4. Competitiveness**

Competition as a game characteristic was mentioned by five students who had noticed that competition helped the students to stay engaged because of their desire to win the game. For instance, a student reported,

‘I was careless in the first few classes. After that, I discovered that I wanted to win in order to obtain a bonus from my teacher. It irritated me when I scored lower than others. So I attempted to read more and revise my expertise.’

One student stated, ‘I was disengaged since I did not gain enough points to win the game. I tried to read books before class and was successful three times.’

One student felt a sense of accomplishment and intellectual stimulation when she succeeded in finishing the game. In her own words, ‘I couldn’t put into words how thrilled I am to have won multiple times when playing e-quizzes.’

‘I believe my understanding has improved because I have been on the leader board three times, including once as the champion.’

Obviously, they appear to have been driven to perform something due to competitiveness. Although there was no built-in rivalry in the e-games, students occasionally created their own competition by comparing their own success to that of their classmates.

#### **5.2.5. Immediate Feedback**

There is a continuing need for

educators to develop effective, creative teaching ways to promote students’ learning. The teacher’s feedback does play a part in this process when she used e-quizzes in her classroom.

‘You constantly review the questions after playing quizzes so that I retain the information longer.’

‘It’s great that I can get instant feedback from you so I can go over my information again.’

‘Your explanations after each question help me recall the information for a longer period of time.’

‘When I finished the quizzes, I received immediate and thorough feedback on my performance. I remembered my score and the pages where I could re-read the content.’

#### **5.2.6. Digital Skills Enhancement**

Some other students (S1, S2, S4, S7, S9) also raised technical issues that were related to their digital assignments. For example, ‘these quizzes have helped me enhance my computer skills as well as my understanding of various game applications’ (S9).

‘I am familiar with several programs for creating my own quizzes through playing my teacher’s quizzes.’

‘I was encouraged to investigate further applications that can be utilized in language education. This gives me more confidence in my work.’

### **6. Discussion**

The present study examined the perceptions of students toward the game-based learning method in an EFL classroom. The questionnaire results revealed that in general, the participants evaluated e-quizzes positively. Respondents feel that the contents of e-quizzes are connected to their past knowledge because of the multiple

benefits, according to the findings of this study. This is in line with conclusions of Bourgonjon et al., 2009; Bolliger, 2015; Fithriani, 2018; Gamlo, 2019; Park et. al, 2012; Wang & Lieberoth, 2016 as they conclude that educational technology used in the classroom can assist students and teachers in staying interested in their study activities.

According to students, this tactic is a means of pushing students to participate in class activities while learning the English language. Gamified e-quizzes help students develop an interest in their educational activities by stimulating them via the use of digital games. This is consistent with studies conducted by Charsky and Ressler (2011); Kebritchi and Hirumi (2008); Klein and Freitag, 2010; Yang, 2012. Preparation and involvement, as well as the acquisition of digital skills, were cited as benefits of playing e-games. In this study, e-quizzes involve the use of features like scores, badges, rankings, and rewards, making immediate feedback possible. This encourages students to engage in the learning environment and enables them to accomplish tasks. One of the aspects that contributed to student learning, according to the students in this study, was the capacity for students to learn in an enjoyable atmosphere. This finding corroborates with Bolliger's (2015) conclusion as e-games allow students to learn a foreign language in a more enjoyable way. Students' acknowledged competitiveness during gameplay as a crucial component in developing students' learning. It should be noted that when the competition was not incorporated into the game, students formed their own competition by comparing their accomplishment to that of their classmates. The perceived significance of competition is consistent with Ruggiero's (2013) research, which emphasizes competitiveness as a positive aspect of using games in the classroom. While students see competition

as an important component of a game that increases engagement, drive to study, and cognitive learning outcomes, the perceived effect of competition on learning and motivational outcomes is unclear. In addition, e-quizzes used in this study also stimulate students' intellectual effort. In fact, students will be stimulated not only when they are challenged, but also when they see that they can successfully meet the challenges that are presented. Last but not least, by taking quizzes, students can get immediate feedback from the teacher. Regardless of the materials being taught, regardless of the age or background of the students, forgetting happens. As reported by students, playing quizzes helped them review knowledge thanks to the teacher's feedback.

The findings and conclusions of this study show that English language learners have a positive attitude about completing online quizzes. Despite the fact that the Covid-19 pandemic exerted certain limitations on the amount of authentic material in games as a teaching and learning condition, respondents had high aspirations for this application to be utilized in their classroom.

## 7. Conclusions

The study's goal was to investigate Vietnamese university students' attitudes on the usage of game-based quizzes in English-language learning. The outcomes of this study will help scholars and practitioners better understand the adoption of e-quizzes in foreign language learning among Vietnamese university students. It can be concluded from the statistics that integrating and employing gamified quizzes in English-learning courses is a realistic option. Participants were usually excited about using them in the classroom to learn English. They mentioned motivation, fun, preparation and participation, competitiveness, immediate

feedback and digital skill enhancement as possible advantages.

Some limitations must be highlighted. To begin with, the data are geographically limited due to their collection by a single Vietnamese institution. Second, all respondents attended a public university that is regarded as one of the greatest educational institutions in northern Vietnam. As a result, readers should exercise caution when interpreting the study's conclusions, as they may not be generalizable to other circumstances. To better represent the population, other researchers may collect data from a range of Vietnamese higher education institutions, both private and public. Finally, the researcher distributed the survey to her students during class. This might have influenced student responses by introducing bias (Gravetter & Forzano, 2009) or worries about power and influence (Creswell, 2014). Avoidance of such bias or worries should be attempted in similar studies.

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## Appendix

### I. Questionnaire

Dear participants,

This questionnaire aims at surveying students' perceptions towards the use of e-quizzes

in online classrooms. Your participation in the questionnaire is greatly appreciated. The information gathered will only be included in the research paper and will not be utilized for any other purpose.

Thanks for your cooperation!

Please by tick (✓) the number that can best indicate what applies to you. Make sure to mark only one.

1 = Strongly disagree

4 = Agree

2 = Disagree

5 = Strongly agree

3 = Neutral

### 1. Attention (A)

Item	Content	1	2	3	4	5
A1	The designs of the learning games draw my attention.					
A2	The manner in which the quizzes are presented helps me focus my attention.					
A3	The e-quizzes aroused my curiosity.					
A4	After participating, the quizzes made my learning experience more interesting.					

### 2. Relevance (RE)

Item	Content	1	2	3	4	5
RE1.	I can link the content of the gamified e-quizzes to knowledge with which I am already familiar					
RE2.	The content of gamified e-quizzes is linked to my daily experiences.					
RE3.	The content of gamified e-quizzes is valuable and worth learning.					
RE4.	Gamified e-quizzes in this course are very helpful to me.					
RE5.	Playing gamified e-quizzes helped me prepare for course exams.					
RE6.	I was motivated to improve my learning after playing gamified e-quizzes.					

### 3. Confidence (C)

Item	Content	1	2	3	4	5
C1	I am confident that I can develop my learning using gamified e-quizzes.					
C2	I am confident that I can apply what I learn from					

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gamified e-quizzes to my daily life.

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- C3 I believe I will learn enough about course content from gamified e-quizzes so that I can perform
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#### 4. Satisfaction (S)

Item	Content	1	2	3	4	5
S1	I enjoyed the Listening and Speaking and Reading and Writing 2's learning quizzes.					
S2	I am satisfied with my learning achievement in the Listening and Speaking and Reading and Writing 2's learning quizzes.					
S3	I would like to keep using mobile quizzes in the future.					
S4	I would like to use mobile learning quizzes in other courses.					

## II. Interview questions

Please describe the benefits you gained through playing digital games in learning English in this class. (Please describe a specific example.)

# TÌM HIỂU NHẬN THỨC CỦA SINH VIÊN VỀ TRÒ CHƠI TRỰC TUYẾN TRONG LỚP HỌC TRỰC TUYẾN CHUYÊN NGỮ TIẾNG ANH

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**Tóm tắt:** Công nghệ đang được tích hợp vào môi trường giáo dục nhằm nâng cao quá trình học trực tuyến của sinh viên chuyên ngữ tiếng Anh. Bài viết này cung cấp kết quả của nghiên cứu sử dụng lý thuyết động lực để tìm hiểu về nhận thức về việc sử dụng ứng dụng trò chơi của sinh viên tại một trường đại học Việt Nam. Tác giả đã sử dụng bảng khảo sát và phỏng vấn với sinh viên để tìm hiểu về nhận thức của sinh viên về trò chơi trực tuyến trong quá trình học tập. Dữ liệu định lượng được phân tích bởi SPSS và dữ liệu định tính được phân tích theo khung phân tích của Huberman (1994). Kết quả cho thấy hầu hết sinh viên đều có cảm nhận tích cực về việc sử dụng trò chơi. Kết quả phỏng vấn ghi nhận rằng các trò chơi trực tuyến làm tăng chất lượng học trong lớp thông qua động lực, niềm vui, sự chuẩn bị và tham gia. Nghiên cứu cũng cho thấy việc sử dụng các trò chơi trực tuyến trong lớp có khả năng nâng cao sự cạnh tranh, từ đó nâng cao sự kích thích trí lực, sự ghi nhớ kiến thức lâu dài và kỹ năng công nghệ thông tin.

*Từ khóa:* sinh viên chuyên ngữ tiếng Anh, trò chơi trực tuyến, thái độ tích cực, chất lượng học