



Topic:

**QUIZZ PLATFORM FOR THE EVALUATION PROCESS OF PAST TENSES
AMONG SEVENTH GRADERS**

Research project prior to obtaining the title of Magister in Teaching and Learning
English as a Foreign/Second Language

Lines of investigation:

Innovative Pedagogies to English Language – Teaching Teaching-Learning
Resources

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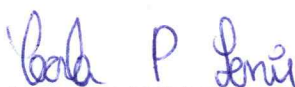
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DEDICATION

Education is one of the most important stages in a person's life. I dedicate this work to my parents and also me. Since professionalism is the only thing, a person has by its own. Thanks, mom, for always giving me support and father for helping me fulfill my dream. I thank myself to be patient and never give up even though I passed through difficult moments.

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RESUMEN

El objetivo de la investigación fue analizar la efectividad del proceso de evaluación del tiempo pasado de los verbos usando la plataforma Quizizz. Los sujetos de la investigación fueron los estudiantes de séptimo año A y B de la Unidad Educativa San Pio X. La población estuvo compuesta por 39 alumnos los cuales representa al grupo experimental y 38 los cuales representan al grupo de control. Para la validación del instrumento se utilizó el alfa de Cronbach y para verificar la hipótesis se utilizó el test paramétrico de Spearman. Los resultados de la aplicación demostraron que la utilización de las actividades realizadas por el investigador ayudó a los estudiantes a mejorar en el reconocimiento y desempeño del tiempo pasado en los dos grupos, pero la aplicación de la plataforma tuvo un mayor impacto en los estudiantes ya que se comprobó que su desempeño fue mayor. El resultado de la investigación propuso que es efectivo el uso de la aplicación al momento del proceso de evaluación del tiempo pasado mediante el uso de la plataforma Quizizz ya que mejora el rendimiento de los estudiantes en el aprendizaje del idioma inglés.

Palabras clave: desempeño; Quizizz; evaluación; tiempo pasado; reconocimiento.

ABSTRACT

The objective of the research was to analyze the effectiveness of the evaluation process of the past tenses by using the Quizizz platform. The research subjects were the seventh-year students A and B of the Unidad Educativa San Pio X. The population consisted of 39 students who represented the experimental group and 38 who represented the control group. Cronbach's alpha was used to validate the instrument and Spearman's parametric test was used to verify the hypothesis. The results of the application showed that the use of the activities carried out by the researcher helped the students to improve in the recognition and performance of the past tenses in the two groups, but the application of the platform had a greater impact on the students, it was found that their performance was higher. The result of the research proposed that the use of the application is effective at the time of the evaluation process of the past tenses through the use of the Quizizz platform since it improves the performance of students in learning the English language.

Keywords: evaluation; past tenses; performance; Quizizz; recognition.

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INTRODUCTION

English is currently considered the most important language worldwide, either for those who speak it as their first language or those who speak it as a second language, that is, as a secondary language after the mother tongue. Although native English speakers (those who speak it as the official language of the country in which they were born) are not as many as those of other languages such as Spanish or Chinese, English wins every battle when talking about people who speak or master English as a second language. In this sense, it can be said that the English language is present in almost everyone and is considered the main element of communication between very diverse cultures that share few or no traits in common.

The phenomenon of the English language is interesting because it can also be related to a debate about its presence, reasons, and consequences around the world. In recent times, especially since the late nineteenth century and throughout the twentieth century, English has progressively become the most widely used language in the world. Thus, it has displaced languages such as French or Italian, even German, which were traditional in some scientific or artistic fields. Globalization has been of great relevance here as a means through which English has grown infinitely that is the way it is so important to learn. In schools throughout the planet, PCs, tablets, smart whiteboards, and other mechanical gadgets are being utilized as a component of the learning interaction.

Technology gives a window to the world and admittance to a large number of learning assets. Figuring out how to work with it and utilizing PC coding gives students the abilities and confidence to assist them with landing positions when they leave school. The number of learners throughout the planet utilizing handheld gadgets, similar to cell phones and mini tablets, is growing faster. Industries are exploiting the technology to convey training where it is generally required. In Ecuador, the teaching and learning of the English language are worrying. The Ministry of Education with the corresponding spokespersons has stated officially more than once, that the English language level in

students is alarming because, despite studying it for some years, they do not have positive results in mastering this language.

Also, it has been possible to feel in a certain way the lack of interest in learning it. According to data obtained after a study conducted by Education First (EF), an international company specialized in language teaching, in the year 2021 in its Annual English Proficiency Index (EPI) shows that Ecuador is among one of the countries that has a low level of English being ranked 90 out of 112 countries in the world that were evaluated according to regulations established by the Common European Framework of Reference for Languages. The study was aimed at more than 2,2 million people with an average age of 26 years including students and professionals.

For this reason, the teachers of the foreign language have focused on the implementation of pedagogical methodologies and teaching methods that will help students to take taste and feel motivated to learn the language, and thus they will achieve their learning process differently. The phenomenon of globalization has contributed greatly to converting English into the most important and necessary language nowadays, being understood as the language of the dominant countries worldwide (especially the United States and England). Through cultural consumption (movies, series, music) and also from political, diplomatic, and economic spheres, English has been advancing on the native languages of each place, occupying from small places with colloquial or circumstantial words to allowing idioms, phrases, and abstract concepts even in places where the population does not speak or fully master English.

However, at Unidad Educativa San Pio X students have difficulties communicating in English and if it starts from the reality of the students, it is important to know that one of the determinants for not mastering English bases is precisely the way they have tried to learn the language. Thus, nowadays it is essential to learn English not only for work reasons (having a good level of English is undoubtedly a good gateway to better jobs)

but also to communicate, to be able to access greater knowledge and information, to be updated, etc. In this way, the problem detected is raised as follows:

Study question: Is there a significant relationship between the quizizz platform and the evaluation process of past tense in students from the 7th (A-B) years of basic education of the Unidad Educativa "San Pio X"?

The hypothesis that arises is: There is a significant relationship between the quizizz platform and the evaluation process of past tenses in students from the 7th (A-B) years of basic education of the Unidad Educativa "San Pio X".

The general objective to be achieved is:

To analyze the effectiveness of the evaluation process of past tenses through the Quizizz platform in students from the 7th (A-B) years of basic education of the Unidad Educativa "San Pio X".

The specific objectives set to achieve the proposed goal are:

1. To describe the process through which the theoretical foundations of Quizizz can be used in the evaluation process of the past tense.
2. To establish the relationship between Quizizz platform and the evaluation process of the past tenses.
3. To design a past tense evaluation booklet with lesson plans and activities by using the Quizizz platform.
4. To prove the usefulness of the Quizizz platform in the evaluation process of past tenses.

Justification

This work is justified by the need to use the Quizizz platform for the evaluation process of the past tense because students must integrate concretely the concept of evaluation patterns for the development of critical thinking to facilitate their learning process. In addition, the project is feasible to be carried out because it has the support and openness of the authorities and fellow teachers so that the researcher collects the necessary information required in the institution by using the observation for data collection and implementation of a pedagogical intervention.

This project is carried out due to the need of the students regarding the evaluation of the simple past based on a mixture of methodologies such as the traditional one and using technological tools for teaching. The direct beneficiaries are students from the 7th year of basic education because they will learn playfully and entertainingly. The same will happen with teachers since Quizizz offers pleasant activities that reduce apathy and rejection towards any subject. Furthermore, the research is original because it has not been applied previously, Quizizz as a pedagogical tool is based on the thought for developing critical thinking. Therefore, the impact expected will be to motivate students, engage in processes of reflective analysis, and construct solutions to everyday language learning problems.

CHAPTER 1: STATE OF THE ART AND PRACTICE

1.1. Computer-assisted Language Learning

Since PCs are not yet generally utilized in many schools, the teaching process is overwhelmed by conventional techniques. It is overwhelmed by the front facing type of work where the educator had sufficient interaction with students. Failure to flourish at their own speed and lacking action of students was one of the downsides of this sort of learning. In class, teachers have learners who are not in the same level in knowledge and never consider the individuals who are not adequately dominated the material and the people who are over their average (Brückner, 2015).

This distinction is often hindered by the assessment work of educators and how they impart knowledge to a group of students with diverse background knowledge. The instructor decides to keep average to great teaching where learners with deficient knowledge would not get the essential information. The students with deficient information can advance flawlessly without undesirable sensation of their obliviousness, no disappointment, and embarrassment while for the most developed students teaching will be exhausting (Cano, 2008).

With the improvement of data and correspondence innovation, particularly PCs, various scientists were attempting to see the advantages and the impact of their utilization contrasted with more seasoned conventional learning. For a long time, teachers attempted to offer responses to the question of benefits and inconveniences among customary and modern teaching where the predominant instructive innovation is clear. The time frame from 1967 to 1972, is viewed as a time of union of instructive technology, which has turned into the most normally involved term in the study of instructional method and the instructive cycle (Diaz, 2006).

With the utilization of instructive innovation, students can autonomously advance in dominating instructing materials, to pick the speed of work, to rehash the material that

is not adequately clear, that after tests are performed promptly get results and keep tabs on their development. Interactive, multimedia gives an extraordinary benefit of current learning over customary learning. With the utilization of instructive innovation teachers get input between the educator and the students (Sharples & Pea, 2014).

Among the principal studies on the correlation of the traditional and modern ways with the assistance of instructive innovations research were done. They attempted to analyze research among lectures and PC guidance and instruction to figure out which the better method of learning is. Studies reached the resolution that they are both powerful relying upon the manners in which they are utilized. The conclusion is that there are some significant contrasts in the utilization of instructive innovation and conventional educating (Rodríguez & Ibarra Sáiz, 2010).

Then again, research at the Center for Educational Research in Pittsburgh inside Individually Prescribed Instruction showed that PCs are better custom-made to the individual abilities of students, rather than instructors themselves. Instructive innovation should unavoidably be coordinated into classroom and educational plans. With the appearance of instructive innovation in the classroom, schooling is confronted with the challenge that instructors coordinate instructive innovation in their daily work (Kukulska-Hulme, 2019).

Various examinations have shown that few instructors will coordinate instructive innovation in their teaching tasks. The explanation is that there are two classifications of instructors in the comprehension of instructive innovation. Some of them have careful comprehension of current educational tools and their use while others think it is essential for them to acquire extra specialized information on the tools. These two gatherings address a group of instructors among older and young teachers. Older educators during their study did not have the chance of training with modern technology, did not have the technology, and instructive technology while young educators have the information needed for the utilization of instructive technology (Thomas, Warschauer, Reinders, & Contributors., 2013).

For a better comprehension of instructive innovation requires a bunch of software engineering, instructional method, psychology, robotics, and informatics. The information educators have is adequate for a fundamental utilization of educational technology. Nonetheless, instructive innovation is one major framework. Most importantly, educators have an essential information on the utilization of educational technology. It takes more expert preparing through an assortment of gatherings, courses, professional literature, seminar, lectures, and so on, to improve knowledge in the utilization of educational technology (ukulska-Hulme & Shield, 2007).

The truth of the matter is that under educational technology there are many things to solve because there are poor schools where equipment is necessary, deficient data and information on instructors and the absence of interest and absence of inspiration of educators to utilize them. To solve it teachers must be propelled to utilize the educational technology in teaching because furnishes better collaboration with students, better gathering of data because students get information in a visual, auditory, and kinesthetic way. In addition to other things, educational technology inspires students to work autonomously where they are more propelled to return to learning and working since educational technology is generally accessible to everyone nowadays (Brückner, 2015).

It is hard to build up an extraordinary and helpful definition for Compute-Assisted Language Learning (CALL) because of the steady impact of mechanical advancements and the new commitments from an arising local area of specialists. Nonetheless, the author characterizes CALL as any interaction where students use PCs to improve their language abilities. Computer-Assisted Language Learning is thinking about a formless control considering the various changes that PCs have regarding the instructional methods and mechanical equipment and programming developments. As indicated by (Thomas, Warschauer, Reinders, & Contributors., 2013), the main goal of CALL is to build autonomous work through applications that help students to interact between students and teachers (Beatty, 2010).

CALL materials have changed over the last forty years. In the past, all materials put more accentuation on essential and basic errands, for example, gap filling, or programming works out. Nowadays, these materials focused on intelligent multimedia presentations with innovative qualities such as sounds, recordings, and movements (Beatty, 2010). In any case, this advancement has not been viewed as a direct one in the teaching method setting because of restricted specialized abilities and the absence of approaches to address flighty students' answers. Then again, there are potential answers for this specialized issue. One of them is to stamp those students' answers and check them by email. Another arrangement can be the utilization of scholastic pages (The Pearson Test of English Academic) that offers higher legitimacy and unwavering quality during the testing cycle.

The instructive framework has gotten more available and movable because of the creation and use of innovative assets. This new idea adds new qualities to the instructive framework whose fundamental ramifications for educating, learning, and an appraisal are the accentuation on hypothetical ideas; the utilization of all-encompassing cognizance; the intensification of the capacity that students need to get to, adjust, and apply information, think autonomously, and help others to bode well of new circumstances (Railean, 2012).

As indicated by Brückner (2015), educational technology is the effective utilization of mechanical assets in the learning process. Another idea of this term is the utilization of both the equipment frameworks and instructive methods for improving learning execution. Instructive innovation worries with a few computerized devices, for example, social media, machines, equipment, and systems administration with their theoretical systems. This term is otherwise called EdTech or Technology-enhanced learning (TEL). Based on current educational technology, instructors have the likelihood to extend the restrictions of cooperation and learning another dialect inside school settings. Likewise, instructors can apply computerized instruments like voice calls to prepare and upgrade talking abilities in practical settings (Spector, 2001).

Mobile-assisted Language Learning

According to (Kukulska-Hulme & Shield, 2007), mobile-assisted language learning (MALL) is the utilization of any convenient learning computerized device, for example, digital books, sound tapes, audios CDs, portable radios, and cellphones focused on language learning. Likewise, they guarantee that this term comes from CALL, and it alludes to a little transformation of PCs into compact gadgets that focused on communicative, business, and educative purposes. As indicated by (Burston, 2013), during the 1990s, MALL materials focused on five versatile frameworks:

- Pocket electronic word references,
- Personal advanced aides,
- Mobile telephones,
- Mp3 players,
- And most refreshed convenient tablet PCs.

It implies that technology permits students to participate in inspiring exercises dependent on their requirements and as indicated by (Kukulska-Hulme, 2019), the utilization of mobile applications which are focused on the teaching-learning process has been considered as significant in the educational field. Without a doubt, cell phones are important for our day-by-day life since it is introduced in each conceivable circumstance. Sharples and Pea (2014) likewise notice that technology permits a blend of two various conditions: formal and traditional instruction. Advanced applications can fill in as virtual accomplices or educational tool for students, delivering intelligent exercises, worldwide materials, and information.

Another point of view states that language portable applications have numerous highlights in instruction, for example, mixed media uphold, web network, correspondence capacity, and usefulness. In any case, Godwin-Jones (2017) expressed that language advanced applications will be zero in on drill-type exercises,

as opposed to informative activities. Thus, the most famous applications, for example, Duolingo, Busuu, 7 Little Words, Word to word, ELSA, and others present brief timeframe outlines, language analyses, and exercises center solely around jargon and articulation improvement. The increasing rate of technological teaching tools are expanding and entering people's lives, which is why these tools assume a crucial role in student learning.

Today, thanks to changes in education, it has been possible to use technological tools where teachers share information and help students to use these tools and thus improve education in a more dynamic way. Truth be told, teachers can give a more extravagant learning climate through cell phones for students. Although numerous explores have been done towards MALL innovation as a developing field of study in language learning, there are still such countless works left to be done and a lot of data to be revealed. Besides, the techniques with the assistance of which cell phone innovation can be utilized to give a more powerful learning climate must be additionally improved.

The courses through which the boundaries of CALL have been taken out can help the MALL innovation to develop with less exertion and cost. Some language skills, for example, speaking and listening as portable based exercises need some further enhancements because of the equipment shortcomings. Mobile-based learning or m-learning faces numerous difficulties, yet it has filled in dramatically regardless of every one of its issues to give a superior environment to language learning. Mobile learning innovation, nonetheless, has a quick speed of improvement from an instructor-student text-based way to deal with an impending mixed media supporting innovation.

Besides, webcast addresses and digitized sound remarks made the online communication among educators and students conceivable in a more helpful manner with no space impediments. Although performing language learning exercises in the traditional way may seem boring compared to using technological tools, students feel a more prominent sense of time and location opportunity, so they can take the

opportunity to get acquainted with a second language when and where they are. Mobile innovation allows activities to be carried out inside and outside the classroom with constant feedback from the educator; for this reason, interaction between teacher and students is necessary.

As the interest in acquiring a foreign language in the traditional way increases and thanks to globalization it has been possible to solve this point of view, since with technological advances, traditional teaching is not so entrenched, but it is used as source of information and knowledge for many teachers, it is for this reason that through MALL the results are being positive. In other words, the use of the MALL can be seen as an optimal response to dispel the obstacles to language learning in terms of time and location.

Beatty (2010) makes a difference between the use and benefit of two technological tools; On the one hand, a PC is superior to a cell phone or handles different types of data such as visual, sound and text-based data, however, the cell phone is better than a PC in portability. In addition, it is worth mentioning that in the end what they want to demonstrate is the improvement in the command of the language without focusing on a single use of the technological tools.

1.2. Quizizz

Today, there are many types of instructional tools. For example, e-learning, web-based learning, digital learning, etc., those devices are known as distance learning. Innovation in the classroom has become a vital condition for directing day-to-day learning exercises (Brückner, 2015). Technological advances have made coordination in classroom exercises conceivable, for example, to help reinforce knowledge acquired in the classroom. Multidimensional instruction is a learning model where students can learn both in the classroom and at home. In class, time is devoted to training or individual learning, when students are at home, they can use other instructional

procedures, such as Kahoot, Quizizz or some other tools. The main point is that the use of technological tools for teaching can improve and change the way students learn.

Quizizz is an innovative programming tool utilized in class, bunch works, pre-test survey, tests, unit tests, and offhand tests (Cheenath & Deepak, 2015). It permits students and educators to be online at the equivalent time. Uses a strategy where the student can develop an activity independently and at the same time share with other students. In addition, learners can utilize Quizizz on any electronic gadgets with browsers, like, PCs, iPods, and cell phones. Quizizz can be utilized as a 'check' machine that uncovers how the students think about the information and teachers can use Quizizz to relegate learner's schoolwork.

Quizizz uses a similar instructive procedure as Kahoot, however, it has slight changes. Kahoot is just utilized for constant developmental assessment, testing, surveys, and conversations in the study hall. Quizizz records two diverse application modes. One is to frame a developmental assessment progressively in the classroom, and the other is to be masterminded by the teacher to the learners as an extracurricular task (Cheenath & Deepak, 2015). This application is very easy to use for students, they can join by utilizing their Google account, at that point they can begin to use Quizizz. Educators are also using it in a simple way, after registering, what they should do is click on 'create a test' at the top of the page, in the same way they can create different exams depending on the courses they have.

Quizizz was created by Antik Gupta and Deepak Joy Cheenath in 2015 and was used for the first time at a school in Bangalore, India. Quizizz is a web 2.0 tool that has combined two types of teaching, such as the traditional one within the classroom and the one at a distance from home or another place where the student is. Using this platform, teachers and parents can check students' schoolwork. In August 2018, Quizizz CEO Antik Gupta held a meeting and stated that there are 10 million users and they have raised \$ 3 million in subsidies, which is an achievement for the creators of the Quizizz platform. In addition, they are using funds to create new tools that can help

students exceed the standards scores set by governments, schools, parents or the Office of Education.

Quizizz is presented as an instructive technology and can also be seen as a gamification technique, the purpose is to use the platform and turn teaching into learning games, so Kahoot, Socrative, iClicker and Quizizz are examples of gamification procedures. Teachers regularly use Quizizz in class to take infrequent quizzes and encourage student participation. There is research on how the gamification procedure can inspire and engage students in the study hall. At Muadzam Shah Pahang Polytechnic in Malaysia, there was an investigation in which students who studied Database Design isolated themselves in two meetings, one in which they used Quizizz for the entire semester, the second meeting just used it on a few occasions specific.

The last meeting showed that students who used Quizizz during the semester were more attracted and encouraged than those who did not. At the same time that students learn in a fun way, teachers and parents can verify the information they provide on the platform. Quizizz is unquestionably accepted by teachers, parents, and students because it is a great tool for keeping students inspired and improving their grades.

Current research show that games are for the most part at this point not viewed as something negative or dark in the learning system, yet rather as a significant catalyst to learning (Beatty, 2010). Numerous gamification approaches are hence utilized in e-learning, just as in different regions, for example, business and medical services applications. In research, assessment of gamification, and student commitment has gotten critical consideration, and the improvement of specific stages and applications for e-learning has thrived.

Moreno (2016) reports on a few cases in which specific learning tools, like learning platforms, genuine games, and game-supported conditions were utilized to further develop the learning result and increment students' commitment. Also, played out an

outline of related work depicting the utilization of genuine games in science instruction from 2002 to 2013 and proposed a technique where the game, instructional method and exploration strategies are analyzed. Because of the users' delight, genuine games are for the most part seen as a compelling and incredible asset for science learning.

Kukulska-Hulme (2019) explored a more extensive range of games in research, like language, history, self-improvement and socially arranged games (homelessness, driving, metropolitan preparation and others), to decide possible positive effects and results of standard and genuine games as for learning and commitment. They likewise focused on the significance of future genuine games improvement past basic riddle games, and the joining of the genuine games into the students' learning process. Furthermore, proposed a total gamification structure.

The system includes all parts of gamification through an octagon shape structure with 8 Core Drives addressing each side. The author proposed the human-centered plan as an elective term for gamification which improves for human inspiration in a framework, instead of function centered plan. While a portion of the current arrangements offer gamification as a theory of learning, most of them cannot be effortlessly adjusted by the educator to be utilized as a feature of the school educational plan. The greater part of the arrangements is additionally close source, and a couple helps automatic generation of activities.

The absence of a versatile, drawing in and open-source answer for learning has led the author to foster the Quizizz platform. To acquire and get students' commitment, gamification components, which have demonstrated to help this objective, were incorporated. To bring down the instructors' responsibility, the platform additionally offers programmed generation of activities, which can be additionally changed by educators. It is an electronic platform with a responsive connection point that changes its design to various cell phones. In view of the singular students' test results, the activities can be additionally changed explicitly to work on the singular learners' presentation.

Quizizz platform offers an instinctive visual portrayal of the English language. With gamification highlights—including identifications, leaderboards, and a multi learner mode. The Quizizz platform plans to draw in the students in practicing and improving their skills. The platform accordingly addresses a student connecting with learning environment enhancing existing learning frameworks. To help further improvement of the platform, the code is openly accessible for specialists and developers. In this research, the author reports on the advancement cycle and the highlights of the Quizizz platform focusing on user experience and gamification during the development.

The platform was grown iteratively in nonstop cooperation with English instructors and students. Commitment is not the main objective the author was seeking after the development. A significant part of the e-learning platform is student execution. The author investigates the students' performance through test grades and contrast them with a control group of students. In the research, the author focused on three significant viewpoints: the user experience, the students' commitment, and the improvement of learners' performance.

1.3. Measurement

Measurement is a significant piece of appraisal. It has the features of quantification, reflection, and further examination that is regular during the teaching-learning process. A few evaluation results come in the types of quantitative qualities that empower the utilization of further investigation. Acquiring proof of various marvels on the world can be founded on estimation. A statement can be acknowledged as evident or bogus if the occasion can be straightforwardly noticed (Cano, 2008). In the instructive setting, prior to saying that a student is "profoundly savvy," there should be discernible confirmations to show that the understudy is for sure "profoundly clever." individuals engaged with distinguishing regardless of whether a learner is "profoundly talented" need to gather exact data to guarantee the learner's improvement.

At the point when individuals begin exhibiting certain attributes, for example, "insight," by making a judgment, getting a high grade, exemplified execution in psychological assignments, high grades, then, measurement more likely to be done. If measurement is painstakingly done, the measure meets the prerequisites of logical request. Objects are not measure, what is estimated are the qualities or attributes of objects. These quantifiable qualities or characteristics are alluded to as factors. Instances of factors that are concentrated in the instructive setting are insight, accomplishment, fitness, interest, demeanor, personality, and others. (Castillo & Cabrerizo, 2003) Characterized measurement as "comprise of rules for allocating numbers to objects so as to address amounts of characteristics." Measurement is utilized to evaluate qualities of articles.

Measurement of qualities or traits enjoys benefits:

1. Evaluation of qualities or properties decides the measure of that trait present. If a student was set in the tenth percentile rank on an accomplishment test, then, at that point that implies that the learner has accomplished less regarding others. A student who got an ideal score on a test on current realities about the existence of Tyra Banks implies that the learner has recalled enough data about her.
2. Evaluation works with precise data. If a learner gets a standard score of - 2 on a standardized test (standard scores goes from - 3 to +3 where 0 is the mean), it implies that the student is less than ideal on that test. If a learner got a stanine score of 8 on a normalized test (stanine scores range from 1 to 9 where 5 is the normal), it implies that the student is above the average or have exhibited unrivaled capacity on the attribute estimated by the standardized test.
3. Measurement permits target examination of gatherings. Assume that male and female students were assessed utilizing similar test for the two gatherings. Then, at that point mean outcomes of the guys' scores is 92.3 and the mean aftereffects of the females scores is 81.4. It can be said that guys performed better in the test over females when tested for importance.

4. Measurement permits arrangement of gatherings. The normal method of ordering segments or classes depends on students' overall normal grade from the last school year. This is particularly evident if there are assigned top areas inside a level. All the while, students' grades are positioned from most noteworthy to least and the essential cut-offs are made relying upon the number of learners that can be in a class.
5. Evaluation results make the information workable for additional examination. At the point when information is evaluated, instructors, direction advocates, specialists, chairmen, and other work force can get various outcomes to sum up and make derivations about the information. The information might be introduced in diagrams, charts, and tables showing the methods and rates. The measured information can be additionally assessed utilizing inferential insights, for example, when looking at gatherings, benchmarking, and evaluating the viability of an educational program.

The interaction of measurement in the actual sciences (physical science, chemistry, biology) is comparable in instruction and the sociologies. Both use instruments and apparatuses to show up with estimation results. The lone contrast is the factors of interest being estimated. In the physical sciences, measurement is more exact and accurate due to the idea of physical information which is straightforwardly noticeable, and the factors included are substantial in all detects (De Miguel Díaz, 2006). In schooling, psychology, and conduct science, the information is dependent upon estimation blunders and enormous fluctuation considering individual contrasts and the failure to control varieties in the estimation conditions.

Although in instruction, brain research, and conduct science, there are factual techniques for acquiring estimation blunders like detailing standard deviations, standard blunders, and variance. Measurement works with objectivity in the perception (Moreno, 2016). Through this, outrageous contrasts in outcomes are kept away from, gave that there is consistency in conditions and individual contrasts are controlled. This suggests that when two people measure a variable after the same conditions, they

ought to have the option to get reliable outcomes. Although there might be slight distinction (particularly if the variable estimated is mental in nature), yet the outcomes ought to be at any rate steady.

Rehashing the measurement process a few times and consistency of results would mean objectivity of the system embraced. The measurement process includes reflection (Railean, 2012). Before a variable is estimated utilizing an instrument, the variable's nature should be explained and concentrated well. The variable should be characterized reasonably and operationally to recognize ways on how it will be estimated. Realizing the definition dependent on a few references will show the hypothesis or applied structure that completely clarifies the variable. The system uncovers whether the variable is made from segments or explicit components. Then, at that point these variables should be estimated that involve the variable. A trademark that is made from a few variables or segments are called idle factors.

The parts are typically called factors, subscales, or show factors. An illustration of an idle variable would be "accomplishment."

Achievement is made from components that remember distinctive branches of knowledge for school like math, general science, English, and social investigations. When the variable is characterized and its basic elements are distinguished, then, at that point the fitting instrument that can quantify the accomplishment would now be able to be chosen (Moreno, 2016). When the instrument or measure for accomplishment is chosen, it will currently be not difficult to operationally characterize the variable. Operational definition remembers the strategies for how a variable will be estimated or made to happen. For instance, 'accomplishment' can be operationally characterized as estimated by the Graduate Record Examination (GRE) that is made from verbal, quantitative, scientific, science, arithmetic, music, political theory, and brain research.

At the point when a variable is made from a few components, then, at that point it is supposed to be multidimensional. This implies that a multidimensional variable would

require an instrument with a few subtests in request to straightforwardly quantify the fundamental elements (Brückner, 2015). A variable that does not have fundamental components is supposed to be unidimensional. A unidimensional variable just measures a detached unitary trait. An illustration of unidimensional measures is simply the Rosenberg regard scale and the Penn State Worry Questionnaire (PSWQ). Instances of multidimensional measures are different capacity tests and character tests where it is made from a few variables.

The 16 PF is a character test that is made from 16 segments (reserved, more insightful, influenced by sentiments, decisive, calm, principled, bold, resolute, dubious, functional, astute, peaceful, testing, independent, controlled, and loose). The normal instruments used to quantify factors in the instructive setting are tests, questionnaires, inventories, rubrics, agendas, reviews, and others. Tests are generally used to decide students' accomplishment and aptitude that fill an assortment of needs like entrance test, placement tests, and diagnostic tests (Cano, 2008). Rubrics are utilized to evaluate execution of learners in their performance like speech, expositions, audios, and so on. Questionnaires, inventories, and checklists are utilized to recognize certain traits of students like their attitude in studying and providing feedback to better performance.

1.4. Evaluation Process

Evaluation can be perceived differently for instance it depends on the requirements, purposes, or goals of the instructive establishment, for example, control and estimation, the arraignment of the legitimacy of the goal, responsibility. From this point of view, it is conceivable to decide in which instructive circumstances it is appropriate to do an evaluation, measurement, or the mix of the two ideas. A few definitions present a just quantitative direction of control and estimation of the item, they can be considered as a control stage that points just to survey what has been done and to examine the causes and explanations behind specific outcomes, and the elaboration of another arrangement to the extent that it gives foundation to the analysis (Duque, 1993).

Simultaneously, the evaluation is guided by an institutional theory (laws, guidelines, pronouncements, and booklets) and by the current evaluative culture, perceived as how the assessment measures have been done. This is worked through the arrangement of qualities disguised by instructors, students, administrators, parental chiefs, and delegates of managers, about the method of imagining and rehearsing assessment in a given instructive cycle. Any kind of evaluation that is completed in the instructive field should agree to the accompanying disarrays (Posner, 1998).

Diagnostic function: The evaluation of any plan should portray the arranging, execution, and organization of the instructive project, it should comprise an amalgamation of its fundamental triumphs and disappointments. In such a manner, that it serves the scholarly specialists and lets them infer activities pointed toward improving the nature of schooling.

Instructional function: The evaluation cycle itself should create a combination of the pointers of the execution of the educational program. Subsequently, the individuals who take an interest all the while, are prepared, learn assessment systems, and join another work learning experience.

Educational function: From the consequences of the assessment where the school personnel realize unequivocally how their work is seen by their peers, by the learners, and by the scholastic specialists of the establishment, a methodology can be attracted to diminish the deficiencies that have noted in the expert execution (Díaz Barriga, 1998). Consequently, there is a significant connection between the aftereffects of the assessment of the educational plan and the inspirations and mentalities of the school personnel towards work.

Self-training function: This capacity is satisfied for the most part when the assessment offers rules for the individual liable for instructing to control their scholastic work, their qualities and to improve their outcomes (Hernández, 1998). The individual

gets prepared to do their tasks and the time for accomplishing them, they are not terrified of their missteps, yet rather gain from them and are more mindful of their function as answerable for planning and executing the educational program.

The changes that occur in all spheres of social life, generated mainly by scientific and technological development, require transformations in education in order not to be left behind and respond to such demands, which means the renewal of conceptual and methodological tools about why to teach, what to teach, how to teach, how to organize and evaluate learning.

There is a vast literature on the evaluation of learning, be it from a quantitative, qualitative, or mixed perspective. As (Moreno, 2016) refers, research in this field has been lavish, especially in the last three decades, because of the interest it has aroused throughout the world, it contributes to clarifying particularities of what happens inside the black box, as the classroom has been called.

One of the problems that worry educators is to find the adequate means to establish to what extent the students achieve the pre-established educational goals, how to arrive at a fair and valid evaluation of learning. The constant search for how to improve the way of evaluating the development of learning to improve the professional activity of the teacher is important.

Evaluation is associated with a growing interest in measuring the results of the quality of education, assessing the learning outcomes, checking and assessing the achievement of the instructional and educational objectives proposed for the different levels of education and whose purpose is to verify and improve the quality of the educational process (McDonald, Boud, Francis, & Gonczi, 2000).

The evaluation allows assessing the level of performance with which the teacher performs this process, the success or failure in the student's training, the fulfillment of educational objectives. The educator must have the appropriate procedures and

instruments to judge the degree to which changes occur in the training and development of students, not only at the end but during the process (Brückner, 2015).

This performance depends largely on the quality of the information provided by the evaluation on which the decisions that regulate each stage will be based. The primary concern arises from this situation, finding in the classrooms a diversity of students with different levels of development in knowledge, skills, and habits. Each student uses his/her own set of strategies to acquire a given knowledge.

They change according to the proposed objective to achieve the expected results. All students learn differently, with their rhythms and tools. Teachers sometimes face students, who without having disabilities of any kind, develop skills and abilities slowly, others manage to master the skills and put them into practice quickly. These differences are the result of age, ability to concentrate, motivation, environment, parental support, use of technology; they are the result of their biological, psychological, and social development.

Teachers tend to homogenize, evaluate everyone equally, and ignore this latent heterogeneity. Evaluation becomes for the majority a synonym of tension, nervousness, repression, and even discrimination, by not responding to the demands for each content (Cano, 2008). Generally, the process of evaluating uniformly has been directed to meet the goals set by each of the actors involved in education, without valuing diversity in the classroom.

Finding the true meaning of evaluation has become a challenge for teachers who avoid and assume a less leading role when evaluating. The evaluation must be innovative and will help students to reflect on what they have learned. In this sense, finding the appropriate guidelines for the treatment of diversity becomes imperative every day, each student is a different world, although learning takes place in equal conditions, differences will be found in the teaching-learning process, this allows all students to have the same opportunities and to be valued for their characteristics. In this case, the

evaluation does not consist only of detecting errors, gaps, or problems, but in recognizing efforts, checking the acquisition of new knowledge, habits, skills, and attitudes, and praising for the successes (Santos, 1995).

It is worth highlighting some well-known authors who have produced conceptual approaches to the evaluation of learning, and from them to build a concept of e-evaluation with a focus on the development of competencies of students, supported by digital tools, electronic resources, and the net.

Table 1. Evaluation's concepts

Author	Definition
(Gronlund, 1973)	A systematic process to determine the extent to which students achieve the objectives of education.
(Mager, 1975)	The process to determine the degree or the amplitude of some characteristic associated with an object or a person
(De La Orden, 1981)	Process of collection and analysis of relevant information to describe any facet of educational reality and formulate a judgment on its adaptation to a previously established pattern or criterion as a basis for decision-making.
Lafourcade (1984)	Stage of the educational process that aims to systematically check to what extent the expected results have been achieved in the objectives that have been specified in advance.
(García, 1994)	The systematic process of identification, collection, and processing of data on educational elements and events to evaluate them first and make decisions about this evaluation.
Rodríguez Diéguez (1998)	Process of collecting information about a student or a class group to make decisions that affect teaching situations.
(Zabalza, 2001)	A process that involves at least the following phases: (a) collection of information, (b) assessment of the information collected, and (c) decision-making.
(Castillo & Cabrerizo, 2003)	A dynamic, open, and contextualized process that develops over some time.
(Rodríguez, 2005)	A set of systematic processes for the collection, analysis, and interpretation of valid and reliable information, which in comparison with a reference or criterion allows teachers to reach a decision that favors the improvement of the evaluated object.
(De Miguel Díaz, 2006)	A planned, comprehensive, and pertinent process to the competencies to be achieved. It is developed through the set of tasks or challenges that the student must solve, requiring an integrated set of knowledge, skills, and attitudes.
(Díaz, 2006)	The process by which the student demonstrates certain behaviors or skills in a situated context. For this, the teacher must use a varied range of evaluative strategies, which allow him to obtain evidence of the performance of the competence
(Cano, 2008)	A process that uses a variety of instruments and involves different agents, to provide information on the progression in the development of competence and suggest ways of improvement.

Note: The table shows the definitions of various authors with reference to the term evaluation.

The synthesis presented in the previous table offers a background scenario to demonstrate the diversity of definitions and conceptions that exist about the concept of "evaluation", not counting those that escape from this bibliographic review. The important thing at this time is to focus attention on the six points of distinction that the definitions presented have in common: a) evaluation as something necessary in the teaching and learning process, b) systematic assessment process, c) data collection, d) data analysis, e) issuance of value judgments, and f) decision making. The authors

(Rodríguez & Ibarra Sáiz, 2010) make a distinction between traditional evaluation and alternative evaluation.

Among the main features of traditional evaluation are the following: separate evaluation of teaching and learning prevails, absence of evaluation criteria, little variety of evaluation methods, the power and control of evaluation resides in the teacher, and most of all, it lies in the reliability and validity of the instruments used to evaluate. Regarding alternative assessment, the teaching-learning and assessment process are integrated as a whole, teaching and learning methods constitute another element that has its importance within the process.

Traditional evaluation refers to all evaluation techniques and methods that attempt to overcome the traditional evaluation methodology, based on the simple performance of tests and quizzes. Thus, the evaluation of learning, from the perspective of the development of competencies, can be placed in the alternative evaluation approach, in the sense of being carried out as a continuous process that allows collecting evidence for the formulation of value judgments about the progress of the performance demonstrated by the evaluated subject, according to standards or learning outcomes (McDonald, Boud, Francis, & Gonczi, 2000).

Evaluation is maybe the most complicated and least comprehended of the terms. Inborn in the possibility of evaluation is "value." When teachers evaluate, what they are doing is taking part in some interaction that is intended to give data that will assist them with making a judgment about a given circumstance (Castillo & Cabrerizo, 2003). Instructors, specifically, are continually evaluating students, and such evaluations are normally done with regards to examinations between the thing was expected (learning, progress, conduct) and what was gotten.

When utilized in a learning unbiased, the definition gave on the ADPRIMA site for the behavioral verbs word evaluate is: To arrange objects, circumstances, individuals, conditions, and so forth, as per characterized standards of value. Sign of value should

be given in the characterized standards of each class classification. Evaluation varies from general characterization just in this regard.

The past simple, or past simple, is one of the most important verb tenses in the English language and, unlike in Spanish, in which verbs in the past tense have very different conjugations, in English there are verbs that retain their form both in the present as past tense, and the most irregular ones have only up to three forms. So, in theory, for a native Spanish speaker, regular and irregular verbs in English should represent a less complex task.

The past simple is used for sentences in which the idea, act, or state has already been completed. It could have ended five minutes ago or five centuries ago, the ending time does not matter, the only important thing is that it is talking about something that no longer happens or exists in the present.

CAPÍTULO II: METHODOLOGICAL DESIGN

2.1. Methodology

The current research intends to implement and apply the Quizziz platform to evaluate the past tense in children from the 7th year of basic education. The mixed approach allowed the collection and analysis of quantitative and qualitative data to achieve a better understanding of the problem of study (Hernández, Fernández, & Baptista, 2010).

The study design is quasi-experimental with a descriptive – explanatory, and correlational depth level applied to an experimental group in two periods: one before and after the intervention, to evaluate the past tenses through the Quizziz platform.

The research modality type is bibliographic - documentary because, information is analyzed from books, digital magazines, scientific articles to update knowledge regarding Quizziz and the evaluation process; besides, field research is used because it allows the collection of information at the scene; it refers to the actions that the researcher carries out from the observation and the application of surveys for the data analysis and measurement (Yuni & Urbano, 2014).

The descriptive depth level of research was used because it locates the problem of little use of Quizziz platform for the evaluation process of the past tense within a specific time-space circumstance; the research project was carried out at *Unidad Educativa San Pio X* with students from 7th year of basic education, during the school year 2019-2020. Also, the correlational depth level of research was used, because it measures the degree of relationship between the independent variable Quizziz and the dependent variable evaluation process of the past tense.

The population of the current study is made up of 39 students, the researcher used the observation as a research technique, and the observation sheet as an instrument. To

verify the hypothesis, Pearson's correlational statistical analysis was used while for the validation of the proposal, the Wilcoxon ranked test was used to verify significant differences concerning a time before and after the application of the pedagogical intervention.

This research work collected parametric data, performed the diagnosis and analyzed of the educational reality linked to the application of the educational technology for the improvement of the simple past, through the application of the Quizizz platform which helped to obtain the necessary information to make the right decision regarding the problem raised and the relationship between variables. The need to apply a didactic model by using educational tools, such as Quizizz, Quizlet, Kahoot among others, to improve the evaluation process of the past tenses aimed in the seventh year of basic general education.

Quasi-experimental research was carried out with a scientific approach, where one variable is kept constant, while the second variable is measured as the subject of the experiment. Therefore, this study used quasi-experimental research with 39 students from the seventh A and the control group 38 students from the seventh B of basic education from the "San Pio X" High school. The two meetings undermined the improvement of the past simple. These practices were carried out in two formats: Quizizz platform (pre-experimental) and traditional classes (control); each format contained several innovative exercises.

The quasi-experimental group utilized the Quizizz platform and worksheets to deal with the evaluation process of past tense, while the control group utilized their English book (Cool Kids) and worksheets as well. This current investigation utilized a blend of field and bibliographic research. Field, because the investigator was in contact with the subject of the research. This sort of examination allowed to investigate the issue of the seventh year of basic education at Unidad Educativa "San Pio X" and gather information. Likewise, this work utilized bibliographic research because of all the data

depended on wellsprings of logical articles, ventures, web-instructive diaries and others scholastic works.

The current research utilized a blended methodology, quantitative and qualitative. Quantitative since it introduced and utilized quantitative methods to get as exact outcomes as it tends to be conceivable. Also, this research study has a qualitative methodology since it searched for the comprehension of the realities presented by the utilization of a versatile application focused on the evaluation process of the past tense.

Sparkles (2020) took the view that exploratory research produces subjective information. It implied that this kind of research included discussions between a researcher and individuals being examined. Consequently, this research utilized explanatory examination on the grounds that the information acquired by the tests was isolated into two classes qualitative and quantitative.

Furthermore, this project inspected the unshakable quality between the application of the model and its reasonableness for further investigation. Descriptive research followed a process that included the description, registration, analysis and interpretation of the results, once it is applied to a group of people, covering the reality of a phenomenon and its fundamental characteristics, presenting a scientific interpretation, for research descriptive. Thus, considering the definition of this kind of research, it is possible to say that this proposal was a clear example of descriptive focus.

In the same way, correlational research was used, since with it was possible to show how the variables changed in a positive way. This means there was a correlation between the study variables, due to values yielded positive results in the quasi-experimental group as in the control group. The correlational research allowed to measure and interrelate the study variables simultaneously in natural observation situations, as in the present investigative work.

2.2. Population

For the selection of the population, it was necessary to work with the entire set since as it is not more than 100 data (large or expected population) the groups were selected randomly and in accordance with the provisions of the institution, they were kept intact, which means that the author worked with the courses established by the institution, such as the seventh A and B, remaining the quasi-experimental and control groups. Then the population would be equal to the sample, that is, all individuals had the same probability of being chosen to be part of a sample and, consequently, all possible samples of size have the same probability of being chosen.

The selection of the population was based on a convenience sampling procedure since it was due to the accessibility of the researcher to the study subjects because the author is in contact with them. That is, the sample was selected considering a probabilistic procedure and with study groups at convenience. Thus, the members of this research were 39 students from the seventh year A of basic education at Unidad Educativa “San Pio X”. The current examination venture went on for 4 weeks where all the members gotten five meetings through Zoom (15 minutes for each meeting) with the teacher in each session.

Table 2. Population

Description	Students	
	Experimental	Control
Male	15	14
Female	24	24
Total	39	38

Note: The table represents the population with which the research will be carried out, it has the pre-experimental group and the control group.

The population was comprised of students from the quasi-experimental and control gatherings, with 39 and 38 students individually, of which 15 were young men and 24 were young ladies. As it is a limited population of 39 and does not surpass the quantity of 100, the sample size is not determined, and the full population or universe was utilized.

2.3. Instruments

A pre-test was applied to determine students' knowledge. This instrument would be adjusted based on the evaluation process of the past tenses. This assessment procedure would be applied to the two gatherings through zoom and by using the Quizizz platform. The author planned the pre-test dependent on students' levels and needs. In the pre-test, the teacher selected several words from units 2, 5, and 6 where the presence of past tenses forms was evident (play, cook, jump, run, go, swim, dance, and so on). Students had not seen the previous words with practice, so once the words were ready, students were assessed with no grades to determine if their answers were correct or not. The tests' answers were checked and analyzed to compare to the control group.

A post-test to gauge students' degree of progress rather than the outcomes acquired in the pre-test. In the post-test, the teacher decided to evaluate the students using the Quizizz and provided the results. The post-test was the same as the pre-test which considered some words to validate the past tenses forms of the regular and irregular verbs. As in the pre-test, the words were selected from units 2, 5, and 6 in which the presence of the verbs were evident, and which is the subject of study.

For the preparation of the pre-test, an analysis of the Cool kids' book were carried out, specifically units 2, 5, and 6, from which the words were obtained, also the Quizizz platform was used to explain and measured those words to determine whether there is the correct assumption of the regular and irregular verbs in its past form. The following analyses came from the results obtained in the test in which the 39 participants involved in this project answered. The principal objective of this test was to determine if the students answer correctly to certain questions based on the evaluation process of the past tenses.

Validity

The steps to validate this research instrument is divided into two main stages. The first consisted of sending the checklist to two experts who are familiar with the research topic to evaluate whether the questions were asked successfully. For this, experts set a rubric which shows the requirements for the good execution of the research instrument as shown below (Annex # 1).

1. The first was to define and identify the learning outcomes. For those students who could benefit, instructor formulated about three learning outcomes which described what students should be able to do following the whole process in the research. To do that, there were important to establish the outcomes, engagement, students' competencies, and classroom management.
2. Next, the selection of appropriate test and the learning outcomes. There are multiple ways of evaluating the learning outcomes. In this research direct and indirect measure of learning were used and it was recommended to focused on direct one due to students' performance in each outcome was described based on the rubric.
3. Guidance, at that point, control practice with feedback was used. This could include exercises highlighting the /ed/ form of the regular as well as the irregular form of the verbs in the current study.
4. Guided practice included the following stage, which may incorporate self and pair activities that empower student. Gap filling exercises and prompted dialogs of different sorts worked admirably at this phase of training.
5. Analyze the results of the outcomes evaluated. In this step it was important to analyze and report the results of the test in a meaningful way. The results of the test would support the efforts of the researcher and would provide data, analysis, and interpretation.
6. At last, adjust and improve the classes following the results of the learning outcomes evaluated. Tests results were worthless if they were not used. This step is a practical and critical step in the evaluation process. The current results

showed the adjustments and improvement of the students' performances. The results were disseminated widely in order to seek its input on how to improve the classes.

The second revision came through the application of Cronbach's Alpha, which ensured that the test did not contain errors. After performing the data collection process, the raw data was exported for analysis. The next step to validate the research instrument was to check the consistency of the questions that were loaded in the same items. Checking the correlation between the questions measures the reliability of the questions by ensuring that the responses were consistent.

The last step to validate the research instrument was the final review of the answers based on the information obtained from the data analysis. For the complete validity of the data collection instrument, it was important to carry out these steps to guarantee that the test was truly reliable. Performing these steps to validate the research instrument not only strengthened its reliability, but also added a value of quality and professionalism to the final product.

Reliability

For the reliability of the instruments, the stability of the test had to be verified over time, ensuring that the same test carried out on the same research subjects gave the same results compared to the control group to which the platform was not applied. The Integrative Learning Rubric and repeat method were a way to ensure that the instrument was stable over time. Of course, there is no such thing as perfection and there will always be some disparity and potential for regression, so statistical methods were used to determine whether the stability of the instrument was within acceptable limits.

Testing the equivalence of the results involved ensuring that a test administered to two groups at the same time gave similar results. The A / B answers were a way to

guarantee this process, especially in tests or observations where the results are expected to change over time. This is why the same instrument on the same subjects produced better results the second time. In the end, it was determined that the instrument ensured that each part of it generated positive results at the end of the investigation as shown below in the validity and reliability tables.

Table 3. Case processing summary

		N	%
Casos	Válido	39	100,0
	Excluido^a	0	,0
	Total	39	100,0

Reliability statistics	
Alfa de Cronbach	N de elementos
0,779	10

a. Delete by list is based on all variables in the procedure.

Note: The tables show the validation of the data collection instruments through the application of Cronbach's Alpha.

Table 4. Scale Statistics

Media	Varianza	Desv. Desviación	N de elementos
37,00	47,895	6,921	10

Note: The table shows the values of the mean, variance and deviation depending on the values represented in the checklist.

For the validation of the data collection instrument, the SPSS program was applied in which Cronbach's Alpha was used. As shown in the tables, a value of 0.78 was obtained, which means that it is a positive value, since in statistics the closer the value is to 1, the higher the degree of reliability. The reliability can be defined as the stability or consistency of the results obtained. That is, it refers to the degree to which the repeated application of the instrument, to the same subject or object, produces the same result.

Table 5. Diagnostic Pre-test
 Past Tenses 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never GROUP: Experimental

Items Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Student 1	2	3	2	2	3	2	3	2	3	4
Student 2	3	4	2	3	4	2	4	2	4	4
Student 3	2	3	4	2	3	4	3	4	2	3
Student 4	1	3	2	2	3	2	4	3	2	4
Student 5	3	2	4	3	1	2	4	3	2	4
Student 6	3	4	2	3	4	3	4	2	3	4
Student 7	2	4	3	4	2	3	2	4	2	3
Student 8	2	4	3	3	4	2	3	2	4	2
Student 9	3	2	3	4	3	2	3	4	2	3
Student 10	2	3	4	3	4	2	3	4	2	4
Student 11	3	4	3	4	2	3	4	3	4	2
Student 12	3	4	2	3	4	2	3	4	3	3
Student 13	4	2	4	3	4	2	3	4	2	3
Student 14	3	4	2	3	4	2	3	4	3	2
Student 15	2	4	2	4	3	4	2	3	4	2
Student 16	3	4	3	4	2	3	4	3	4	3
Student 17	2	4	3	4	1	2	3	2	2	1
Student 18	3	4	2	3	1	3	4	2	2	2
Student 19	2	4	1	2	4	4	3	2	4	1
Student 20	2	3	2	2	3	2	3	2	3	4
Student 21	3	4	2	3	4	2	4	2	4	4
Student 22	2	3	4	2	3	4	3	4	2	3
Student 23	1	3	2	2	3	2	4	3	2	4
Student 24	3	2	4	3	1	2	4	3	2	4

Student 25	3	4	2	3	4	3	4	2	3	4
Student 26	2	4	3	4	2	3	2	4	2	3
Student 27	2	4	3	3	4	2	3	2	4	2
Student 28	3	2	3	4	3	2	3	4	2	3
Student 29	2	3	4	3	4	2	3	4	2	4
Student 30	3	4	3	4	2	3	4	3	4	2
Student 31	3	4	2	3	4	2	3	4	3	3
Student 32	4	2	4	3	4	2	3	4	2	3
Student 33	3	4	2	3	4	2	3	4	3	2
Student 34	2	4	2	4	3	4	2	3	4	2
Student 35	3	4	3	4	2	3	4	3	4	3
Student 36	2	4	3	4	1	2	3	2	2	1
Student 37	3	4	2	3	1	3	4	2	2	2
Student 38	2	4	1	2	4	4	3	2	4	1
Student 39	2	4	3	1	3	3	2	3	2	2

Note: The table has the values collected in the pre-test of the pre-experimental group.

This table shows the values that were obtained when performing the pre-test in the students of the pre-experimental group. The table has 10 items (verbs found in unit 2, 5, 6) which have a value between 1 and 5, with 1 never and 5 always. The diagnosis table is focused on determining if the evaluation process is adequate or not, to do that an Integrative Learning Rubric was used (Annex # 2). As can be seen, the 39 students answered based on the measurement scale. The answers are varied depending on each student and each item, at the end the results will be compared to determine if there is improvement or not with the Quizizz platform application.

Table 6. Diagnostic Pre-test Control

Past Tenses 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never GROUP: Control

Items	Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Student 1		2	3	2	2	3	2	3	2	3	4
Student 2		3	4	2	3	4	2	4	2	4	4
Student 3		2	3	4	2	3	4	3	4	2	3
Student 4		1	3	2	2	3	2	4	3	2	4
Student 5		3	2	4	3	1	2	4	3	2	4
Student 6		3	4	2	3	4	3	4	2	3	4
Student 7		2	4	3	4	2	3	2	4	2	3
Student 8		2	4	3	3	4	2	3	2	4	2
Student 9		3	2	3	4	3	2	3	4	2	3
Student 10		2	3	4	3	4	2	3	4	2	4
Student 11		3	4	3	4	2	3	4	3	4	2
Student 12		3	4	2	3	4	2	3	4	3	3
Student 13		4	2	4	3	4	2	3	4	2	3
Student 14		3	4	2	3	4	2	3	4	3	2
Student 15		2	4	2	4	3	4	2	3	4	2
Student 16		3	4	3	4	2	3	4	3	4	3
Student 17		2	4	3	4	1	2	3	2	2	1
Student 18		3	4	2	3	1	3	4	2	2	2
Student 19		2	4	1	2	4	4	3	2	4	1
Student 20		3	4	2	3	4	3	4	2	3	4
Student 21		2	4	3	4	2	3	2	4	2	3
Student 22		2	4	3	3	4	2	3	2	4	2
Student 23		3	2	3	4	3	2	3	4	2	3
Student 24		2	3	4	3	4	2	3	4	2	4
Student 25		3	4	3	4	2	3	4	3	4	2

Student 26	3	4	2	3	4	2	3	4	3	3
Student 27	4	2	4	3	4	2	3	4	2	3
Student 28	3	4	2	3	4	2	3	4	3	2
Student 29	2	3	4	3	4	2	3	4	2	4
Student 30	3	4	3	4	2	3	4	3	4	2
Student 31	3	4	2	3	4	2	3	4	3	3
Student 32	4	2	4	3	4	2	3	4	2	3
Student 33	3	4	2	3	4	2	3	4	3	2
Student 34	2	4	2	4	3	4	2	3	4	2
Student 35	3	4	3	4	2	3	4	3	4	3
Student 36	2	4	3	4	1	2	3	2	2	1
Student 37	3	4	2	3	1	3	4	2	2	2
Student 38	2	4	1	3	2	4	1	2	3	2

Note: The table has the values collected in the pre-test of the control group.

This table shows the values that were obtained when performing the pre-test in the students of the control group. The table has 10 items which have a value between 1 and 5, with 1 never and 5 always. The diagnosis table is focused on determining if the evaluation process is adequate or not, to do that an Integrative Learning Rubric was used. As it can be seen, the 38 students answered based on the measurement scale. The answers are varied depending on each student and each item, at the end the results will be compared to determine if there is improvement or not without the Quizizz platform application.

Table 7. Pre-test's answers

Items	Pre-experimental Frequency					Control Frequency				
	5	4	3	2	1	5	4	3	2	1
1		2	18	17	2	3	19	15		
2		25	8	6		26	16	6		
3		8	13	16	2	8	13	15	2	
4		12	18	8	1	13	21	4		
5		16	11	6	6	18	7	8	5	
6		6	11	22		5	11	22		
7		14	20	5		12	21	4	1	
8		14	11	14		17	9	12		
9		12	8	19		11	10	17		
10		12	12	11	4	9	13	13	3	

Note: the table shows the final results of the two observation groups.

The table shows the values obtained in the pre-test in the two groups, such as the pre-experimental and the control, with 39 and 38 students respectively. The answers show that there is not a correct use of technology for teaching the past tenses in English. The answers are based on the items in the test which show if students can connect relevant experience and academic knowledge, adapts and applies skill, abilities gained in one situation to new situations, and if they demonstrate a developing sense of self as a learner. It is for this reason the great importance to use techniques and strategies to facilitate the execution of the language. The table shows 10 items with which to work, and the exercises will be focused on the understanding and performance of the correct use of the verbs in past tenses based on the Integrative Learning Rubric and by using Quizizz to improve the evaluation process.

2.4. Proposal

QUIZZ PLATFORM FOR THE EVALUATION PROCESS OF PAST TENSES AMONG SEVENTH GRADERS

General objective

To design a past tense evaluation booklet with lesson plans and activities by using the Quizizz platform.

Specific objectives

- To analyze students' needs regarding the evaluation process of past tenses at the moment of learning English.
- To analyze the different forms of regular and irregular verbs in the past.
- To design lesson plans, activities, and materials that suit the needs of the students from the 7th (A-B) about the evaluation process of past tenses.

Introduction

The objective of the present research work is to design and provide students and teachers with a booklet with lesson plans, activities, and resources for teaching English through the Quizizz platform for the evaluation process of past tenses. The booklet contains a set of lesson plans, activities, and materials, which can be a useful tool to promote the teaching of English to the students of the Unidad Educativa "San Pio X". Currently, English is very useful for communication, it is for the same reason that, seeing the needs of the students and the institution, the researcher has prepared a guide as a practical tool to improve the process of evaluating past tenses using the Quizizz platform, which is specially designed to meet the needs of learning English.

For this reason, English teachers have focused on the implementation of pedagogical methodologies and teaching methods that will help students to take taste and feel motivated to learn the language, and thus they will achieve their learning process differently. The phenomenon of globalization has contributed greatly to converting English into the most important and necessary language nowadays, being understood as the language of the dominant countries worldwide (especially the United States and England). Through cultural consumption (movies, series, music) and from political, diplomatic, and economic spheres, English has been advancing on the native languages of each place, occupying from small places with colloquial or circumstantial words to allowing idioms, phrases, and abstract concepts even in places where the population does not speak or fully master English.

Justification

Technology gives a window to the world and admittance to many learning assets. Figuring out how to work with it and utilizing PC coding gives students the abilities and confidence to assist them with landing positions when they leave school. The number of learners throughout the planet utilizing handheld gadgets, like cell phones and mini tablets, is growing faster. Industries are exploiting technology to convey training where it is generally required. In Ecuador, the teaching and learning of the English language is worrying. The Ministry of Education with the corresponding spokespersons has stated officially more than once, that the English language level in students is alarming because, despite studying it for some years, they do not have positive results in mastering this language.

Therefore, it is necessary to incorporate and apply different strategies, activities, methods, and resources according to the age, abilities, and level of development of the students. These items will help students develop their brain, their skills, and their way of thinking. It is essential to highlight that the materials that were chosen and built for the students were based on different learning theories, guidelines provided by the national curriculum, as well as the needs of the students of the Unidad Educativa "San

Pio X". Consequently, if the materials are well prepared, they could attract the interest and attention of the students, which will allow them to learn a great variety of things.

Another important point is that if students are immersed in a foreign language since they are children, they could learn how to communicate by using another language that is different from native, which is a good thing because it could provide a lot of opportunities in their future lives. Therefore, as English is very necessary for different fields, it is very relevant that students start learning it as soon as possible. In addition, it is necessary to emphasize that this project is important because the author intends to contribute to the educational process of the students in such a way that they can learn at least some basic elements of the English language through the design of plans, lessons, activities, and appropriate materials that satisfy students' learning needs about the evaluation process of past tenses by using the Quizizz platform.

The direct beneficiaries were students from the 7th year of basic education because they would learn playfully and entertainingly. The same happened with teachers since Quizizz offers pleasant activities that reduce apathy and rejection towards any subject. Furthermore, the research is original because it has not been applied previously, Quizizz as a pedagogical tool is based on the thought for developing critical thinking, therefore, the impact expected will be to motivate students, engage in processes of reflective analysis, and construct solutions to everyday language learning problems.

Background

Quizizz is presented as an instructive technology and can also be a gamification technique, the purpose is to use the platform and turn teaching into learning games, so Kahoot, Socrative, iClicker and Quizizz are examples of gamification procedures. Teachers regularly use Quizizz in class to take infrequent quizzes and encourage student participation (Brückner, 2015). Technological advances have made coordination in classroom exercises conceivable, for example, to help reinforce

knowledge acquired in the classroom. Multidimensional instruction is a learning model where students can learn both in the classroom and at home.

Simultaneously, the evaluation is guided by an institutional theory (laws, guidelines, pronouncements, and booklets) and by the current evaluative culture, perceived as how the assessment measures have been done. This is worked through the arrangement of qualities disguised by instructors, students, administrators, parental chiefs, and delegates of managers, about the method of imagining and rehearsing assessment in a given instructive cycle. Any kind of evaluation that is completed in the instructive field should agree to the accompanying disarrays (Posner, 1998).

For the preparation of the pre-test, an analysis of the Cool kids' book was carried out, specifically units 2, 5, and 6. Ten items were used to excel the Quizizz platform to improve the evaluation process of the past tenses to determine its right performance. The author gathered the information of the examination for a time of 4 weeks in the current scholastic year. The researcher separated all the members into two gatherings: the control and the experimental group. The members of the research had five meetings of 15 minutes with the researcher.

In the first meeting, the author applied the pre-test to students to decide their insight into English past tenses focused on the following verbs (cry, study, drive, sing, jump, play, buy, listen, walk, and smile). In the second meeting, control practice activities were designed to re-enforce the specific language point such as crossword puzzles, word searches, gap-fill worksheets, and bingo in which the list of the verbs were applied for each gathering. The first step was to present the list of words that the students will work with. Second, once the words were introduced, they could listen and recognize the difference between regular and irregular verb forms.

Third meeting, with the collaboration of the teacher, they practiced the mentioned words, which served to describe actions. In this way, they had a better vision of the words in question where they could observe how important regular and irregular verbs are. For

this, the researcher utilized an instructional exercise video about how to use the Quizizz platform. It is important to specify that each format contained ten words identified in units 2, 5, and 6 from Cool kids' book. The experimental group worked on format 1 which is the application of Quizizz and the elaborated worksheets for the control practice, while the control group worked on format 2 which use traditional classes.

In the fourth meeting, students dealt with 4 worksheets (Annexes) which were elaborated for control practice of the past tenses such as bingo, crossword puzzles, gap filling, where they identified the verbs. In the fifth and last meeting day, the author applied the post-test to the two gatherings to be analyzed and check if there is or not an improvement in their performance. Next on the lesson plans, activities, and resources will be shown using the Quizizz platform to improve the process of evaluating the past tenses of the students.

Table 8. Lesson Plan 1

CLASS: Beginners DATE: March 2 nd , 2020 TEACHER'S NAME: Carla Lenis	TOPIC: Simple Past TIME: 60 minutes (15 minutes per session)
GENERAL COMPETENCE: To develop comprehension and good understanding of the simple past form of the verbs.	LESSON OBJECTIVES: GENERAL: At the end of the class students will be able to identify the correct past tense verb form. SPECIFIC: - To differentiate present and past forms. - To recognize regular and irregular verbs.
METHODOLOGY USED: Presentation, Practice, Production	FOCUS ON VALUES: Respect, creativity, cooperative work, and Interaction.
CONTENTS: ring, sing, swim, drink, begin, run.	
Materials and Resources: Computer, Quizizz app, Internet, book, zoom app, etc. https://quizizz.com/admin/private	
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Students were introduced to past tense regular and irregular verbs. • Students will play action verbs to get familiar with. • Students talk about themselves and what they did yesterday, before the lesson, at the weekend, during the vacation, etc. 	
Instruct and Model	
Instruction <ul style="list-style-type: none"> • Quizizz will be used as a warm-up in order to get students interested and motivated. • Quizizz is a highly engaging and visual appealing platform which allows the students to do activities in a funny way full of excitement and energy within and outside the classroom. • The topic is presented which will be teaching to students. • The topic is written on the board and students practice in the platform. (Annex # 3). 	
Model	

<ul style="list-style-type: none"> Teacher plays action verbs to activate students' previous knowledge about the topic. Teacher creates a Quizizz account in order to access the platform. Teacher introduces some slides with irregular verbs to check.
Guided Practice
<ul style="list-style-type: none"> Students will collaborate in pairs and use the platform to check the verbs and do the activities. Some slides are used as a fun and engaging way to allow students to use irregular verbs in past. Students share their ideas with their classmates about the activities. Students check their answers with different pairs.
Independent Practice
<ul style="list-style-type: none"> Students do the activities about simple past tense in the Quizizz platform. Teacher provides feedback to the previous task to check mistakes and to reinforce students' knowledge. Students collaborate and continue working on the tasks independently. The aspect of collaboration allows students to use the simple past in an authentic way and encourages communication.
Assessment
<ul style="list-style-type: none"> The teacher should instruct students to go to Quizizz platform and look at the slides and videos of other teachers to get more familiar with the irregular verbs past forms. https://quizizz.com/admin/private Each student should respond if the slides like it or not.

Note: This lesson plan was created for beginner level. The class meets four times per week for 15 minutes each one, so in the end in the four session students completed 60 minutes. Most of the students have not known the simple past form of the verbs. They came from a variety of different backgrounds. The sessions are equipped with a computer, internet, smartphones, book, and the Quizizz platform. All the students have their phones or Pcs which they can use and have expressed a high comfort using technology during each session.

Table 9. Lesson Plan 2

CLASS: Beginners	TOPIC: Simple Past – Leisure activities
DATE: March 9 th , 2020	TIME: 60 minutes (15 minutes per session)
TEACHER'S NAME: Carla Lenis	
GENERAL COMPETENCE: To provide Ss with controlled and semi-controlled practice in speaking, listening and freer practice in writing in the context of reporting about past events using the past simple	LESSON OBJECTIVES: GENERAL: At the end of the class students will be able to recognize the regular form of the verbs ending in /ed/ in simple past. SPECIFIC: - To introduce new vocabulary about leisure activities. - To introduce the past simple with its function to talk about the past (comparing it to the present simple and present progressive)
METHODOLOGY USED: Presentation, Practice, Production	FOCUS ON VALUES: Respect, creativity, cooperative work, and Interaction.
CONTENTS: read, watch, play, have, go, sleep, spend.	
Materials and Resources: Computer, Quizizz app, Internet, book, zoom app, etc. https://quizizz.com/admin/private	
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> Students have previous knowledge about vocabulary concerning a number of leisure activities and the vocabulary necessary to understand the teacher's explanations and commands. Students know how to use the simple past and to talk about the past or finished actions. 	

<ul style="list-style-type: none"> Students talk about themselves and what they did yesterday, before the lesson, at the weekend, during the vacation, etc.
Instruct and Model
<p>Instruction</p> <ul style="list-style-type: none"> Quizizz will be used as a warm-up in order to get students interested and motivated. Quizizz is a highly engaging and visual appealing platform which allows the students to do activities in a funny way full of excitement and energy within and outside the classroom. Students might have difficulties to differentiate between regular and irregular verb forms. Students might confuse present simple verb forms and past simple forms to talk about the past. The topic is written on the board and students practice in the platform. (Annex # 4). <p>Model</p> <ul style="list-style-type: none"> Sufficient explanation, practice and a list for reference will be provided The difference will be highlighted and practiced in drills. The correct pattern for sentences will be shown clearly on the board. Teacher introduces some slides with irregular verbs to check.
Guided Practice
<ul style="list-style-type: none"> Teacher draws a mind map with the title "leisure activities" on the board and add lines to connect possible sub-headlines. T explains "Leisure activities are activities we do in our free time." Teacher shows a picture of herself reading a book and says "This is me. In my free time, I often read a book." Then I add "read a book" to the mind map. Teacher asks, "What do you do in your free time?" and pairs Ss up to add activities on a sheet that shows the mind map.
Independent Practice
<ul style="list-style-type: none"> Students collect their answers in the mind map on the board. Students should perform the following actions verbs in pairs: watch a movie/go on a picnic/go shopping/have a party/play sports/sleep/spend time with family/spend time with friends. Students provide feedback to their classmates saying how well they act. Teacher asks, "Is there any new activity or action that you did not know?" "Do your classmates do the same things you do?" / etc.
Assessment
<ul style="list-style-type: none"> You are on a trip around the world. Write short sentences to a friend or your family about your trip. What country/places did you visit? What did you see? What did you do? How was it? Where are you now? Students compose the text for themselves. They may use a dictionary. Teacher monitors the activity and provides help.

Note: This lesson plan was based on leisure activities, which highlighted the use of the past simple to talk about past events. This activity focused on highlighting the form of the regular verbs /ed/. Through the application of controlled and semi-controlled practice by the teacher. The students were the protagonists in this activity since they oversaw carrying out the tasks in pairs and alone, which allows them to be in contact and communication with their peers, thus promoting union as a course through continuous feedback from the teacher.

Table 10. Lesson Plan 3

<p>CLASS: Beginners DATE: March 16th, 2020 TEACHER'S NAME: Carla Lenis</p>	<p>TOPIC: Simple Past – Leisure activities 2 TIME: 60 minutes (15 minutes per session)</p>
<p>GENERAL COMPETENCE: To provide Ss with controlled and semi-controlled practice in speaking, listening</p>	<p>LESSON OBJECTIVES: GENERAL: At the end of the class students will be able to ask and answer questions by using simple past.</p>

and freer practice in writing in the context of reporting about past events using the past simple.	SPECIFIC: <ul style="list-style-type: none"> - To introduce the past simple in the context of a conversation about weekend activities. To see regular and irregular verbs. - To provide practice in listening for the gist.
METHODOLOGY USED: Presentation, Practice, Production	FOCUS ON VALUES: Respect, creativity, cooperative work, and Interaction.
CONTENTS: read, watch, play, have, go, sleep, spend.	
Materials and Resources: Computer, Quizizz app, Internet, book, zoom app, etc. https://quizizz.com/admin/private	
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Teacher focuses students' attention on a picture of two people (Tony and Sarah) talking in an office. (Tony looks very tired, Sarah covers her mouth with her hand as if she realized something bad has happened.) Teacher lets students guess what the conversation is about. • Teacher shows the title of the dialogue (Did you have a good weekend?) and set the scene: "Tony and Sarah are co-workers. It's Monday morning and they talk about their weekends." 	
Instruct and Model	
Instruction <ul style="list-style-type: none"> • Quizizz will be used as a warm-up in order to get students interested and motivated. • Quizizz is a highly engaging and visual appealing platform which allows the students to do activities in a funny way full of excitement and energy within and outside the classroom. • Teacher asks "Who had a good weekend? Who had a bad weekend?" to give a specific listening task and let students answer it. • Students will practice in the platform. (Annex # 5). Model <ul style="list-style-type: none"> • Teacher plays a recording of the dialogue. Then elicits the answers (Tony = bad weekend, Sarah = good weekend). • Teacher shows the dialogues on the platform and let students read while playing the recording. • Teacher elicits new vocabulary and write it on the board. 	
Guided Practice	
<ul style="list-style-type: none"> • Teacher elicits the form of verbs in the past simple by comparing it to the present simple. Teacher writes the following pairs of sentences on the board: <ul style="list-style-type: none"> a. I go shopping with my friend Alice. b. I went shopping with my friend Alice. c. I work all the time. d. I worked all the time. • Teacher asks, "What is different in these sentences?" and, highlights the past simple forms in the examples, then explains that the verbs in the sentences are in the past simple. • Teacher lets students underline the verbs in the past simple that appear in the dialogue and let them collect them on the board (regular on one side; irregular on the other). 	
Independent Practice	
<ul style="list-style-type: none"> • Teacher draws students' attention to the verbs in the table again saying, "Let's take a closer look at the pronunciation of these verbs on the left." • Teacher explains that they all end with "-ed" but have a slightly different pronunciation. Teacher explains that people pronounce "-ed" like <ul style="list-style-type: none"> a. /t/ when the verb ends with voiceless consonant sounds like in "watched" and "worked" b. /d/ when the verb ends with vowel sounds or voiced consonant sounds like in "prepared". c. /ɪd/ when the verb ends with /d/ or /t/ like in "visited" (I add "visited" to the table and model an example sentence) 	
Assessment	

- Teacher gives students another list of verbs, plays a recording and lets them sort the verbs in a table according to their pronunciation (/t/, /d/, /ld/).

Note: This lesson plan was designed so that students can practice the four skills such as reading, listening, writing, and speaking. The exercises were based on a dialogue where the students had to identify the verbs in their past form and repeated after teacher the dialogue. By comparing the present and past tenses it helped the students differentiate their use. Finally, the lesson focused on teaching the different types of pronunciation of verbs in their past form, such as / ed // t // id /.

Table 11. Lesson Plan 4

CLASS: Beginners DATE: March 23 rd , 2020 TEACHER'S NAME: Carla Lenis	TOPIC: Simple Past- Yesterday, I... TIME: 60 minutes (15 minutes per session)
GENERAL COMPETENCE: To provide Ss with controlled and semi-controlled practice in speaking, listening and freer practice in writing in the context of reporting about past events using the past simple.	LESSON OBJECTIVES: GENERAL: At the end of the class students will be able to present and explain the formation of verbs in the past simple (regular/irregular) and the patterns for sentences (affirmative/negative). SPECIFIC: <ul style="list-style-type: none"> - To provide students with practice in transforming affirmative sentences in the past simple into negative sentences and the other way round. - To provide Ss with practice in forming past simple verb forms (regular/irregular).
METHODOLOGY USED: Presentation, Practice, Production	FOCUS ON VALUES: Respect, creativity, cooperative work, and Interaction.
CONTENTS: read, watch, play, have, go, sleep, spend.	
Materials and Resources: Computer, Quizizz app, Internet, book, zoom app, etc. https://quizizz.com/admin/private	
Warm-up and Objective Discussion	
<ul style="list-style-type: none"> • Teacher says, I'm going to explain the rules for verbs in the past simple. • Teacher focuses students' attention on the left side of the chart and ask them what these verbs have in common to remind them that all verbs end in "-ed". 	
Instruct and Model	
<p>Instruction</p> <ul style="list-style-type: none"> • Quizizz will be used as a warm-up in order to get students interested and motivated. • Quizizz is a highly engaging and visual appealing platform which allows the students to do activities in a funny way full of excitement and energy within and outside the classroom. • Teacher adds the headline "regular" to the left side of the chart and explains that the past simple form of regular verbs ends in /ed/. • Teacher asks students to look at the platform which contains a column about the spelling of regular past simple verbs and explain it. • Then teacher writes "irregular" over the right side of the chart and explains that these are irregular past simple forms, that they're not formed by adding "-ed", and that they have to memorize them one by one. • Students will work on in the platform. (Annex # 6, 7). <p>Model</p> <ul style="list-style-type: none"> • Teacher shows as many slides as she can for regular verbs. Teacher can select from the previous slides, leisure slides, exercises slides, and dialogue slides. • Teacher presents the slides face up on the platform, so students must be focused on it. • Teacher starts off by saying, "Yesterday, I ..." and select a slide and reveal on the platform. Then get each student to pick a slide and complete the sentences about something they did yesterday. 	

Guided Practice
<ul style="list-style-type: none"> • Teacher says, "Let's practice turning positive sentences into negative sentences and negative sentences into positive sentences." and starts with the examples on the platform • Students use their sentences from the dialogue as well as sentences describing leisure activities from previous activities.
Independent Practice
<ul style="list-style-type: none"> • Students do the activities about simple past tense in the Quizizz platform. • Teacher shows students a picture of a young man having a hard time mowing the lawn. Then asks, "Did he have a good weekend?" to raise students attention letting them to guess. • Teacher lets students complete the exercise alone and asks them to pair up to compare their answers. • After students have completed the exercise, we check the answers by reading out the dialogue aloud. • Finally, Teacher asks, "Now, did he have a good weekend or not?" and elicits students' answers to check their understanding of the text and to close the activity.
Assessment
<ul style="list-style-type: none"> • Tell your partner about 5 things you did and 5 things you didn't do last week. Use time expressions like on Monday/Tuesday/.../the weekend in the morning /afternoon /evening /at night • Then students listen to their partners and write down what he/she did or didn't do. • Teacher monitors the activity and provides vocabulary or other help where there is need.

Note: The lesson plan was focused on presenting and explaining regular and irregular verbs in their past form, in addition to the structural formation of affirmative and negative sentences. The students worked alone and in pairs, thus reinforcing communication between pairs. A very important point to highlight is that the students developed communication skills using and applying the English skills on the Quizizz platform thus promoting union as a course through continuous feedback from the teacher.

CHAPTER III: ANALYSIS OF THE RESULTS

3.1. Analysis of the Results

In this section, the examination and understanding of the outcomes acquired in the exploration is created, as per the targets and objectives set through the logical establishment and applying the various information assortment instruments, data with pertinence to the Quizizz Platform and the evaluation process of past tenses with students of seventh year of basic instruction at Unidad Educativa "San Pio X"

3.2. Interpretation of the Data

When the examination information was acquired, they were prepared or organized to be in this manner investigated and deciphered, for the arrangement of the outcomes, the whole overviewed population must be considered.

Table 12. Element Statistics

	Media	Desv. Desviación	N
Teacher uses educational technologies for developing the learning process based on simple past tense topic	4,54	,942	39
Teacher creates digital platforms to introduce the simple past tense topic	4,15	,988	39
Teacher provides meaningful learning when using digital platforms to teach simple past	3,95	1,169	39
Teacher uses educational technologies to develop critical thinking to acquire the simple past form	3,44	1,165	39
Teacher creates digital teaching material to provide intrinsic motivation about simple past tense	2,97	1,267	39
Teacher evaluates the learning process and get students` results through technological devices by assessing the simple past tense	3,87	1,174	39
Teacher uses formative evaluation to assess simple past	3,69	1,436	39
Teacher provides constant feedback once the simple past tense is evaluated	3,23	1,385	39
The simple past tense is evaluated with Quizizz platform as a didactic strategy	3,72	1,234	39
Teacher invests in technological resources for good students` performance results based on simple past evaluation	3,44	1,294	39

Note: The table shows the elements that were taken for the validation of the data collection through the mean and typical deviation.

The table shows the analysis that was performed on the test and assessed based on the Integrative Learning Rubric. As it can be seen, there were 10 items which were analyzed with the SPSS program. In the analysis the mean of the items was obtained, this is done by adding the values and dividing the sum by the total number of values, that is why in each item the values change depending on the responses of the test. On the other hand, the standard deviation of the items was measured, resulting in the average of the individual deviations of each observation with respect to the mean of a distribution. So the greater the standard deviation, the greater the dispersion of the population.

Table 13. Post-test
 Past Tenses 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never GROUP: Experimental

Items Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Student 1	5	3	5	5	3	3	5	2	4	4
Student 2	5	3	5	5	3	3	5	5	5	5
Student 3	5	3	5	3	5	5	5	3	5	4
Student 4	5	5	5	4	4	5	5	1	4	4
Student 5	5	5	5	3	3	3	3	2	3	3
Student 6	5	3	1	1	1	3	2	1	3	1
Student 7	5	4	4	3	4	4	4	4	3	4
Student 8	5	5	4	3	1	5	1	4	3	3
Student 9	5	5	5	4	2	3	4	3	2	2
Student 10	5	5	5	5	3	5	5	3	3	5
Student 11	5	5	5	5	4	4	5	3	5	5
Student 12	5	4	5	4	5	3	5	5	5	3
Student 13	5	5	4	3	3	3	3	5	4	3
Student 14	5	4	4	2	2	4	4	1	4	2
Student 15	5	5	3	2	2	3	5	5	5	3
Student 16	5	5	5	5	4	5	5	5	5	4
Student 17	5	4	5	4	4	5	5	5	5	4
Student 18	5	4	4	2	3	4	4	2	2	3
Student 19	5	4	3	3	3	5	5	3	5	5
Student 20	5	5	3	5	5	3	5	4	5	3
Student 21	3	4	2	4	4	5	5	5	5	5
Student 22	5	5	2	3	2	5	1	4	3	4
Student 23	4	5	4	3	3	3	1	1	1	1

Student 24	4	4	1	1	1	3	1	3	3	3
Student 25	2	1	3	2	2	5	3	3	5	3
Student 26	4	5	5	5	5	5	5	5	5	2
Student 27	3	3	3	4	4	2	2	4	2	2
Student 28	5	5	3	3	3	5	5	4	4	5
Student 29	5	4	5	5	5	4	4	2	3	5
Student 30	5	4	4	3	4	5	3	4	4	3
Student 31	5	5	5	3	2	4	4	1	3	5
Student 32	4	2	3	4	2	5	3	5	1	2
Student 33	4	5	3	1	3	5	4	2	5	5
Student 34	1	3	5	4	2	1	5	4	2	1
Student 35	3	5	4	3	1	2	1	1	3	2
Student 36	5	3	3	4	1	2	2	3	3	2
Student 37	5	5	4	4	1	2	4	4	5	5
Student 38	5	4	5	4	4	5	2	2	3	5
Student 39	5	4	5	3	3	5	4	3	5	4

Note: This table shows the values that were obtained when performing the post-test in the students of the pre-experimental group.

This table shows the values that were obtained when performing the post-test in the students of the pre-experimental group. The table has 10 items (verbs found in unit 2, 5, 6) which have a value between 1 and 5, with 1 never and 5 always. The table is focused on determining if the evaluation process is adequate or not, to do that an Integrative Learning Rubric was used (Annex # 2). As can be seen, the 39 students answered based on the measurement scale. The answers are varied depending on each student and each item, at the end the results determined that there is improvement in the score of the students by the Quizizz platform application.

Table 14. Post-test

Past Tenses 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never										GROUP: Control	
Items	Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Student 1		4	5	4	3	3	3	1	1	1	1
Student 2		4	4	1	1	1	3	1	3	3	3
Student 3		2	1	3	2	2	5	3	3	5	3
Student 4		4	5	5	5	5	5	5	5	5	2
Student 5		3	3	3	4	4	2	2	4	2	2
Student 6		5	5	3	3	3	5	5	4	4	5
Student 7		5	4	5	5	5	4	4	2	3	5
Student 8		5	4	4	3	4	5	3	4	4	3
Student 9		5	5	5	3	2	4	4	1	3	5
Student 10		4	2	3	4	2	5	3	5	1	2
Student 11		4	3	3	1	3	5	4	2	5	5
Student 12		5	3	5	4	4	5	5	1	4	4
Student 13		4	4	5	3	3	3	3	2	3	3
Student 14		4	3	1	1	1	3	2	1	3	1
Student 15		3	4	4	3	4	4	4	4	3	4
Student 16		3	5	4	3	1	5	1	4	3	3
Student 17		4	5	5	4	2	3	4	3	2	2
Student 18		4	3	5	5	3	5	5	3	3	5
Student 19		3	5	5	5	4	4	5	3	5	5
Student 20		4	4	5	4	5	3	5	5	5	3
Student 21		3	5	4	3	3	3	3	5	4	3
Student 22		5	4	5	5	5	4	4	2	3	5
Student 23		5	4	4	3	4	5	3	4	4	3
Student 24		5	5	5	3	2	4	4	1	3	5
Student 25		4	2	3	4	2	5	3	5	1	2
Student 26		4	3	3	1	3	5	4	2	5	5

Student 27	3	4	5	4	4	5	5	1	4	4
Student 28	3	3	5	3	3	3	3	2	3	3
Student 29	4	3	1	1	1	3	2	1	3	1
Student 30	3	4	4	3	4	4	4	4	3	4
Student 31	5	5	4	3	1	5	1	4	3	3
Student 32	5	4	5	4	2	3	4	3	2	2
Student 33	3	5	4	3	1	2	1	1	3	2
Student 34	5	3	3	4	1	2	2	3	3	2
Student 35	5	5	4	4	1	2	4	4	5	5
Student 36	4	4	5	4	4	5	2	2	3	5
Student 37	5	4	5	3	3	5	4	3	5	4
Student 38	4	3	3	5	4	5	4	5	4	5

Note: This table shows the values that were obtained when performing the post-test in the students of the control group.

This table shows the values that were obtained when performing the post-test in the students of the control group. The table has 10 items (verbs found in unit 2, 5, 6) which have a value between 1 and 5, with 1 never and 5 always. The diagnosis table is focused on determining if the evaluation process is adequate or not, to do that an Integrative Learning Rubric was used (Annex # 2). As can be seen, the 39 students answered based on the measurement scale. The answers are varied depending on each student and each item, at the end the results determined that there is not much improvement in this group because of the lack use of the Quizizz platform

Table 15. Pre-test`s answers and Post-test`s answers

Items	Pre-experimental Frequency					Control Frequency				
	5	4	3	2	1	5	4	3	2	1
1	2	18	17	2	3	19	15			
2	25	8	6		26	16	6			
3	8	13	16	2	8	13	15	2		
4	12	18	8	1	13	21	4			
5	16	11	6	6	18	7	8	5		
6	6	11	22		5	11	22			
7	14	20	5		12	21	4	1		
8	14	11	14		17	9	12			
9	12	8	19		11	10	17			
10	12	12	11	4	9	13	13	3		

Items	Pre-experimental Frequency					Control Frequency				
	5	4	3	2	1	5	4	3	2	1
1	29	5	3	1	1	13	15	9	1	
2	18	12	7	1	1	12	13	10	2	1
3	17	9	9	2	1	16	10	9		3
4	8	11	13	4	3	6	11	25	1	5
5	5	9	11	8	6	4	10	9	7	8
6	17	6	11	4	1	17	7	10	4	
7	16	9	5	4	5	7	13	8	5	5
8	9	9	9	6	6	6	9	8	7	8
9	15	6	12	4	2	8	7	17	3	3
10	11	8	10	7	3	12	5	10	8	3

Note: The tables show the difference that exists between the application of the pre and post-tests in the two research groups, such as the pre-experiment and the control group.

Once the application of the Quizizz platform was carried out in the pre-experimental group, the results were obtained and the difference that exists between the pre-test and the post-test is noticeable since in the pre-test the results showed that the students stated that the use of educational technologies in learning is scarce, having as answers

rarely, sometimes and often with more values, the control group in the pre-test obtained very similar values.

When applying the use of the Quizizz platform in the evaluation process of the past tenses, great improvement was obtained in the performance of the students, the values that stand out are sometimes, frequently and always, demonstrating that its use is beneficial for the students. On the other hand, the control group in the post-test had improvement, which determines that the use of the platform helps in the evaluation process and the activities used in the control group still had results, which shows that the activities and the platform they are a great combination in learning.

3.3. Hypothesis Verification

For the verification of the hypothesis in the present research work the data was analyzed through the package statistical IBM-SPSS Statistics, in order to determine the relationship between the investigative variables.

Logic Model

- Hi: There is a significant effectiveness in the use of Quizizz platform in the evaluation process of past tenses.
- Ho: There is not a significant effectiveness in the use of Quizizz platform in the evaluation process of past tenses.

Statistics Model

Table 16. *Kolmogorov-Smirnov test for a sample*

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	
N	39	39	39	39	39	39	39	39	39	39	
Parámetros normales^{a,b}	Media	4,54	4,15	3,95	3,44	2,97	3,87	3,69	3,23	3,72	3,44
	Desv. Desviación	,942	,988	1,169	1,165	1,267	1,174	1,436	1,385	1,234	1,294
Máximas diferencias extremas	Absoluto	,432	,266	,252	,175	,150	,268	,229	,172	,235	,169
	Positivo	,312	,196	,184	,159	,138	,181	,181	,121	,181	,145
	Negativo	-,432	-,266	-,252	-,175	-,150	-,268	-,229	-,172	-,235	-,169
Estadístico de prueba	,432	,266	,252	,175	,150	,268	,229	,172	,235	,169	
Sig. asintótica(bilateral)	,000 ^c	,000 ^c	,000 ^c	,004 ^c	,027 ^c	,000 ^c	,000 ^c	,005 ^c	,000 ^c	,007 ^c	

a. The test distribution is normal.

b. It is calculated from data.

c. Lilliefors significance correction.

Note: The table shows the values at the time of verification of the hypothesis with the Kolmogorov-Smirnov rank test.

This table shows that the value of sig, asymptotic (bilateral) is less than 0.05, so the null hypothesis is rejected, and the alternative hypothesis is accepted with a 95% confidence level, which establishes that there is a significant effectiveness in the use of Quizizz platform in the evaluation process of past tenses in students in the 7th year of basic education of the Unidad Educativa "San Pio X"

CONCLUSIONS

Quizizz is a learning platform that utilizes gamification to make content vivid and locking in. Members can take part in live and offbeat getting the hang of utilizing any gadget face to face or distantly. Instructors and mentors get moment information and feedback while students draw in with gamification highlights for the sake of entertainment, cutthroat tests, and intelligent introductions.

When the outcomes have been introduced, the author showed that the use of the platform helps to enhance the progress of the past tenses.

- In relation to the first specific objective: To describe the process through which the theoretical foundations of Quizizz can be used in the evaluation process of the past tense. It was made sure that there were activities identified with the assessment of the evaluation process of past tenses. In mentoring, instruction and performance were found, for instance, assessment of the progressions and improvement of customized instructive tasks. These activities did not proclaim the goal of a thorough evaluation, they maybe were intended to independently survey a few errands of the direction. Nonetheless, a few of them showed up, in the methodological arrangement, pointed toward preparing facilitators of the major and coaches for instructive direction, not intended for its assessment.
- In relation to the second specific objective: To establish the relationship between the Quizizz platform and the evaluation process of the past tenses. It was established that the Quizizz platform facilitates the evaluation process of the past tenses, because Quizizz uses interactive activities that the teacher can create, with the objective of improving the knowledge imparted in the classroom, fostering immediate feedback on the subject, thus improving comprehension levels, especially in English Classes.

- In relation to the third specific objective: To design a past tense evaluation booklet with lesson plans and activities by using the Quizizz platform. It is concluded that the design of the test was according to the needs of the students, the activities were designed to improve their performance in terms of the understanding and application of past tenses in sentences. The lesson plans were distributed in five sessions highlighting the skills and results in each session, each lesson plan conveyed to the teacher as to what was important for students when it came to learning.
- In relation to the fourth specific objective: To prove the usefulness of the Quizizz platform in the evaluation process of past tenses. It was determined that the usefulness of the Quizizz platform was important since it was the protagonist in all the phases and steps of the teaching the past tenses. The evaluation process provides a step-by-step guide to teachers to delve deep into what he/she is teaching. It tells teachers how the teaching should progress with the contents of the lecture. Alongside planning for these criteria which are crucial for in-depth learning, the Quizizz platform benefits teachers in more ways than they can imagine.

RECOMMENDATIONS

Before concluding this research, the author intends to leave on the table some recommendations and questions such as how this work has been able to contribute to the literature about the Quizizz platform and the evaluation process of the past tenses of students who learn a language, to what extent its data is representative, what other variables would need to be studied to have a more complete vision of students' evaluations or what their possible applications are.

- Despite the contribution of previous research, it can be said that there is no definitive study on the use of the Quizizz platform in the evaluation process of the past tenses, this work will serve as a source for future research since it will help to understand from another point of view, from the point of view of the context in which the research was developed, on the other hand, the fact that all the hypotheses were corroborated in the development which indicates that for the learning of a language it is necessary to apply educational resources which will help to develop their learning.
- Once the research project has been analyzed and its strengths highlighted, it can be stated that the use of technological tools in education is important since they develop extensive levels of cognitive skills, create a better rapport between, teacher, student, and classmates, and finally helps to generate new knowledge that allows them to develop their learning and have noteworthy contribution and commitment in the exercises likewise upgrade the learning and interactive skills.
- Quizizz platform gives students a tremendous arrangement of assets to learn. It gives the educators a deep analysis of learners' abilities and gives more data about their weaknesses and strengths. Students have the freedom to fill in according to their skills and do not feel contained or constrained to proceed

according to the predetermined imprint. The examination additionally turns out to be more suitable.

- The use of alternative evaluation in this case by using the Quizizz platform, requires the students to be engaged with a few assignments that use their insightful, reasoning, and coherent thinking skills. This incorporates project work, research, and experimentation. The things that are learned are associated with their real-life. Thus, these recommendations will be available to the public.

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ANNEXES

Annex 1. Validation

Ambato, 21 June 2021

Master

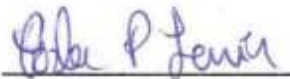
Mariela Pérez,

Pioneer and highly trained professional in the field of English Teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled QUIZIZZ PLATFORM AND THE EVALUATION PROCESS OF PAST TENSES IN STUDENTS FROM THE 7TH (A-B) YEARS OF BASIC EDUCATION OF THE UNIDAD EDUCATIVA "SAN PIO X"

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I will feel rather grateful for your support and help in this research work if accepted my request.

Kind regards,



Carla Lenis

I.D.

Table 1
Operationalization of Variables

Independent Variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Quizizz is a gamified tool that offers students and teachers online assessment by developing autonomous work.	Gamified Tool	Educational Technology	Observation	Observation Checklist	1
	Online Assessment	Digital Platforms			2
		Meaningful Learning			3
	Autonomous Work	Critical Thinking			4
		Intrinsic Motivation			5
Dependent Variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Evaluation Process It is an active process of permanent valuation that allows knowing the learning performance of students.	Active Process	Educational Process	Test	Pre-test	6
	Permanent Valuation	Formative Evaluation			7
		Learning Performance	Feedback		
		Didactic Strategies			9
		Performance Results			10

Author: Lenis, C. (2020)



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Directions:

Mr./Mrs.

Read every statement carefully. Then look at the columns and put

a tick in the choice which reflects better your criteria. Do not forget to bear in mind the parameters as follow:

Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never

Objective: To identify relevant information while using the Quizizz Platform in the evaluation process of past tenses.

N	ITEMS Teacher	Frequency scale	A	O	S	R	N
		Quantitative scale	5	4	3	2	1
1	Teacher uses educational technologies for developing the learning process based on simple past tense topic						
2	Teacher creates digital platforms to introduce the simple past tense topic						
3	Teacher provides meaningful learning when using digital platforms to teach simple past						
4	Teacher uses educational technologies to develop critical thinking to acquire the simple past form						
5	Teacher creates digital teaching material to provide intrinsic motivation about simple past tense						
6	Teacher evaluates the learning process and get students' results through technological devices by assessing the simple past tense						
7	Teacher use formative evaluation to assess simple past						
8	Teacher provides constant feedback once the simple past tense is evaluated						
9	The simple past tense is evaluated with Quizizz platform as a didactic strategy						
10	Teacher invests in technological resources for good students' performance results based on simple past evaluation						

THANK YOU FOR YOUR VALUABLE COLLABORATION

Directions for the validation of the instrument about “Quizizz Platform in the evaluation process of past tenses”.

Carefully read the objectives, operationalization of variables and observation checklist.

- Conclude about the correspondence between questions from the instrument with the objectives, variables, and indicators in the items.
- Determine the technical quality of each item as well as the representativity of this instrument.
- Assign observations in space provided if required.
- Choose and write every parameter in each item by using the following scale.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

B. Technical quality and representativity.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

C. Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided

Thank you for your collaboration



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:

A: Appropriate
NA: Not appropriate

In case NA is marked, make an observation in the space provided.

ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

C. Language

Mark each box with the following:		
A: Accurate		
I: Inaccurate		
In case I is marked, make an observation in the space provided.		
ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

B. Technical quality and representativity.

Mark each box with the following:

I: Ideal
G: Good
R: Regular
P: Poor

In case R or P is marked, make an observation in the space provided.

ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Validation Data

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Validation Date: 14/ 07/2021
General Observations:

ID: 1803009552



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Validation for the contents of the instrument about "Quizizz Platform in the evaluation process of past tenses".

Correspondence of questions in the Pre-test instrument

Categories Items	(A) Correspondence of the items with the objectives, variables, and indicators. A: Appropriate NA: Not appropriate		(B) Technical Quality and representativity I: Ideal G: Good R: Regular P: Poor				(C) Language and grammar. A: Accurate I: Inaccurate		Observations
	A	NA	I	G	R	P	A	I	
A. WRITE THE PAST TENSE OF THE FOLLOWING VERBS	X		X				X		
B. COMPLETE THE SENTENCES USING THE VERBS FROM EXERCISE 1	X		X				X		
C. READ THE FOLLOWING STORY, REWRITE IT IN SIMPLE PAST. THE STORY CONTAINS REGULAR AND IRREGULAR VERBS.	X		X				X		
D. UNSCRAMBLE THE LETTERS AND FIND THE HIDDEN VERB IN SIMPLE PAST.	X		X				X		
E. WRITE SENTENCES IN THE SIMPLE PAST USING THE FOLLOWING VERBS FROM GROUP 5. THERE IS ONE EXTRA VERB.	X		X				X		

Validation Signature

Ambato, 21 June 2021

Master

Cristina Crison,

Pioneer and highly trained professional in the field of English Teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled QUIZZZ PLATFORM AND THE EVALUATION PROCESS OF PAST TENSES IN STUDENTS FROM THE 7TH (A-B) YEARS OF BASIC EDUCATION OF THE UNIDAD EDUCATIVA "SAN PIO X"

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I will feel rather grateful for your support and help in this research work if accepted my request.

Kind regards,



Carla Lenis

I.D.

Table 1
Operationalization of Variables

Independent Variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Quizizz	Gamified Tool	Educational Technology	Observation	Observation Checklist	1
Quizizz is a gamified tool that offers students and teachers online assessment by developing autonomous work.	Online Assessment	Digital Platforms			2
		Meaningful Learning			3
	Autonomous Work	Critical Thinking			4
		Intrinsic Motivation			5
Dependent Variable					
Definition	Dimensions	Indicators	Techniques	Instruments	Items
Evaluation Process	Active Process	Educational Process	Test	Pre-test	6
It is an active process of permanent valuation that allows knowing the learning performance of students.	Permanent Valuation	Formative Evaluation			7
		Learning Performance	Feedback		8
		Didactic Strategies			9
		Performance Results			10

Author: Lenis, C. (2020)



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Directions:

Mr./Mrs.

Read every statement carefully. Then look at the columns and put a tick in the choice which reflects better your criteria. Do not forget to bear in mind the parameters as follow:

Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never

Objective: To identify relevant information while using the Quizizz Platform in the evaluation process of past tenses.

N	ITEMS Teacher	Frequency scale	A	O	S	R	N
		Quantitative scale	5	4	3	2	1
1	Teacher uses educational technologies for developing the learning process based on simple past tense topic						
2	Teacher creates digital platforms to introduce the simple past tense topic						
3	Teacher provides meaningful learning when using digital platforms to teach simple past						
4	Teacher uses educational technologies to develop critical thinking to acquire the simple past form						
5	Teacher creates digital teaching material to provide intrinsic motivation about simple past tense						
6	Teacher evaluates the learning process and get students' results through technological devices by assessing the simple past tense						
7	Teacher use formative evaluation to assess simple past						
8	Teacher provides constant feedback once the simple past tense is evaluated						
9	The simple past tense is evaluated with Quizizz platform as a didactic strategy						
10	Teacher invests in technological resources for good students' performance results based on simple past evaluation						

THANK YOU FOR YOUR VALUABLE COLLABORATION

Directions for the validation of the instrument about “Quizizz Platform in the evaluation process of past tenses”.

Carefully read the objectives, operationalization of variables and observation checklist.

- Conclude about the correspondence between questions from the instrument with the objectives, variables, and indicators in the items.
- Determine the technical quality of each item as well as the representativity of this instrument.
- Assign observations in space provided if required.
- Choose and write every parameter in each item by using the following scale.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

B. Technical quality and representativity.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

C. Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided

Thank you for your collaboration



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:		
A: Appropriate		
NA: Not appropriate		
<u>In case NA is marked, make an observation in the space provided.</u>		
ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

B. Technical quality and representativity.

Mark each box with the following:

I: Ideal
G: Good
R: Regular
P: Poor

In case R or P is marked, make an observation in the space provided.

ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

Validation Signature



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

C. Language

Mark each box with the following:		
A: Accurate		
I: Inaccurate		
In case I is marked, make an observation in the space provided.		
ITEM	SCALE	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

[Handwritten Signature]

Validation Signature



Pontificia Universidad
Católica del Ecuador

STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Validation Data

Name: Cristina Belen Crison Chavez
ID card: 1803671989
Degree: Master in learning and teaching English as a foreign/second language
Field of study: TESOL
Phone: 0983493783
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Institution: UTA
Validation Date: 07/14/2021
General Observations:

Cristina Crison

ID: 1803671989



STUDENT'S OBSERVATION CHECKLIST

Quizizz Platform in the evaluation process of past tenses.

Validation for the contents of the instrument about "Quizizz Platform in the evaluation process of past tenses".

Correspondence of questions in the Pre-test instrument

Items \ Categories	(A) Correspondence of the items with the objectives, variables, and indicators. A: Appropriate NA: Not appropriate		(B) Technical Quality and representativity I: Ideal G: Good R: Regular P: Poor				(C) Language and grammar. A: Accurate I: Inaccurate		Observations
	A	NA	I	G	R	P	A	I	
A. WRITE THE PAST TENSE OF THE FOLLOWING VERBS	X		X				X		
B. COMPLETE THE SENTENCES USING THE VERBS FROM EXERCISE 1	X		X				X		
C. READ THE FOLLOWING STORY, REWRITE IT IN SIMPLE PAST. THE STORY CONTAINS REGULAR AND IRREGULAR VERBS.	X			X			X		This section might need clear modeling for students to understand how to do it.
D. UNSCRAMBLE THE LETTERS AND FIND THE HIDDEN VERB IN SIMPLE PAST.	X		X				X		
E. WRITE SENTENCES IN THE SIMPLE PAST USING THE FOLLOWING VERBS	X		X				X		
FROM GROUP 3, THERE IS ONE EXTRA VERB.									

Cristina Cruz

Validation Signature

Annex 2. Rubric

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@uaaci.org.



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Annex 3. Pre-test

PRETEST IRREGULAR VERBS GROUP 1 and 2

NAME: _____

COURSE: _____

1.- WRITE THE PAST TENSE OF THE FOLLOWING VERBS

a) RING : _____

b) SWIM : _____

c) DRINK : _____

d) BEGIN : _____

e) RUN : _____

f) HIT: _____

g) CUT: _____

h) HURT : _____

i) SPREAD: _____

j) PUT: _____

2.- COMPLETE THE SENTENCES USING THE VERBS FROM EXERCISE 1:

a) My family and I _____ in the pool yesterday.

b) They _____ a lot of soda at lunch.

c) She _____ the phone and hour ago.

d) Covid 19 _____ around the world in 2020.

3.- READ THE FOLLOWING STORY, REWRITE IT IN SIMPLE PAST. THE STORY CONTAINS REGULAR AND IRREGULAR VERBS.

A Bad day

Today I _____(wake) up late, The alarm _____ (not ring). I _____ (eat) breakfast quickly. Then I _____ (run) to school. Suddenly, I _____ (hit) by accidently a car, and _____ (hurt) my knee. I _____ (begin) class at 7:00 but I _____ (arrived) at 7:11.

4. UNSCRAMBLE THE LETTERS AND FIND THE HIDDEN VERB IN SIMPLE PAST.

a) ETORW : _____

b) EDOR : _____

c) EOBKR : _____

d) GTO : _____

e) OKPES : _____

5. WRITE SENTENCES IN THE SIMPLE PAST USING THE FOLLOWING VERBS FROM GROUP 5. THERE IS ONE EXTRA VERB.

PAY

SWEEP

SAY

SLEEP

FEEL

KEEP

Annex 4. Quizizz Activities Irregular Verbs

The image displays the Quizizz interface for a presentation on irregular verbs. The interface is split into a left sidebar and a main content area.

Left Sidebar:

- Buttons: **Create** (with a dropdown arrow), **Ayuda** (with a question mark icon), and **Upgrade to Super** (with a lightning bolt icon).
- Navigation menu: **Explore**, **My library** (highlighted with a purple bar), **Reports**, **Classes**, **Settings**, and **More** (with a dropdown arrow).

Main Content Area:

At the top, it indicates **7 slides** and has **SHOW ANSWERS** and **PREVIEW** buttons.

Slide 1: The slide has a black background with white text on the left that reads **IRREGULAR VERBS GROUP 1 AND 2**. On the right, there is a purple graphic with the **QUIZIZZ** logo and a stylized character.

Slide 2: The slide has a black background with white text in the center that reads **GROUP 1** and **A FAMILY** below it.

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

Slide 3

SIMPLE PRESENT	SIMPLE PAST
RING	RANG
SING	SANG
DRINK	DRANK
SWIM	SWAM
BEGIN	BEGAN
RUN	RAN

Slide 4

GROUP 2

THE FAMILY THAT DOESN'T CHANGE

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

Slide 5

SIMPLE PRESENT	SIMPLE PAST
HIT	HIT
CUT	CUT
PUT	PUT
HURT	HURT
COST	COST
SPREAD	SPREAD

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

Question 6 30 seconds

Q, CHOOSE THE CORRECT PAST TENSE OF :
RING

answer choices

RINGED RANG

RANGED

Question 7 45 seconds

Q, CHOOSE THE VERBS THAT CORRESPOND TO GROUP 1

answer choices

rang, swam, drank play, walk, travel

began, ran, sang

Annex 5. Past Tenses Exercise

QUIZZ Search

Carlita Lenis

Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

15 questions

SHOW ANSWERS

PREVIEW

Question 1

30 seconds

Q. Choose the past tense of : RING

answer choices

rung

ringed

rang

rong

QUIZZ Search

Carlita Lenis

Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 2

60 seconds

Q. Yesterday, I _____ an English song.

answer

sang

alternatives

SANG

Sang

QUIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 3 45 seconds

Q. Choose the irregular verbs

— answer choices

sing = sang, ring = rang

play = played, start = started

hit = hit, cut = cut

run = ran

study = studied

Question 4 45 seconds

Q. Choose the past tense of the verb : BEGIN

— answer choices

began

begun

began

began

QUIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 5 30 seconds

Q. Choose the past tense of HURT

— answer choices

hurted

hart

harted

hurt

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 6 60 seconds

Q. Last Sunday I _____ in the pool.

answer

swam

alternatives

Swam

SWAM

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 7 30 seconds

Q. Choose the past tense of : CUT

answer choices

cut cutted

cat

Question 8 30 seconds

Q. Choose the past tense of : PUT

answer choices

put putted

pat

QUIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 9 45 seconds

Q. Choose the regular verbs

— answer choices —

swim = swam, ring = rang

hit = hit, cut = cut

study = studied

play = played, start = started

walk = walked, jump = jumped

Question 10 30 seconds

Q. Choose the past tense of SPREAD

— answer choices —

spread

sprid

spreaded

sprad

QUIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 11 60 seconds

Q. The last week My family _____ in the river.

— answer —

swam

alternatives

SWAM

Swam

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 12 60 seconds

Q. The covid 19 _____ around the world

— answer —

Spread

alternatives

SPREAD

spread

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 13 60 seconds

Q. I just _____ the paper

— answer —

cut

alternatives

Cut

CUT

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ADAPTING TO ONLINE LEARNING
Assign homework

Question 14 60 seconds

Q. I _____ the pencil over the table

answer

PUT

alternatives

put

Put

QUIZIZZ Search

Carlita Lenis
Basic account

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

INSTRUCTOR-LED SESSION
Start a live quiz

ADAPTING TO ONLINE LEARNING
Assign homework

Question 15 60 seconds

Q. I _____ a soda

answer

drank

alternatives

Drank

DRANK

Annex 6. Evaluation

QUIZZZ Biblioteca Quizizz

¿Tienes una cuenta? [Iniciar sesión ahora](#)

SESIÓN DIRIGIDA POR UN INSTRUCTOR [Iniciar una prueba en vivo](#)

APRENDIZAJE ASINCRONO [Asignar tarea](#)

12 preguntas [MOSTRAR RESPUESTAS](#) [AVANCE](#)

Pregunta 1 [Informar de un problema](#) [30 segundos](#)

Q. stop

— opciones de respuesta —

stop stopping

stopped stoped

Pregunta 2 [30 segundos](#)

Q. check

— opciones de respuesta —

checked cheked

checking cheeked

Pregunta 3 [30 segundos](#)

Q. chat

— opciones de respuesta —

chated chatting

chatedd chatted

Pregunta 4 [30 segundos](#)

Q. panic

— opciones de respuesta —

panicking paniked

panicked paniced

Crear

Explorar

- Mi biblioteca
- Informes
- Clases
- Más

Crear

Explorar

- Mi biblioteca
- Informes
- Clases
- Más

Crear

Explorar

Mi biblioteca

Informes

Clases

Más

Pregunta 5 30 segundos

Q. carry

— opciones de respuesta

carried

carrying

carryed

carring

Pregunta 6 30 segundos

Q. jog

— opciones de respuesta

jogging

jogedd

jogged

joged

Crear

Explorar

Mi biblioteca

Informes

Clases

Más

Pregunta 7 30 segundos

Q. dance

— opciones de respuesta

danced

dancced

dancing

danceing

Pregunta 8 30 segundos

Q. dry

— opciones de respuesta

dryled

drying

dry

dried

Crear

Explorar

Mi biblioteca

Informes

Clases

Más

Pregunta 9 30 segundos

Q. rain

— opciones de respuesta

raining rained
 raineing rained

Pregunta 10 30 segundos

Q. live

— opciones de respuesta

liveed left
 lived living

Crear

Explorar

Mi biblioteca

Informes

Clases

Más

Pregunta 11 30 segundos

Q. work

— opciones de respuesta

workked working
 workeed worked

Pregunta 12 30 segundos

Q. destroy

— opciones de respuesta

destroyeed destroyed
 destroying destroied

Annex 7. Past Tense Verb Puzzle

Past-Tense Verbs

Name _____ Date _____

Past-Tense Verb Puzzle

Write the past tense of each word in the box below. Then use the past-tense words to complete the puzzle.

Verbs tell when action takes place. Past-tense verbs tell about action that happened in the past. Most past-tense verbs end in -ed.

call _____	mix _____	play _____
yell _____	kick _____	help _____
bark _____	climb _____	walk _____



Across

1. Mike _____ over the wall.
3. The dog _____
5. Our teacher _____ us with the math problems.
7. We _____ for the team to win.
8. The boys _____ home from school.

Down

1. Sam _____ his dad on the phone.
2. Grandma _____ the cake batter.
4. The player _____ the ball.
6. Marie _____ a game with Zack.

On the back of this sheet, write a sentence using each of the past-tense verbs from the puzzle.

Junior Grammar Practice Book Unit 20: Verbs 2 - 2 © Linda Ward Beech, Scholastic Teaching Resources

1

Annex 8. Past Tense Bingo Card

Past Tense Bingo – Call Cards

take	<i>see</i>	go	<i>say</i>	get	<i>eat</i>
have	feel	<i>write</i>	buy	<i>come</i>	think
<i>do</i>	be	<i>make</i>	give	<i>wear</i>	drink

took	saw	went	said	got	ate
had	felt	wrote	bought	came	thought
did	was/were	made	gave	wore	drank

ESLCollective.com

Annex 9. Irregular Past Tense

Irregular Past Tense BINGO 1				
Shook 	Stuck 	Gave 	Thought 	Sold 
Wore 	Took 	Chose 	Swept 	Brought 
Blew 	Saw 	Free Space	Had 	Ate 
Read 	Slept 	Lit 	Dug 	Caught 
Froze 	Did 	Bit 	Fell 	Had 