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Bakalářská práce

The Use of Online Quizzes in ESL Teaching at Lower-Secondary Schools

Tereza Vaňkátová

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Vedoucí práce: Mgr. Barbora Bačíková

Prohlášení

Prohlašuji, že jsem bakalářskou práci na téma Využití online kvízů ve výuce anglického jazyka na 2. stupni základních škol vypracovala samostatně s využitím uvedených literárních zdrojů.

V Olomouci dne: ………………………… Podpis autora: …………………………

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Introduction

The purpose of the thesis is to gain insight into the topic of online quizzes and their use in ESL teaching at Czech lower-secondary schools. The theoretical part of the research presents several concepts related to online quizzes. The first one of them is ICT in education. Since online quizzes are just one manifestation of the current trend of gamification, gamification had to be mentioned also. Last but not least, online quizzes and selected platforms for their creation will be discussed.

The practical part of the thesis is set around three topics. The first one is currently a topic of huge relevance since it affected all of us. The outbreak of Covid-19 and the consequent introduction of online schooling, at least temporarily, changed the way people study. The purpose of the research is to find out whether and to what extent Covid-19 and the consequent introduction of online schooling affected the usage of online quizzes. The hypothesis that we will try to accept or reject goes as follows: *More teachers at lower-secondary schools use online quizzes in ESL classes than before the outbreak of Covid-19 and the consequent introduction of online schooling.*

The second aim of the research is to find out whether a relationship between the usage of online quizzes and the age of ESL teachers exists. Previous research suggests that it does. However, the previous research focused almost exclusively on the general use of ICT in education. The current research studies the topic further by focusing on a specific part of ICT in education, that is online quizzes. A hypothesis was set for this part of the research also: *Younger teachers of English at lower-secondary schools will report higher usage of online quizzes than their older colleagues.*

Perhaps even more important is to know how ESL teachers at lower-secondary schools actually use online quizzes. The research aims to find out what platforms teachers use, whether they use online quizzes for practicing or testing students and what language area they use them for - grammar, vocabulary, reading or listening.

THEORETICAL PART

1. ICT in education

Information and communication technology, or ICT, is a *"diverse set of technological tools and resources used to transmit, store, create, share or exchange information." (*Unesco, 2022) These technological tools and resources consist of *"all devices, networking components, applications and systems that combined allow people and organisations to interact in the digital world."* (Pratt, 2019)

ICT is an important tool for teachers and its usefulness is unquestionable nowadays. According to Lawrence (2018), the potential of ICT is huge and its use in a classroom is capable of improving the quality of teaching and learning since it *"provides more opportunities for teachers and students to work better in a globalised age."* (Lawrence, 2018) However, teachers have to integrate ICT in a proper way so that language use and proficiency are promoted in the classroom. Only then can students get the most out of it. (Palacios Hidalgo, 2020).

The findings of research carried out by Mynaříková (2020) indicate that secondary school teachers in the Czech Republic have average digital literacy but use ICT rather occasionally in teaching. The reason for this gap might be simple. Being digitally competent for personal purposes does not mean the same as being digitally competent in education. Even teachers with sufficient ICT skills often do not know how to implement ICT into their subjects. Guillén-Gámez (2020) found the attitude towards the use of ICT in teaching to be average.

Many researchers have already dedicated their time to researching the influence of age and Covid-19 on the use of ICT in teaching. The research will be discussed in the following subchapters 1.1 The influence of age on ICT and 1.2 ICT and Covid-19.

1.1 The influence of age on ICT

One of the major factors that influences ICT literacy, attitude towards the use of ICT and the use of ICT in education is age. (Guillén-Gámez 2020, Kubiatko 2013, Latif 2019, Lawrence 2018, Mynaříková 2020, Mynaříková 2021, Niyosha 2013, Palacios Hidalgo 2020) Research concluded that there is an influence between ICT literacy and age of a teacher, that is the higher the age of a teacher, the lower the level of ICT literacy. (Latif, 2019) Mynaříková (2021) found

out that the level of perceived digital competencies differs between age groups also in the Czech Republic. The perceived digital competencies of the youngest age group were the highest, and for the oldest age group the lowest. She suggests that the ICT literacy and skills of teachers in the Czech Republic are below average in an international comparison and they *"do not adequately correspond to the educational and social changes"* (Mynaříková, 2021). She explains that the intellectual skills of teachers are not worse than average, but since the Czech Republic has higher average age of teachers and since further education in ICT is neglected, their ICT literacy is below average. (Mynaříková, 2021)

Similarly, teachers' attitude towards the use of ICT in education is influenced by age. Guillén-Gámez (2020) tried to identify the variables that predict teachers' attitudes toward ICT in teaching. He concluded that age was one of the most important variables. It was the only variable tested that influenced all the dimensions analysed in the research, that is affective, cognitive and behavioural dimension. Other variables, such as gender, participation in research projects and type of teaching influenced only some of the dimensions.

Since age was a major factor influencing teachers' attitudes towards the use of ICT in education, and since it influenced also its behavioural dimension, it should necessarily influence the use of ICT also. Kubiatko (2013) compared millennial and X generation in the context of Czech republic and Slovakia to find out that the members of the two generations are *"different from each other when it comes to their use of and the attitudes toward ICT."* (Kubiatko, 2013) Lawrence (2018) and Niyosha (2013) agree that the adoption and integration of ICT is strongly governed by age. They compare various age groups between each other to find out that the younger teachers used ICT more often than older teachers. (Lawrence, 2018, Niyosha, 2013).

The findings of research conducted at secondary schools in the Czech Republic by Mynaříková (2020) differ slightly. Similarly to other researchers, she found the usage of ICT the lowest for the oldest age group. However, ICT was not used the most by the youngest respondents, but by the age group 27-35 years old. Although the youngest age group, that is a group with respondents 26 or younger, had the best understanding of ICT, they were not the group that used them the most in teaching. A further study would be needed to show whether teachers leave pedagogical faculties with sufficient knowledge of ICT but integrate them in their teaching only years later. (Mynaříková, 2020) Mynaříková also suggests that especially the older generation refuses to use ICT in teaching. Compared to younger teachers, they may not

believe in their ability to understand ICT. Furthermore, they are not *"sufficiently convinced of the efficacy and meaningfulness of these forms of teaching."* (Mynaříková 2021) and perceive teaching of ICT only as a separate subject. *"At the same time, the involvement of ICTs in other subjects is the key to bringing the subject closer to the students."* (Mynaříková 2020)

1.2 ICT and Covid-19

At the beginning of 2020 SARS-CoV-2 virus started to spread in the Czech Republic. In an effort to stop its spread, almost all education institutions were closed and teachers were forced to carry out lessons by means of distance education. The rapid change on demands on teachers was accelerated by this situation and forced teachers to *"use digital technologies daily as not only preferred, but usually their only means of teaching."* (Mynaříková, 2021)

The key elements for the success of ICT and online learning platforms in education are teachers' preparedness and positive attitude. As Di Pietro (2020) says, teachers should be able to *"compensate for the lack of physical presence by setting up a virtual environment where all participants feel comfortable and teachers can be easily accessed."* (Di Pietro, 2020) However, ESL teachers' preparation for remote education was not sufficient and it caused them a lot of stress. (Marchlik, 2021) According to UNESCO, skill gaps in teachers to use ICT are one of the key concerns in introducing distance-learning programmes. They vary between 68% in low and lower middle income countries to 62% in high and upper middle income countries, with global value being 64%. (Unesco, 2020)

Following the research on the influence of age on ICT, ICT in times of Covid-19 and usage of ICT in education, I want to narrow down the field of focus to online quizzes which have become increasingly popular in the Czech Republic.

2. Gamification

Online quizzes are just one manifestation of the current trend of gamification. Zounek (2016) defines it as *"application of game elements and principles in non-game contexts (…) Its aim is to make a non-game activity, such as learning, as fun, as engaging and as motivating as a game."* (Zounek, 2016, p. 136)

Although the term gamification is relatively new and it was not added to English lexicon until the 21st century, the concept of gamification exists for a long time. (Walter, 2022) It has become the major focus of education related technology and it has experienced an increased use since people have been trying to find alternative approaches to teaching and learning.

Gamification has an immense potential and it is possible and useful to find time for a didactic game in each subject. (Kalhous, 2015) Some of its main advantages are its ability to make the experience of learning more entertaining, to heighten students' motivation and to positively impact their attention. According to Jiménez-Sánchez (2020), gamification improves both intrinsic and extrinsic motivation of students.

Gamification is about making something potentially tedious, for example a traditional learning environment, into an engaging and entertaining learning context, into a game. According to Kalhous (2005), it can have such a positive impact that it can make students enthusiastic towards ESL learning.

Gamification takes advantage of the human inborn nature, of enjoying winning and hating to be defeated. Competitiveness makes students pay attention in order to gain the knowledge necessary to succeed in the game. (Jiménez-Sánchez, 2020) Not only the competitiveness makes a student learn more. If a student perceives a class as enjoyable and innovating, and he is able to find a meaning in the things studied, his motivation to acquire knowledge grows accordingly. (Monte, 2017)

3. Online quizzes

A quiz is a type of didactic test which helps to activate students and at the same time measure and assess their level of comprehension in a predetermined area. Not only it measures the students' performance, it measures the success of teaching programs also. (Mutiawani, 2022) A quiz consists of a set of tasks from a selected area of educational context and it is usually used as *"a light form of a formative assessment"*. (Naseem, 2021)

A formal standard for distinguishing between a test, an exam and a quiz does not exist. A test is often used as a general term, therefore it can incorporate quizzes. However, in academic setting these terms refer to *"a hierarchy of evaluations"*. (Tierney, 2021) A quiz is the most

casual and the shortest form of evaluation which usually does not affect the final grade much. Some teachers may schedule quizzes regularly, others may prepare an unscheduled quiz, that is a pop quiz. Common question types are fill-in-the-blank, true or false, multiple choice answers etc. Long answers are not common in quizzes. However, they can often be found in exams, which are more serious, often long and have a big impact on final grade. The significance of tests is higher than the significance of quizzes but it is lower than the significance of exams. (Tierney, 2021)

Quizzes are used by teachers during classes or assigned as a homework. A quiz is a tool that is used to activate students, practise English with them or to test their knowledge. According to Tierney (2021), quizzes help keep students engaged and prepare them for tests. There are online quizzes that are student-paced, others are teacher-paced.

Quizzes are a way to keep track of students' progress, which is useful for both teachers and students. Students can check if they understand the material. They can also determine the areas they need to focus on in order to pass the exams. Teachers can use quizzes to gain a better understanding regarding the problematic topics. They can also realize which students struggle with the topics discussed and might need more practice. (Tierney, 2021)

Quizzes are also fun and engaging. According to Zounek (2016), research implies that *"students prefer to study through visual or audio materials over learning from a text"* and that *"they give a priority to interactive activities or activities carried out via internet."* (Zounek, 2016, p. 44) Online quizzes are capable of providing all these things.

3.1   Online quizzes in ESL

The majority of the previously conducted research on the use of online quizzes in ESL classes focuses on the effect that online quizzes have on students. Most research concentrates on one or several platforms, predominantly Kahoot!, Quizizz and Quizlet. Some of the findings from the previously conducted research will be discussed in this subchapter.

The research indicates that students who take online quizzes in ESL classes gain knowledge faster and have generally higher average results than the students who do not take online quizzes (Dobston, 2008; Sánchez, 2017; Boulaid, 2019; Cinar, 2019; Poláková, 2019; Jiménez-

Sánchez, 2020; Kapsalis 2020; Quizlet, 2021; Rinaldi, 2022; Montaner-Villaba, 2019; Setiawan, 2020; Rajkumar, 2021). For example Boulaid (2019) claimed that 92% of the participants reported learning more vocabulary when using online quizzes. Kapsalis (2020) agrees that the improvement when using online quizzes is significant. However, he claims that it is not significantly higher compared to the students who use the traditional method of paper and pencil tests in the classes. The paper and pencil tests must be used on a regular basis for them to be as effective as online quizzes, though.

Motivation is crucial in ESL teaching and several papers have indicated increased motivation in majority of students (Boulaid, 2019; Cinar, 2019; Jiménez-Sánchez, 2020). Boulaid (2019) said that 97% of the participants reported to be highly motivated when using Kahoot!. Jiménez-Sánchez (2020) suggests that not only online quizzes, but gamification in general significantly improves both intrinsic and extrinsic motivation.

The findings have also revealed higher engagement of the students while using online quizzes than when they use the traditional methods (Hamilton-Hankins, 2017; Jiménez-Sánchez, 2020, Nguyen, 2018). As Jiménez-Sánchez (2020) suggests, the competitiveness of Quizizz makes students more attentive during ESL classes because they want to gain the knowledge that is required to succeed in the game.

Not only were the English lessons with online quizzes more engaging, they were also more fun (Cinar, 2019; Jiménez-Sánchez, 2020). As Cinar stated, Quizlet made a significant contribution to students' positive attitudes towards their English course.

Language skills are enhanced by online quizzes significantly. Quizzes may serve as a method of consolidation of grammar (Sánchez, 2017; Ulla, 2020; Kapsalis, 2020), vocabulary (Sánchez, 2017; Boulaid, 2019; Cinar, 2019; Poláková, 2019; Ulla, 2020; Rinaldi, 2022; Montaner-Villaba, 2019; Setiawan, 2020; Rajkumar, 2021), listening and reading (Sánchez, 2017; Ulla, 2020). According to Ulla (2020), Kahoot!, Socrative, Google Forms, Quizizz and Quizlet were the platforms used most often. Kahoot!, Quizizz and Quizlet were used mostly for vocabulary and grammar practices, Google Forms for reading assessment and Socrative for vocabulary, reading and listening. However, it is impossible to make any general conclusions since the research had a small number of participants. (Ulla, 2020).

4. Selected platforms

There are many different platforms for creating online quizzes. This chapter describes four of them - Kahoot, Quizizz, Quizlet and Google Forms. All of them have experienced a massive growth in 2020. It also includes research and articles about the platforms. The research included in this chapter is focused on the use of these platforms in ESL teaching.

4.1 Kahoot!

"Play is the first language we learn.
It's how we discover the world and understand our place in it." (Kahoot!, 2021)

Kahoot was founded in 2012 by Morten Versvik, Johan Brand and Jamie Brooker. It was launched one year later, in 2013. Its technology is based on research conducted by Morten Versvik for his Master's degree at NTNU. Since Kahoot! is concerned with learning, the company initially focused on school environment. However, Kahoot! and game-based learning have become a pop culture phenomenon. It has grown far beyond school use - it is played in business training sessions, events of all kinds, and basically in any social and learning context, both in person and online. (Kahoot!, 2021)

As stated above, Kahoot! has become a pop culture phenomenon which means that it must have experienced a massive growth. It did. Since its launch, 5 billion players have played it. In 2020, over 7 million teachers used Kahoot! and over 1.5 billion players participated. In the US, half of the teachers and students hosted or played a game. (Kahoot!, 2021)

Kahoot!'s mission is to "*make learning awesome (…) and to build the leading learning platform in the world*". (Kahoot!, 2021) They aim to combine lifelong learning, curiosity and play. They suppose that this way, they can unlock the learning potential within all of us. How does Kahoot! make learning awesome? By *"creating engaging and impactful experiences for the users"*. (Kahoot!, 2021) Research conducted by Halim (2020) indicates that Kahoot! is indeed able to make learning awesome. Students who participated in the study reported that they enjoyed studying English using Kahoot!. The implementation of Kahoot! in ESL classroom also increased their attention. Furthermore, students reported that when they learn in a fun way, they become more confident to use English. (Halim, 2020)

Contrary to common believe, most of us are able to learn anything, regardless our age. All we need is motivation, persistence and the right tools. Several papers have indicated that Kahoot! boosts students' motivation in ESL classroom. (Boulaid, 2019, Jusoh, 2018, Artati, 2021, Halim, 2020, Rajabpour, 2021). As Rajabpour (2021) indicates, it might be caused by several factors. The possible incentives could be improved classroom atmosphere, possibility for communication with their classmates or the use of audio, graphics, music and game points in Kahoot! (Rajabpour, 2021) Halim (2020) indicates that studying English with Kahoot! increases students' interest to learn. It makes them want to study English more and be good at it. Jusoh (2018) suggests that students are motivated mostly by the prospect of winning.

One of the Kahoot!'s core concepts is so-called learners to leaders pedagogy. It is the idea that a student becomes a teacher. Students, traditionally the passive consumers of knowledge, become researchers, creators, facilitators, and leaders. They not only develop their soft skills on the way, but also learn more about the topic itself. It allows them to deepen their understanding of the concepts. The whole process works this way:

1. Teacher hosts a Kahoot! in a class.
2. Students create their own Kahoots!.
3. Students host their Kahoots! with the class.
4. Teacher gives them feedback. (The K!rew, 2018)

The traditional mode of Kahoot! is the Live mode. In this mode, all the students play and answer the questions at the same time. The questions are shown on a board or a conferencing tool and the students compete between each other. The faster they answer, the more points they get. The Live mode is teacher-paced, which allows the teacher to give assessment to the students in real time and review the content right after each question. Timely feedback is important and makes Kahoot! a strong teaching tool.

There are several drawbacks of the Live mode. Although it enhances competition and engagement, it can put some students under unnecessary pressure. Furthermore, it is only possible to play with all the students logged in at the same time which makes it impossible for the students to practise by themselves in their free time, or for the teacher to assign a quiz as homework. That is why a new feature has been added and since February 2020 it has been possible to play a student-paced challenge, with the possibility to see both questions and answers on students´ devices since March 2021.

Previous research indicates that students who play Kahoot! show better results than the ones who do not play it. (Boulaid, 2019, Poláková, 2019, Kapsalis, 2020) Kahoot! increases energy level of students. It is caused mostly because of the *"fun learning environment that it creates for learners"* (Rajabpour, 2021)

4.2   Quizlet

"Anyone can learn anything. All it takes is a tenacious spirit, the right guidance, and the tools to see it through." (Quizlet, 2021)

The history of Quizlet dates back into 2005 when Andrew Sutherland created a studying tool to help him study for his French vocabulary test. It was launched on the 17th of January 2007. In the beginning the platform offered Flashcards mode, with different modes and games being added gradually. Nowadays, the most used game in classroom setting is Quizlet Live, launched in 2016. (Quizlet, 2021)

The platform is used by 50 million monthly learners who participated in over 3 billion study sessions. Not only are there many users, the database counts over 350 million different study sets. Quizlet claims to be highly useful since 90% of the students who use it report higher grades. (Quizlet, 2021) Better learning outcomes after using Quizlet were observed by several studies. (Cinar, 2019; Montaner-Villaba, 2019; Setiawan, 2020; Rajkumar, 2021)

During the years of its existence, Quizlet has grown into 5 study modes (Learn mode, Flashcards mode, Write mode, Spell mode and Test mode) and 3 games (Quizlet Live, Match, Gravity). For example, Quizlet Learn lets users create diagrams, which is an interesting alternative to covering labels with thumbs on paper illustrations. As stated above, the game used the most in the classroom setting is Quizlet Live. (Quizlet, 2021)

Quizlet Live was originally a game that blends competition and cooperation. It offered only Team mode where teams compete with each other. In the Team mode, teams are grouped randomly. Every team member sees a different possible answer to the same questions, and only one of them has the right one. The students must cooperate to find the right answer and win. Quizlet Live gives preference to accuracy over speed. If a team makes a mistake, they have to

start all over again. The team who answers correctly all questions wins. Since the students in a team have to cooperate, Team mode enhances their communication and other soft skills.

Online quizzes platforms experience a fast development in the last years. Although Quizlet Live was originally a cooperative game, Individual mode has been added recently. Individual mode not only provides one more way to play Quizlet Live, it also makes playing remotely possible. This option has been of high importance since 2020 and the introduction of online schooling. (Quizlet, 2021)

Research suggests that Quizlet is highly useful for studying vocabulary. (Cinar, 2019; Montaner-Villaba, 2019; Setiawan, 2020; Rajkumar, 2021) The students participating in a study conducted by Rajkumar (2021) reported improvement in their vocabulary. The biggest improvement was experienced by students who created digital flashcards in Quizlet by themselves. Montaner-Villaba (2019) agreed that the use of Quizlet improved significantly the level of students' vocabulary. Students' vocabulary performance was more homogenous after studying with Quizlet, huge differences were observed in the vocabulary performance between the students who used only the traditional methods. As Setiawan (2020) suggests, this homogeneity of the performance might be partly caused by the ability of Quizlet to motivate students. During the use of the Quizlet app, students felt more enthusiastic, did not get bored easily and their interest to learn vocabulary was high. (Setiawan, 2020)

4.3 Quizizz

"We´re on a mission to motivate every student."

(Quizizz, 2021)

Quizizz was founded by Ankit Gupta and Deepak Joy Cheenath in 2015 in Banglore, India. The platform is used by over 20 million students worldwide. Half of the schools in the US use it and half a billion questions are answered per month. (Quizizz, 2021)

Unlike in a traditional Kahoot! game, students always see questions on their own devices. The database contains over a million quizzes and the users can freely use them for their own use or combine them with their own quiz. Since Quizizz is traditionally student-paced and students

engage at their own pace, the element of time pressure characteristic for Kahoot! games is eliminated here.

It is possible to play a live game or assign a quiz to students as homework. The homework mode allows teachers to set deadlines, extend them, or reopen quizzes for students who missed them. It is also possible to create question banks and get adaptative feedback. In this mode, every student is assigned different questions randomly selected from question banks and the system creates adaptative retakes if a student makes a mistake. It is also possible to add video or audio to any quiz.

In 2020 Quizizz added a feature called lessons. Lessons are teacher-paced, and it is possible to combine them with a quiz and ask follow-up questions. There are 5 types of questions – multiple choice, checkbox, fill-in-the-blank, open-ended and a poll. One distinctive feature of Quizizz is the possibility to add meme sets to quizzes. The memes appear after some of the questions answered. This feature can make the quiz even more enjoyable.

Jiménez-Sánchez (2020) suggests that the competitiveness of Quizizz makes students more attentive during the lessons. They are motivated to learn so that they can succeed in the game. Since they are motivated, they gain knowledge faster and have generally higher results than the students who use only traditional methods.

4.4 Google Forms

"Google Forms. Forms that you create surveys to gather classroom data and monitor students´ progress." (Google for education, 2021)

Google Forms allow teachers to get the classroom data and monitor students' progress. The data is automatically collected in the form of graphs and spreadsheets. There are several settings which make Google Forms a powerful tool for teaching. For example, it is possible to add a point value for individual questions and have a quiz graded automatically. This automatization can save teachers precious time which they can spend with the students or preparing other materials for the classes. The grades can be released immediately or after a manual review with the possibility to add feedback to each individual question. It is also possible to import the

grades from quizzes into Google Classroom or set up a quiz so that people only see certain sections based on their answers.

Google Forms can help teachers to *"gauge students' pre-existing knowledge, identify misconceptions, and engage students in discussion".* (Nguyen, 2018) It is important since the students' feedback teachers get by using the traditional methods is often inaccurate. Even when teachers ask them directly whether they understand, not all of them may attempt to answer. The lack of students' engagement leads to inaccurate assumptions. Google Forms can help with the situation since it promotes engagement and allows teachers to get accurate feedback. Immediate and accurate feedback is important so that teachers can assess correctly how well students understand the topic and immediately respond to their needs. (Nguyen, 2018)

In order to promote students' engagement even further, Nguyen (2018) suggests using Google Forms to collect students' self-reflections after a lesson. It is a short reflection in which students summarize the main point of the class, mention something new they have learned or the topic that they had difficulty to understand. Not only it keeps the students engaged, it also gives additional feedback to the teacher. (Nguyen, 2018)

Rinaldi (2022) suggests that Google Forms are more affective in mastering vocabulary than the traditional methods. It happens since students feel more interested and challenged by Google Forms. It might also be something new for them, therefore they do not get bored so easily. Agung (2018) adds that the majority of students showed a positive response to Google Forms which makes it an excellent assessment alternative.

4.5   Integrations

Integrations make platforms more convenient and easier to use in a day-to-day life. They save time. They make it simple to create classes, organize the data and limit the distractions. Some integrations allow teachers to import data, such as grades, to LMSs.

Integrations are important since they may bring more users to the platforms. It may be even more likely to happen during uncertain times, e.g. during the Covid-19 pandemic and the sudden introduction of distance education. Research suggests that the majority of teachers experienced skill gaps in ICT, they were not sufficiently prepared for remote education and it

caused them a lot of stress. (Unesco, 2020, Marchlik, 2021) Yet, they had to learn fast and almost instantly move the classes from classrooms to online settings. Considering the previous findings, they were probably not searching for a complicated solutions and used the tools that were easily accessible to them from the platforms they were already familiar with.

Platforms	Integrations
Kahoot!	Microsoft Teams, Hopin, PowerPoint, Zoom
Quizizz	Microsoft Teams, Google Classroom, Remind, Scholar, Canvas
Quizlet	Microsoft Teams, Google Classroom
Google Forms	Google Classroom

Table 1: Integrations

* The table 1 portrays the situation as it was during the data collection stage of the current research, that is February and March 2021.

PRACTICAL PART

5. The aims of the research

The aim of the research is to analyse the state of use of online quizzes in ESL classes at lower-secondary schools in the Czech Republic. The topic of online quizzes is current and often discussed. Research implies that members of so-called net generation prefer to study through visual and audio material over learning from a text. It also implies that they give a priority to interactive activities or activities carried out via internet. (Oblinger, 2005) It is possible, especially in today's world, that the students who attend lower-secondary schools nowadays have similar preferences as the members of net generation.

The research focuses on three main areas. Its first aim is concerned with an unprecedented situation that hit the world in 2020. In that year, the world experienced an outbreak of Covid-19 caused by the SARS-CoV-2 virus. In an effort to stop its spread, almost all educational institutions were closed and teachers had to carry out lessons by means of distance education. Marchlik (2021) and Unesco (2020) suggest that teachers' preparation for remote education was not sufficient and that most of them had skill gaps in ICT. Yet, it can be expected that such a big change affected the way teachers integrate ICT into teaching. Furthermore, Mynaříková (2020) found out that before the outbreak of Covid-19, Czech teachers at lower-secondary schools used online quizzes rather occasionally. The research considers the situation and aims to find out whether and to what extent Covid-19 and the consequent introduction of online schooling influenced the usage of online quizzes in ESL classes.

The second aim of the research is concerned with demographics, namely age of the teachers. Its aim is to find out whether a relationship between the usage of online quizzes and the age of ESL teachers exists. The research carried out by Guillén-Gámez (2020), Kubiatko (2013), Latif (2019), Lawrence (2018), Mynaříková (2020), Niyosha (2013) and Palacios Hidalgo (2020) suggest that it does. However, the previous research focuses on the general use of ICT in education. This research aims to study the topic further by focusing on a specific part of ICT in education, that is online quizzes.

The previously mentioned aims of the research focus on the factors influencing the use of online quizzes in ESL classes. Perhaps even more important is to know how online quizzes are used.

That is why the following research aim is to find out how techers actually use online quizzes in ESL classes. It wonders about what platforms teachers use, whether they use online quizzes for practicing with their students or testing their students and what language area they use it for – grammar, vocabulary, reading or listening.

5.1   Research questions

The method of the research is based on Peter Gavora's Introduction to Research in Education Science. He recommends to start a research by identifying and defining research problems in which a researcher formulates what exactly they want to research. (Gavora, 2000, s. 24) Punch (2008) adds that although it is necessary to connect research problems with the methodology, researcher should focus on defining a research problem first. (Punch, 2008, s. 47)

It is possible to formulate a research problem either in a declarative or interrogative form. When interrogative form is used, it is called a research question. (Gavora, 2000, s. 29) An interrogative form was chosen for this research since it *"has stimulating power and often helps to clarify the researcher's next steps. It helps to realize the research problem and look for ways to solve it."* (Gavora, 2000, s. 29)

The research is based on three research questions mentioned below:

- Research question 1: What impact has Covid-19 and the consequent introduction of online schooling had on the usage of online quizzes in the ESL classes at lower-secondary schools?

- Research question 2: What is the relationship between the teacher's age and their usage of online quizzes in ESL classes at lower-secondary schools?

- Research question 3: How do ESL teachers at lower-secondary schools use online quizzes?

5.2   Variables

Based on Gavora (2000), the next step after defining research questions is to define research variables. A variable is an element of research that takes on different values. In order for a

variable to be examined, it has to be operationally defined, so that the variable is put into observable and measurable context. (Gavora, 2000, s. 48-49)

Four variables can be found in the research questions. The first variable is Covid-19 and the consequent introduction of online schooling. For the purpose of the research, the variable was defined as the date March 11th. On this day, all primary, secondary, higher vocational schools and universities in the Czech Republic were closed and the distance education was introduced. The second variable is the usage of online quizzes. It can be operationally defined as the fact whether a teacher uses online quizzes in ESL classes or not. The third variable is the age of a teacher, which we will understand as the number of years that had passed between the birth of a respondent and the time of responding to the questionnaire. The fourth variable is the way ESL teachers use online quizzes. It can be defined as a method how teachers use online quizzes.

Variables are in a certain relationship and they influence each other. A variable that influences another variable is called independent variable. There are three independent variables in the research - age of a teacher, the way how teachers use online quizzes and Covid-19 and the consequent introduction of online schooling. A variable which value changes due to an independent variable is called a dependent variable. The usage of online quizzes is a dependent variable. (Gavora, 2000, s. 48)

5.3   Hypotheses

According to Gavora (2000), research problems determine only the basic orientation of a research. The additional information needed for its direction is set in hypotheses. A hypothesis is a scientific prediction of a relationship between two variables. Research is set around hypotheses and focuses on confirming or refuting them. (Gavora, 2000, s. 50-53) According to Punch (2008), hypotheses should be established only when it is possible to suggest a prediction based on an existing set of statements. (Punch, 2008, s. 47-48) The current research meets the condition. There are two hypotheses in total, one of which is divided into several sub-hypotheses, as suggested by Gavora. (Gavora, 2000, s. 55)

- Hypothesis 1: More teachers at lower-secondary schools use online quizzes in ESL classes than before the outbreak of Covid-19 and the consequent introduction of online schooling.

- Hypothesis 1.1- ESL teachers' awareness of online quizzes has risen since the outbreak of Covid-19 and the consequent introduction of online schooling.

- Hypothesis 1.2 – The number of teachers using online quizzes in ESL classes has risen since the outbreak of Covid-19 and the consequent introduction of online schooling.

- Hypothesis 1.3 – Teachers who had been using online quizzes in ESL classes before the outbreak of Covid-19 and the consequent introduction of online schooling started to use them more often.

- Hypothesis 2: Younger teachers of English at lower-secondary schools will report higher usage of online quizzes than their older colleagues.

There is no hypothesis for the research question 3. A hypothesis expresses a relationship between two variables. Since the research question 3 is a descriptive research question, it does not compare two variables. Instead, descriptive research problem *"identifies and describes a situation, condition or occurrence of a particular phenomenon."* (Gavora, 2000, s. 26)

6. Methodology

This chapter will present the methodology of the research. First, it will describe the method of the research and why the method seemed suitable. Then, the structure of the questionnaire, the subjects of the research and the research procedure will be discussed. Finally, the analysis of the data and the problems the limitations encountered during the research will be mentioned.

6.1 The method of the research

Two basic approaches to a research exist, that is quantitative and qualitative approach. A researcher should choose wisely since their choice partly predetermines the methods and the type of findings they will get. (Gavora, 2000, s. 31) This research uses a quantitative strategy. This strategy was chosen since it seems more appropriate for this type of a research. Especially the second hypothesis requires quantitative data.

After choosing the approach to the research, it is necessary to choose a research method and create a specific research tool within it. A research method is a general name for a research procedure, that is used for collecting data, while a research tool is a specific product. (Gavora,

2000, s. 70) A questionnaire was used as the research method and tool. It is a relatively fast and simple way to contact many potential respondents. It seemed as an appropriate method since the research aimed to contact people throughout the Czech Republic. Furthermore, during the pandemic of Covid-19, personal contact was not recommended. By using a questionnaire it was possible to eliminate the personal contact and prevent spreading the virus.

6.2 The structure of the questionnaire

As stated above, a questionnaire was used as the research tool for collecting data. There were twelve questions in total, which was just enough to collect all the needed information. Different types of questions were used for a greater diversity, namely open-ended questions, close-ended questions and semi-closed questions. Some of the questions had a single possible answer, others multiple answers. According to Gavora (2000), the type of questions should alternate since it brings respondents out of stereotype and heightens their attention. (Gavora, 2000, s. 105) The advice was taken into consideration and the types of question alternate slightly in the questionnaire.

The questionnaire was made both in Czech and English language. There would have been several disadvantages if I had not used a bilingual questionnaire. Provided that all the Czech teachers of English would understand it even if it was written only in English, the understanding itself would not be a problem. However, I assumed that the respondents might give more specific answers if they are allowed to answer in their native language. Furthermore, participants might be more likely to respond to the questionnaire.

Using a questionnaire that would be solely in Czech did not seem sufficient either. Native teachers of English form an important part of many lower-secondary schools in the Czech Republic. Under no circumstances could they be omitted. In order to ensure that they could participate in the research, the questionnaire was made bilingual.

6.3 Subjects of the research

The target group of the research were ESL teachers at Czech lower-secondary schools. According to the MSMT, lower-secondary schools are classified under ISCED 2. In the Czech Republic, it includes "2. stupeň základní školy" and several grades of "gymnázium". Gymnázium can last four, six or eight years. To the lower-secondary education belong only the

first four years of an eight-year gymnázium and the first two years of a six-year gymnázium. (MSMT, 2021)

The majority of schools that were contacted was located in the Moravian-Silesian Region, Olomouc Region, South Moravian Region and Prague. Therefore we can expect that the majority of respondents comes from these regions. Several schools in Karlovy Vary Region and Ústí and Labem Region were contacted also, since these regions show significantly worse educational outcomes than the rest of the Czech Republic. To certain extent, these outcomes are given by economic and social problems of these regions. However, the economic and social status of students' families explains only 47% of the differences between the regions, according to MSMT. The biggest reason for their performance is expected to be the quality of schools in those regions, namely the skills and motivation of the teachers, schools equipment etc. (MSMT, 2021)

Altogether, the research had fifty respondents, out of which thirty eight (76%) teach in town schools and twelve (24%) in village schools. Considering their age, five respondents were younger than thirty, ten respondents (20%) belonged to the age category of thirty to forty years old, twenty two respondents (44%) to the age category of forty to fifty years old and thirteen respondents were older than fifty years old.

6.4   Description of the research procedure

The research was done during the time of online schooling in the Czech Republic and the Covid-19 pandemic. On one hand it made it problematic to approach the potential respondents personally. On the other hand it made them more open and used to online communication which made it easier to contact teachers in several regions of the Czech Republic. Questionnaires were distributed by email to schools.

Overall, 30 schools were contacted from which 50 respondents participated. This means 1,67 respondents from each contacted school. The data collecting phase lasted from 18th February 2021 to 16th March 2021.

6.5   Analysis of the data

The data was analysed by means of statistical methods, namely absolute frequency, relative frequency, $\chi 2$ test and Cramér's V. The level of significance α was set to 0.05. When the p-value is smaller or equal to 0.05, the probability that the variables are completely unrelated is 5% or less. In that case, the alternative hypothesis is accepted as statistically significant. The $\chi 2$ formula is $\chi^2 = \sum (O_i - E_i)^2 / E_i$. The O_i is the observed value, the E_i is the expected value. However, a p-value only indicates if an association between the variables exists, it does not say anything about the strength of the association. That is why Cramér's V is used in the research. The formula for Cramér's V is $\phi c = \sqrt{\chi 2 / n(k-1)}$. (Berg, 2021)

In order to keep the data organized, it was arranged thematically in the form of tables and graphs. In other words anything related to the first research question was presented first, anything related to the second research question second etc.

6.6   Limitations of the research

Two issues were encountered during the research. Apparently, the questionnaire needed to state explicitly that answering the question 5 (*If you have not heard about online quizzes, would you like to learn more?*) was not obligatory. That being said, it did not cause any confusions in the data. Yet, it might be good to consider it in further research. Another confusion was caused by one respondent who initially claimed that they used online quizzes. However, in another question they claimed that they did not use them. This is illogical. It could be caused either by a lack of concentration of the respondent or a limitation in the structure of the questions.

7. Research results

In this chapter, the research results will be presented. This chapter is organized into subchapters. Each subchapter introduces the findings relevant to one of the research questions or hypotheses. In order to keep the research results clearly arranged, only the relevant data will be displayed. Complete questionnaire and its responses can be found in the appendices.

7.1 Influence of Covid-19 and the consequent introduction of online schooling

This subchapter will aim to answer the research question 1: What impact has Covid-19 and the consequent introduction of online schooling had on the usage of online quizzes in the ESL classes at lower-secondary schools?

The hypothesis connected to this research question is divided into several sub-hypotheses. Each of them is represented by one or more questions in the questionnaire. First, the hypotheses and the sub-hypotheses will be presented. Then, the results will be analysed by means of statistical methods, namely absolute frequency, relative frequency and χ^2 test.

H1: More teachers of English at lower-secondary schools use online quizzes in ESL classes than before the outbreak of Covid-19 and the consequent introduction of online education.

- H1.1 – ESL teachers' awareness of online quizzes has risen since the outbreak of Covid-19 and the consequent introduction of online education.

- H1.2 - The number of teachers using online quizzes in ESL classes has risen since the outbreak of Covid-19 and the consequent introduction of online education.

- H1.3 - Teachers who had been using online quizzes in ESL classes before the outbreak of Covid-19 and the consequent introduction of online schooling started to use them more often.

7.1.1 Awareness of online quizzes

The data in the table 2 is combined from answers to question 4 (Have you ever heard about online quizzes?) and question 6 (Had you heard about online quizzes before the introduction of online education?). These questions were included in the questionnaire in order to assess the

difference in teacher's awareness of online quizzes before and after the introduction of online schooling. It strives to give answers regarding the sub-hypothesis 1.1 which is that ESL teachers' awareness of online quizzes has risen since the outbreak of Covid-19 and the consequent introduction of online schooling. It could be expected that after the outbreak of Covid-19 and the consequent introduction of online schooling more teachers learned about online quizzes since they had to find new ways and tools for teaching.

Have you ever heard about online quizzes?	March 2020		February - March 2021	
	Absolute frequency	Relative frequency	Absolute frequency	Relative frequency
Yes	35	70%	48	96%
No	12	24%	2	4%
I don´t remember.	3	6%	0	0%

Table 2: Awareness of online quizzes as of March 2020 and February - March 2021

As can be seen in the table 2, 35 respondents (70%) had heard about online quizzes before the introduction of online education while in February and March 2021, 48 respondents (96%) reported having heard about them. It means that the respondents' awareness of online quizzes has risen by 26%. Before March 2020 and the introduction of online schooling, 12 respondents (24%) had never heard of online quizzes. As of March and February 2021 only 2 respondents (4%) had never heard about online quizzes. Therefore, the number of respondents who have never heard about online quizzes has decreased by 20 %.

An association between Covid-19, the consequent introduction of online schooling and the teachers' awareness of online quizzes was observed ($\chi2$=12.18, p=.002). The relationship between these variables is statistically significant. Cramer's V (ϕc = 0.35) indicates that the association between these variables is moderate (ϕc = 0.35). Considering the obtained results, the hypothesis 1.1 - *ESL teachers´ awareness of online quizzes has risen since the outbreak of Covid-19 and the consequent introduction of online education* can be accepted.

7.1.2 Usage of online quizzes

The table 3 combines responses to question 4 (Have you ever heard about online quizzes?) and question 7 (Were you using online quizzes before March 2020 when online schooling was

introduced?). These questions were included in the questionnaire in order to assess the difference in number of ESL teachers using online quizzes in March 2020 and February - March 2021. That is, before and after the outbreak of Covid-19 and the introduction of online schooling. The results in the table are connected with the sub-hypothesis 1.2 which says that the number of teachers using online quizzes in ESL classes has risen since the outbreak of Covid-19 and the consequent introduction of online schooling.

Have you been using online quizzes?	March 2020		February - March 2021	
	Absolute frequency	Relative frequency	Absolute frequency	Relative frequency
Yes	18	36%	40	80%
No	30	60%	10	20%
I don´t remember.	2	4%	0	0%

Table 3: Usage of online quizzes as of March 2020 and February - March 2021

As can be seen in the table 3 and figure 1, online quizzes were used by 18 respondents (36%) in March 2020. In February and March 2021 when the research was conducted they were used by 40 respondents (80%). It means that the usage of online quizzes has risen by 44%. As of March 2020, 30 respondents (60%) were not using online quizzes in ESL classes at all, while in February and March 2021 only 10 respondents (20%) were not using online quizzes.
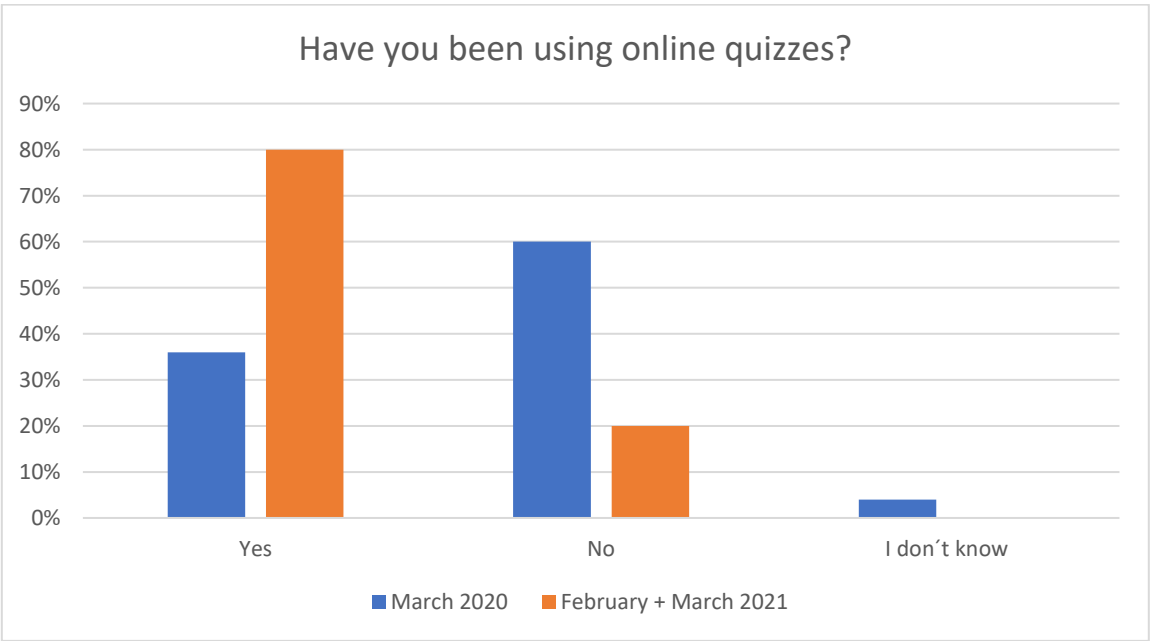

Figure 1: Usage of online quizzes as of March 2020 and February - March 2021

An association between Covid-19, the consequent introduction of online schooling and the usage of online quizzes in ESL classes was observed ($\chi 2 = 20.34$, p=<.001). The relationship between these variables was statistically significant. The findings indicate that the association between these variables is relatively strong ($\phi c = 0.45$). Considering the obtained results, the hypothesis 1.2 - *the number of teachers using online quizzes in ESL classes has risen since the outbreak of Covid-19 and the consequent introduction of online schooling* can be accepted.

7.1.3 Influence of online schooling

The table 4 corresponds to the question 9 in the questionnaire: How did the introduction of online schooling influence your usage of online quizzes?

How did the introduction of online schooling influence your usage of online quizzes?	Absolute frequency	Relative frequency
I started to use them.	20	40%
I use them more often.	12	24%
It had no influence.	18	36%

Table 4: Influence of online schooling 1

The data shows that 20 respondents (40%) started to use online quizzes after the introduction of online schooling. 12 respondents (24%) had been using online quizzes already before the introduction of online schooling and started to use them more often. 18 respondents (36%) reported no influence at all.

The table 5 shows the relevant data to the hypothesis 1.3 - Teachers who had been using online quizzes in ESL classes before the outbreak of Covid-19 and the consequent introduction of online schooling started to use them more often. Unlike table 4, it includes only the teachers who were using online quizzes before the outbreak of Covid-19 and the consequent introduction of online schooling.

How did the introduction of online schooling influence your usage of online quizzes?	Absolute frequency	Relative frequency
I use them more often.	12	60%
It had no influence.	8	40%

Table 5: Influence of online schooling 2

As can be seen in the table 5, 12 respondents (60%) started to use online quizzes more often after the introduction of online schooling. The pandemic and the online schooling had no influence on 8 respondents (40%).

An association between Covid-19, the consequent introduction of online schooling and the frequency of using online quizzes in ESL classes was observed (χ^2 = 17.14, p = <.001). The relationship between these variables is statistically significant. The findings indicate that the association of these variables is strong (ϕc = 0.65). The sub-hypothesis 1.3 - *teachers who had been using online quizzes in ESL classes before the outbreak of Covid-19 and the consequent introduction of online schooling started to use them more often* can be accepted.

To conclude, all three sub-hypotheses (H1.1, H1.2, H1.3) were accepted. Therefore, the hypothesis 1 - *more teachers of English at lower-secondary schools use online quizzes in ESL classes than before the outbreak of Covid-19 and the consequent introduction of online education* can be accepted also.

7.2   The relationship of age and the usage of online quizzes

The table 6 combines the question 1 (How old are you?) and question 4 (Have you ever heard about online quizzes?). These questions were included in the questionnaire in order to find out whether a relationship between the age of an ESL teacher and the usage of online quizzes exists. It is set around the second hypothesis: younger teachers of English at lower-secondary schools will report higher usage of online quizzes than their older colleagues.

Have you ever heard about online quizzes?					
	I have heard about online quizzes and I use them in my classes.		I have heard about online quizzes but I do not use them in my classes.		I have never heard about online quizzes.
Younger than 30	5	100%	0	0%	0	0%
30-40 years old	9	90%	0	0%	1	10%
40-50 years old	20	90,91%	2	9,09%	0	0%
50 years old+	6	46,15%	6	46,15%	1	7,69%

Table 6: The effect of age on the usage of online quizzes

As can be seen in the table 6 and figure 2, all of the respondents who were younger than 30 used online quizzes in ESL classes. 90% of the respondents who were 30-40 years old used online quizzes in ESL classes, 10% of them had never heard about them. Similarly, 90,91% of the respondents who were 40-50 years old used online quizzes and 9,09% of them reported having heard about online quizzes but decided not to use them in their classes. The respondents who were older than 50 used online quizzes significantly less than the other age groups. 46,15% used them in their classes, another 46,15% have heard about them but have decided not to use them. Only 1 respondent from this age group, that is 7,69%, has never heard about online quizzes before.
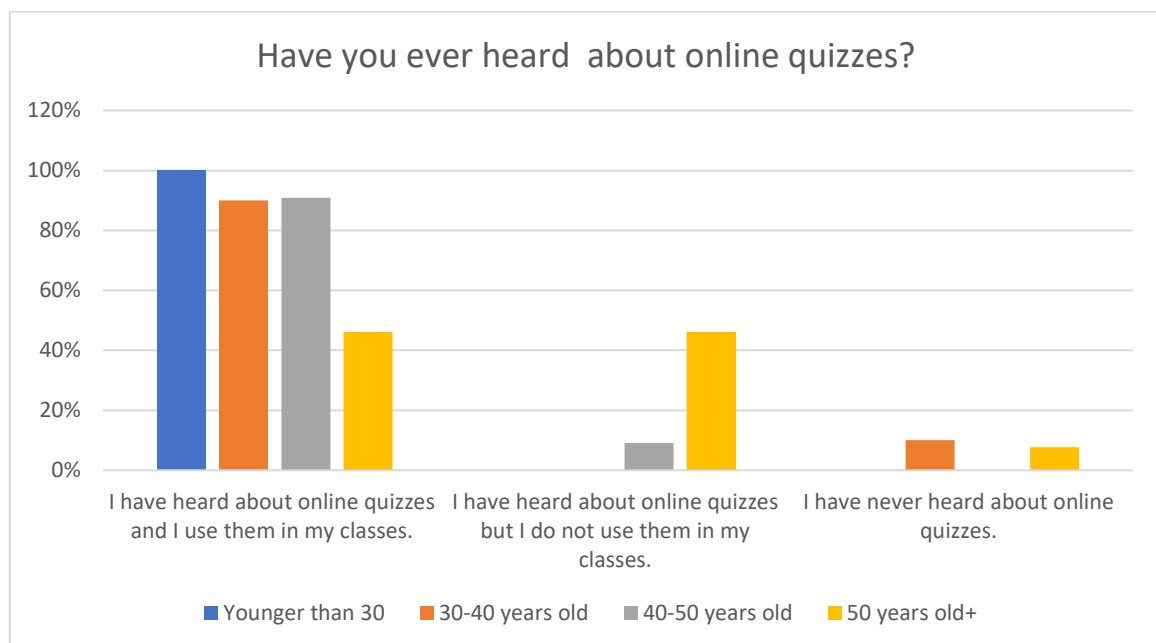

Figure 2: The effect of age on the usage of online quizzes

An association between the age and the usage of online quizzes in ESL classes was observed (χ^2 = 15.43, p=.017). The relationship between these variables was statistically significant. The findings indicate that the association of the variables is moderate (ϕc = 0.39). Considering the obtained results, the hypothesis 2 - *younger teachers of English at lower-secondary schools will report higher usage of online quizzes than their older colleagues* can be accepted.

7.3 The ways how teachers use online quizzes

This subchapter will present the research results regarding the research question 3: How do ESL teachers at lower-secondary schools use online quizzes? It will analyse the questions 10, 11 and 12 from the questionnaire.

7.3.1 Which online quizzes do you use?

The table 7 corresponds to the question 10 from the questionnaire: Which online quizzes do you use? This question was included in the questionnaire since each platform has its particularities and it is important to know which platforms teachers use in order to analyse how teachers of English at lower-secondary schools use online quizzes. The question aimed to find out which platforms were used mostly and whether the ESL teachers at lower-secondary schools used only the mainstream platforms or some of them used lesser known platforms also.

As can be seem in the table 7, the most used platform was Kahoot!. It was used by 29 respondents (58%). Other highly used platforms among ESL teachers at lower-secondary schools were Google Forms, used by 19 respondents (38%), Quizlet used by 10 respondents (20%) and Quizizz used by 9 respondents (18%). 4 respondents (8%) used MS Forms, 3 respondents (6%) used MS Teams and Life Worksheets, 2 respondents (4%) used Socrative, Wordwall, Mentimetr, Flippity and Learning apps. Some platforms were used only by only 1 respondent (2%): Bamboozle, program Alf, Edookit quiz, Agenda web, písemky online and wizer.me. These singular answers were not included in the table.

Which online quizzes do you use?	Absolute frequency	Relative frequency
I don´t use any.	10	20%
Kahoot!	29	58%
Google Forms	19	38%
Quizlet	10	20%
Quizizz	9	18%
MS Forms	4	8%
MS Teams	3	6%
Life Worksheets	3	6%
Socrative	2	4%
Wordwall	2	4%
Mentimetr	2	4%
Flippity	2	4%
Learning apps	2	4%

Table 7: Use of different platforms

The findings suggest that Kahoot!, followed by Google Forms, Quizlet and Quizizz were the most commonly used platforms. However, there are many other platforms that teachers use. Most teachers use more than one platform.

7.3.2 What activities do you use online quizzes for?

The table 8 corresponds to the question 11 from the questionnaire: What activities do you use online quizzes for? One of the important things in answering the research question 3: How do ESL teachers at lower-secondary schools use online quizzes? is to examine the activities during which the teachers use them. It is crucial to find out whether the teachers use them mostly to practice English with their students or to test the knowledge of their students.

What activities do you use online quizzes for?	Absolute frequency	Relative frequency 1	Relative frequency 2
I do not use online quizzes.	9	18%	-
I use online quizzes to practise English with my students.	38	76%	92,68%
I use online quizzes to test knowledge of my students.	29	58%	70,73%

Table 8: Activities

The relative frequency was counted in two different ways. Relative frequency 1 was counted from all the respondents (50). It included the respondents who did not use online quizzes in their classes. Relative frequency 2 considered only the respondents (41) who used online quizzes in their classes.

As shown by the table 8, the respondents use online quizzes to practice English with students as well as to test them. According to the table 8, 9 respondents (18%) do not use online quizzes. 38 respondents (76%; 92,68%) use them to practise English with their students and 29 respondents use them as tests (58%; 70,73%). 3 respondents clarified their answers and said that they used online quizzes also as a homework, for fast finishers and as entertaining quizzes to make the class more interesting.

7.3.3 I use online quizzes for…

The table 9 corresponds to the question 12 from the questionnaire. The respondents were supposed to complete the sentence: I use online quizzes for. This question aims to find out if the teachers of English tend to use online quizzes for teaching vocabulary, grammar, listening or reading.

I use online quizzes for teaching…	Absolute frequency	Relative frequency 1	Relative frequency 2
Vocabulary	40	80%	97,6%
Grammar	38	76%	92,68%
Listening	18	36%	43,90 %
Reading	12	24%	29,27%

Table 9: Language area

Similarly to the table 8, relative frequency was counted in two different ways. Relative frequency 1was counted from all the respondents (50). It included the respondents who did not use online quizzes in their classes. Relative frequency 2 considered only respondents (41) who used online quizzes in their classes.

According to the data, 40 respondents (80%; 97,6%) used online quizzes to teach vocabulary, 38 respondents (76%; 92,68%) to teach grammar, 18 respondents (36%; 43,90 %) to assess listening and 12 respondents (24%; 29,27%) for reading. It can be concluded that certain preference is given to using online quizzes for practicing vocabulary and grammar. However, they are commonly used to practise, test and assess listening and reading skills also.

8. Discussion

The research aimed to explore whether Covid-19 and the consequent introduction of online schooling affected the ESL teachers' usage of online quizzes. The findings imply that it did. Between March 2020 and March 2021, the number of ESL teachers who had heard about online quizzes grew by 26% ($p = .002$, $\phi c = 0.35$) and the number of ESL teachers who used online quizzes grew by 44% ($p = <.001\%$, $\phi c = 0.45$). Furthermore, 60% of the ESL teachers ($p = <.001$, $\phi c = 0.65$) who had been using online quizzes already before the introduction of online schooling started to use them more often. The current study brings optimism into the dark topic of Covid-19 and the ICT in education. Previous research suggested that ESL teachers were not sufficiently prepared for remote education and that their skill gaps in ICT were severe. (Marchlik , 2021, Unesco, 2020) However, as the findings of the current study suggest, most teachers eventually found at least one useful online tool, that is online quizzes, and integrated it into ESL classes.

Perhaps one of the most surprising findings was that teachers at Czech lower-secondary schools use online quizzes often in ESL classes. Already before the introduction of online education 36% of the respondents had been using online quizzes. By March 2021 the number of users rose to 80%. Previous research carried out by Mynaříková (2020) and Herlina (2021) suggested that teachers use ICT rather occasionally in teaching. However, it is necessary to mention that Mynaříková (2020) conducted the research before the pandemic. Furthermore, the results of the current study might be affected by some distortions. Firstly, it would be advisable to repeat the research with more respondents. Secondly, it is possible that the teachers who use online quizzes were more likely to answer to the questionnaire than the teachers who have never heard about online quizzes.

The findings imply that the usage of online quizzes is strongly governed by age. (p=.017, ɸc = 0.39) It was noticeable that especially the teachers who were older than 50 used online quizzes less than their younger colleges. The findings further support previous studies indicating that age is one of the major factors influencing ICT literacy, attitude towards the use of ICT and the use of ICT in education. (Guillén-Gámez 2020, Kubiatko 2013, Latif 2019, Lawrence 2018, Mynaříková 2020, Mynaříková 2021, Niyosha 2013, Palacios Hidalgo 2020) This research studied the topic further by focusing on a specific part of ICT in education, that is online quizzes.

Another topic the research aimed to gain insight to was the way online quizzes are used at the Czech lower-secondary schools. The research aimed to identify the most popular platforms and the purpose of their use. The most commonly used platform was Kahoot! (58%), followed by Google Forms (38%), Quizlet (20%) and Quizizz (18%). The research suggests that ESL teachers use online quizzes both for practicing (76%) and testing their students (58%). Online quizzes are a diverse tool which can be used to practice many language areas. The teachers participating in the current research used them to practice or test vocabulary (80%), grammar (76%), listening (36%) and reading (24%).

Conclusion

The goal of the thesis was to gain insight into the topic of online quizzes. The research set to answer three main issues. First, it aimed to discover whether Covid-19 and the consequent introduction of online schooling affected the usage of online quizzes in ESL classes at lower-secondary schools. The research suggests that it did. The second goal of the research was to find out how teacher's age affects the usage of online quizzes in ESL classes. The research suggests that younger teachers use online quizzes more than their older colleagues. Last but not least, the research aimed to discover how teachers use online quizzes in ESL classroom. The findings indicate that the most used platforms are Kahoot!, Google Forms, Quizlet and Quizizz. Teachers used online quizzes both for practice and tests and they found them useful especially for vocabulary and grammar practice. They were commonly used for listening and reading practice, too. Perhaps the most surprising finding was the amount of teachers who used online quizzes in ESL classes. It was not expected since other papers have indicated that the usage of ICT in teaching was rather low. The amount of teachers who use online quizzes doubled between March 2020 and March 2021. One of the reasons of the increased use was the global pandemic of Covid-19 and the introduction of online schooling. Teachers had to move from classrooms to online setting and thus they were searching for new tools. One of the online tools that many of them have discovered were online quizzes.

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Appendices

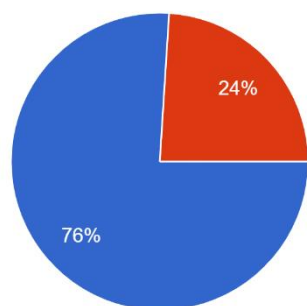1. Do jaké věkové skupiny patříte? (How old are you?)
50 odpovědí
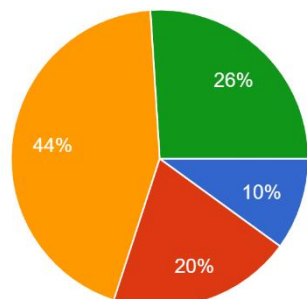
- ● Mladší než 30 let (Younger than 30)
- ● 30-40 let (30-40 years old)
- ● 40-50 let (40-50 years old)
- ● 50 a více let (50 years old+)

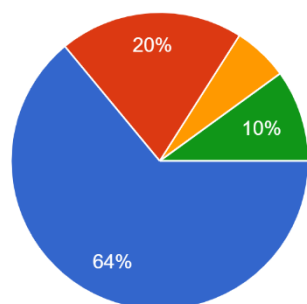2. Učíte ve městě nebo na vesnici? (Do you teach in a town or a village?)
50 odpovědí

- ● Ve městě (In a town)
- ● Na vesnici (In a village)

3. Kdy jste absolvoval(a) vysokoškolské pedagogické studium? (When did you finish your pedagogical education?)
50 odpovědí

- ● Před rokem 2010 (Before 2010)
- ● 2010-2015 (2010-2015)
- ● 2015-2020 (2015-2020)
- ● Vysokoškolské pedagogické studium jsem neabsolvoval(a). (I have not finished pedagogical education yet.)

4. Slyšel(a) jste někdy o online kvízech? (Have you ever heard about online quizzes?)

50 odpovědí
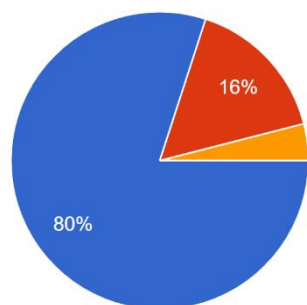
- 🔵 Slyšela jsem o online kvízech a na svých hodinách je používám. (I have heard about online quizzes and I use them in my classes.)
- 🔴 Slyšela jsem o online kvízech, ale na svých hodinách je nepoužívám. (I have heard about online quizzes but I don't use them in my classes.)
- 🟠 Nikdy jsem o online kvízech neslyšela. (I have never heard about online quizzes.)

5. Pokud jste o online kvízech neslyšel(a), chtěl(a) byste se o nich dozvědět více? (If you have not heard about online quizzes, would you like to learn more about them?)

15 odpovědí
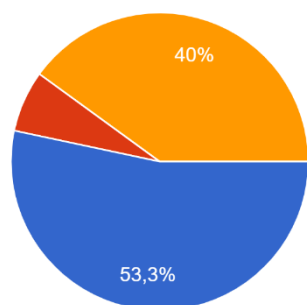
- 🔵 Ano (Yes)
- 🔴 Ne (No)
- 🟠 Nejsem si jist(a). (I am not sure.)

6. Slyšel(a) jste o online kvízech před přechodem na online výuku v březnu 2020? (Had you heard about online quizzes before the introduction of online schooling in March 2020?)
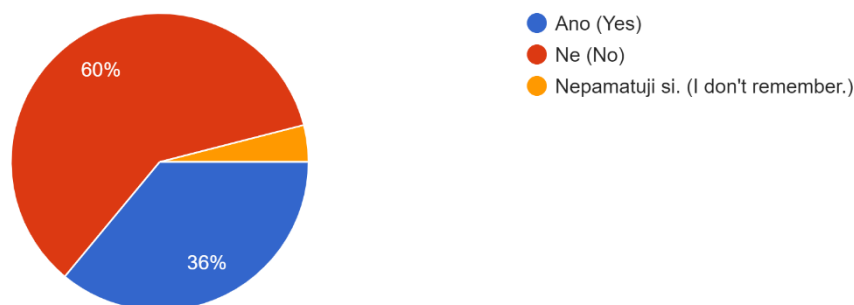
50 odpovědí
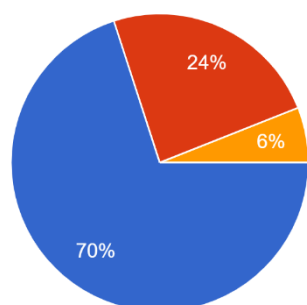
- 🔵 Ano (Yes)
- 🔴 Ne (No)
- 🟠 Nepamatuji si. (I don't remember.)

7. Používal(a) jste online kvízy před přechodem na online výuku v březnu roku 2020? (Were you using online quizzes before March 2020 when online schooling was introduced?)
50 odpovědí

- 🔵 Ano (Yes)
- 🔴 Ne (No)
- 🟠 Nepamatuji si. (I don't remember.)

8. Pokud online kvízy nepoužíváte, proč ne? (If you do not use online quizzes, why not?)

Nemají výpovědní hodnotu.

Jejich tvorba je příliš náročná a řešení ze strany žáků není objektivní.

Neznám je.

Neznala jsem je.

Jejich tvorba je časově náročná, žáci mezi sebou mohou snadno opisovat.
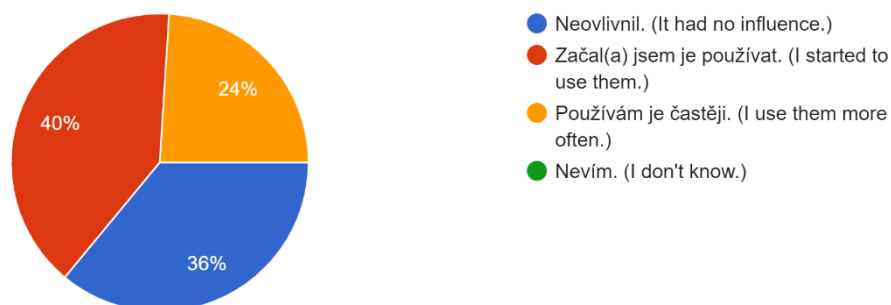
Moc jim nerozumím.
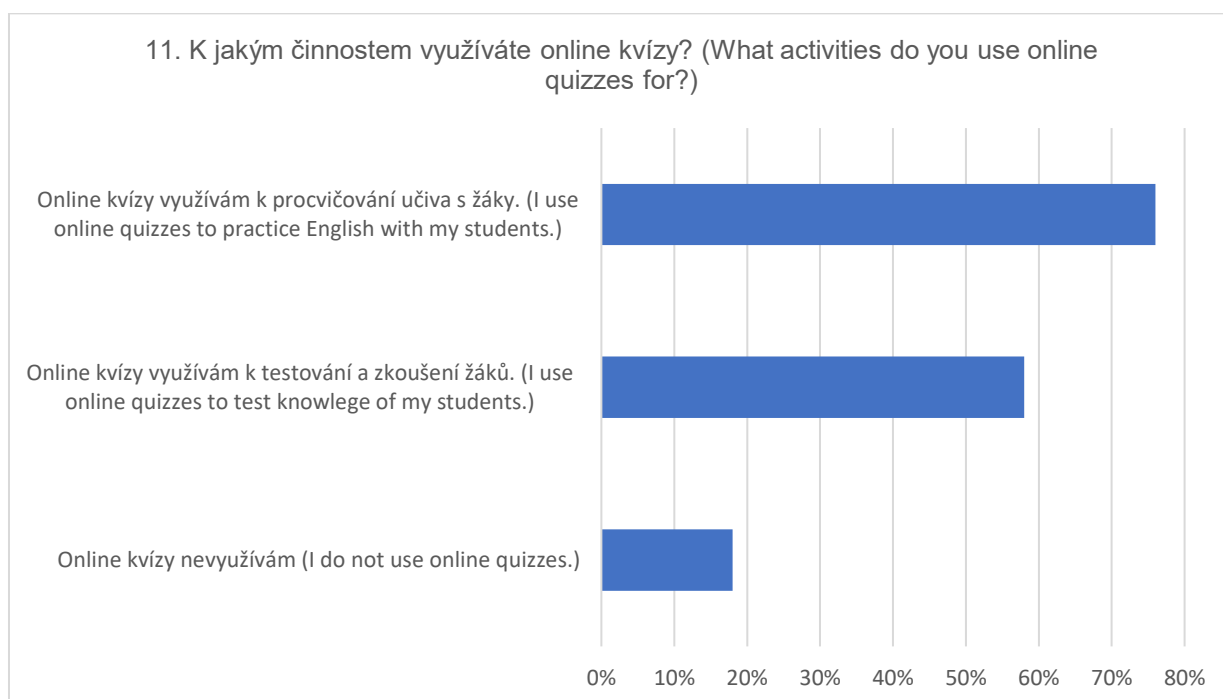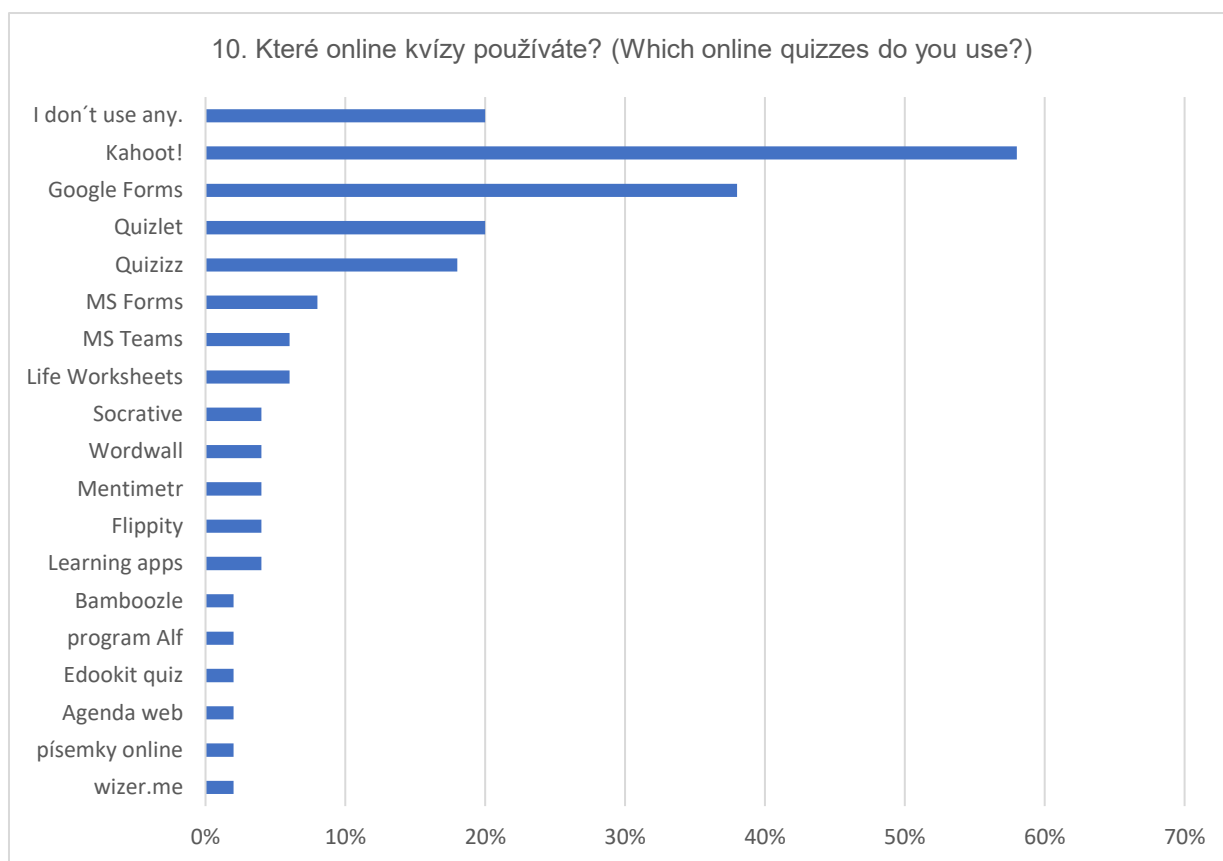
Neznám je moc dobře.

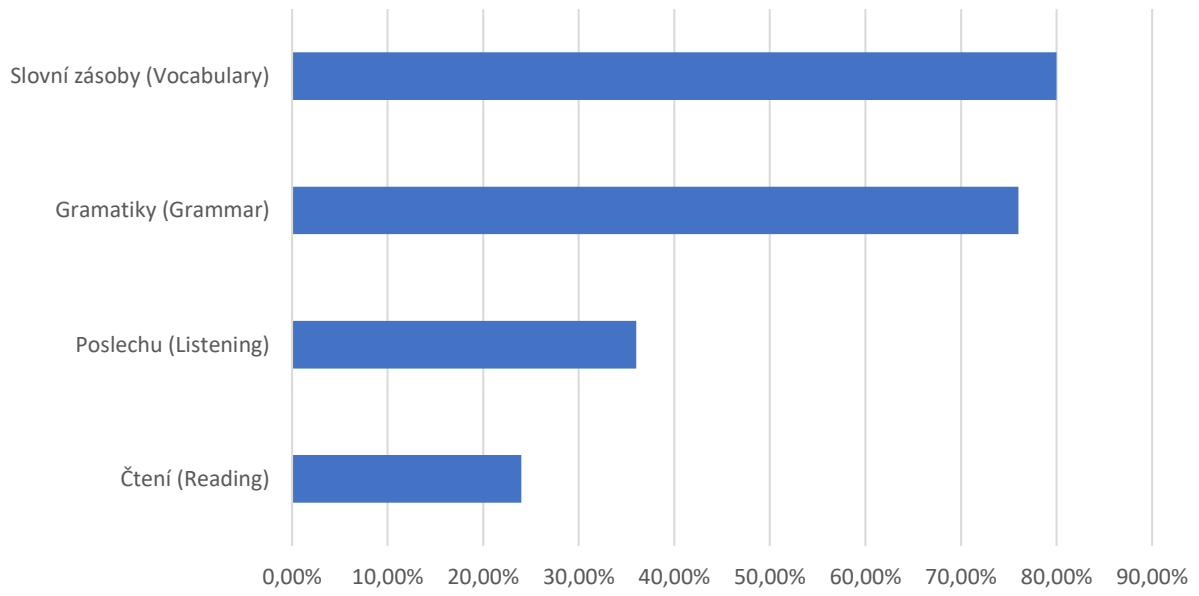Mám své postupy.

Jejich řešení není objektivní.

9. Jak ovlivnil přechod na online vzdělávání vaše užívání online kvízů? (How did the introduction of online schooling influence your usage of online quizzes?)
50 odpovědí

- 🔵 Neovlivnil. (It had no influence.)
- 🔴 Začal(a) jsem je používat. (I started to use them.)
- 🟠 Používám je častěji. (I use them more often.)
- 🟢 Nevím. (I don't know.)

10. Které online kvízy používáte? (Which online quizzes do you use?)

11. K jakým činnostem využíváte online kvízy? (What activities do you use online quizzes for?)

12. Online kvízy využívám při výuce… (I use online quizzes for teaching…)

Slovní zásoby (Vocabulary)	~80%
Gramatiky (Grammar)	~76%
Poslechu (Listening)	~36%
Čtení (Reading)	~24%

A list of abbreviations

ESL English as a second language

ICT Information and communication technologies

ISCED – International standard classification of education

LMS Learning management system

MSMT Ministerstvo školství, mládeže a tělovýchovy

A list of tables

A list of figures

Resumé

Tato bakalářská práce se zabývá využitím online kvízů ve výuce anglického jazyka na 2. stupni ZŠ a nižších stupních gymnázií. Výzkumnou metodou dotazníku bylo zjištěno, že většina učitelů v současnosti online kvízů na svých hodinách využívá. Nejčastěji používané platformy byly Kahoot!, Google Forms, Quizlet a Quizizz. Učitelé je používají jak k procvičování probírané látky, tak k jejímu zkoušení, přičemž používání online kvízů k procvičování je učiteli upřednostňováno. Učitelé angličtiny používají online kvízy především k procvičování a zkoušení slovní zásoby a gramatiky, jejich použití k procvičování a zkoušení poslechu a čtení však není v žádném případě ojedinělé. Dále bylo zjištěno, že propuknutí nemoci Covid-19 a následné zavedení online výuky v březnu 2020 mělo na využívání online kvízů zásadní vliv. Více učitelů angličtiny o online kvízech získalo povědomí a více učitelů je následně začalo používat. Zároveň učitelé, kteří je používali už před zavedením online výuky je jejím vlivem začali používat častěji. Věk hrál zásadní roli v četnosti užívání kvízů. Mladší učitelé používali online kvízy častěji než jejich starší kolegové.

Annotation

Jméno a přímení:	Tereza Vaňkátová
Pracoviště:	Ústav cizích jazyků (UCJ)
Vedoucí práce:	Mgr. Barbora Bačíková
Rok obhajoby:	2021

Název diplomové práce:	Využití online kvízů ve výuce anglického jazyka na 2. stupni ZŠ
Název diplomové práce v anglickém jazyce:	The Use of Online Quizzes in ESL Teaching at Lower-Secondary Schools
Anotace diplomové práce:	Bakalářská práce se zabývá využíváním online kvízů ve výuce anglického jazyka na 2. stupni ZŠ a nižších stupních gymnázií. Teoretická část popisuje online kvízy, jednotlivé platformy pro jejich tvorbu a předchozí výzkumy na téma již provedené. Výzkum zkoumá využití online kvízů ve výuce anglického jazyka, zejména pak vliv přechodu na online výuku, závislost věku učitele a jejich užívání a způsob, jakým jsou online kvízy na hodinách anglického jazyka využívány.
Klíčová slova:	Výuka anglického jazyka, IKT ve vzdělávání, gamification, online kvízy, Kahoot!, Quizizz, Quizlet, Google Forms, online výuka, Covid-19
Anotace v angličtině:	The bachelor thesis deals with the use of online quizzes in ESL teaching at lower-secondary schools. The theoretical part describes online quizzes, the platforms for their creation and previous research on the topic. The research analyses the use of online quizzes in ESL teaching, particularly the effect of the introduction of online schooling, the relationship of teacher´s age and the usage of online quizzes and the ways how online quizzes are used in ESL classes.
Klíčová slova v angličtině	ESL teaching, ICT in education, gamification, online quizzes, Kahoot!, Quizizz, Quizlet, Google Forms, online schooling, Covid-19
Přílohy vázané v práci:	Research results
Rozsah práce:	47 stran
Jazyk práce:	Angličtina