



## The teachers' perception: The use of Wayground in EFL learning

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### Abstract

This chapter examines the role of Wayground (formerly Quizizz) in improving English as Foreign Language (EFL) skills through a case study perspective examining teachers' perceptions. The aim is to discuss teachers' positive and negative perceptions regarding the advantages, challenges, and practical steps for optimization in an EFL context. The focus of the discussion is derived from qualitative insights gained from previous research paired with empirical research highlighting key issues such as lack of student engagement, rote data-based assessment without learning, and test anxiety. Teachers largely have a positive view of Wayground due to its interactive features and real-time feedback mechanisms that actively engage and motivate learners. However, challenges related to quiz design, technological infrastructure, and the need for ongoing professional development are also important to further explore. This chapter outlines teachers' perceptions of Wayground, its challenges, and specific educator-centered strategies aimed at increasing participatory engagement while addressing data-related instructional and technological barriers all framed in maximizing the benefits offered by Wayground. Ultimately, this chapter contributes to the understanding of how powerful technological tools like Wayground can revolutionize EFL pedagogy towards a more engaging, effective, and inclusive educational paradigm.

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## INTRODUCTION

In recent decades, the pace of technological innovation has penetrated almost every corner of human life, especially in the education sector. At the beginning of the 21st century, the use of digital technology has become more of a priority and not just a supporting educational tool, shifting conventional teaching methods towards new models that are in line with our virtual landscape. Hardware, software, and internet networks support learning within this framework, creating more interactive, engaging, and student-centered classrooms. Cloete (2017) emphasizes this by calling technology a key ingredient, even a driver, for the expansion of distance, online, and blended learning, which relies heavily on educational technology infrastructure. Calling digitalization merely a temporary trend seems increasingly unrealistic; this phenomenon has become a primary requirement for institutions to meet the demands of increasingly sophisticated learners. By integrating technology into the curriculum, schools encourage increased IT literacy while providing more equitable access for all students, including those with special needs. Abunowara (2014) underlines this moment by stating that technology opens up new channels for everyday language practice and performance evaluation. These two activities together design a more equitable learning environment. Furthermore, these digital tools provide essential 21st-century skills, such as collaboration and media literacy, which ultimately equip learners to navigate the complexities of the modern ecosystem.

One concrete breakthrough that has emerged in digital learning is the rise in the use of online quiz applications, a phenomenon that is evident in English language classrooms around the world. Tools such as Kahoot, Wayground, or Socrative provide teachers with a quick way to gauge understanding while offering a refreshing game-like element for students, even in the midst of academic routines. Real-time feedback, collective interaction, and score-based motivation make online quizzes not just a gimmick, but a valuable resource in contemporary teaching and learning.

Wayground stands out from the crowded field of online learning applications as a tool that enriches the classroom experience through games that directly engage the mind. The switch from paper and pencil to screen directly encourages students to engage, rather than sit still. According to Cloete (2017), interactivity is not just decoration: technology enables students to become passionate about learning, increasing their learning contributions and knowledge management.

The COVID-19 pandemic has forced the digital trend, and classrooms are temporarily switching to home Wi-Fi. This shock, though challenging, teaches us that gadgets are not just commodities, but key tools of distance education. Petrusevich (2020) notes that the emergency forced educators to forge new strategies that connect technology to teaching and learning. In practice, many studies—both local and international—have reported that Wayground provides a significant boost to vocabulary acquisition and English language fluency. Instant feedback and personalized learning paths provide students with an accurate map of their strengths and weaknesses. Abunowara (2014) argues that computers, in this context, have a positive impact on core skills, and, more importantly, students feel rewarded by the presence of a blue screen.

Behind all the bright lights, the reality remains that some students do not have access to decent mobile phones, and teachers are sometimes equipped with inadequate technical knowledge. No matter how perfect, innovation will not emerge without adequate infrastructure and training bridges.

Cloete (2017) states that in many developing countries, physical access and deep understanding of technology still present real obstacles and require policymakers to pay special attention to the equitable distribution of digital resources. Researchers such as Frolova et al (2020) also described the stark differences in digital skills possessed by teachers and students as a significant obstacle when schools integrate technology into the classroom.

Developments in Indonesia show a similar phenomenon. The push towards digital education reform is getting stronger, especially because people want teaching methods to no longer feel disconnected from the online world they are familiar with. Although well-intentioned, classic problems such as equitable distribution of devices and intensive training for educators have not been fully resolved, so a comprehensive approach is still needed so that all stakeholders can benefit from the application of technology in learning.

Many researchers ignore the role of teachers in the education ecosystem technology-based learning. However, educators' perceptions are often Teachers' perspectives on gamification platforms like Wayground have been extensively measured, but teacher voices have not received the same attention in the literature. This gap is even more pronounced in the field of English as a Foreign Language (EFL) teaching, where teachers face limited exposure to the target language outside of the classroom, diverse learner needs, and limited availability of adequate teaching tools.

The use of Wayground in the classroom is highly dependent on how comfortable teachers are with the app's features. Daily screen habits and the level of technical support from the school shape initial perceptions that make them willing or reluctant to try. Teachers who have experimented extensively are more likely to integrate interactive quizzes with core tasks. In contrast, limited training reduces sophisticated platforms to a matter of choice and answer without appeal. Sodiq et al. (2021) note that technology must have established pedagogical knowledge to align with instructional design. In English language learning, such alignment is especially important for specific goals such as vocabulary acquisition, grammar mastery, or sound clarity. Teachers' assessments of Wayground directly reflect their practical expertise and confidence in using the platform. Teachers who feel comfortable using the interface tend to view the tool as a valuable asset, while colleagues who struggle with the technical side often see it as an additional burden. This situation is further complicated in under-resourced schools, where the lack of regular training and internet connectivity can make implementing Wayground seem impossible. Asilestari et al. (2020) notes that lack of infrastructure is also a significant barrier for teachers to embrace new educational technologies, a finding that urges policymakers to offer more targeted support.

Wayground seems like a promising tool, but the field presents a series of troubling obstacles. Slow internet connections, limited device availability, and inadequate training sessions often leave teachers inexperienced. Things are worse in developing countries, where fragile infrastructure has undermined the resilience of entire education systems. In such settings, a teacher often has to work overtime to complete logistical burdens that gradually make them doubt whether a platform like Wayground is worth using. In addition to the physical challenges, the relentless flow of innovation also requires educators to update their skills almost every month. Zhang (2022) notes that software changes faster than curriculum, and time for practical training is still held up in administrative issues. Without concrete commitment from school leaders to provide space and resources, frustrations will increase, and any remaining motivation will easily collapse. In short, the success of educational technology depends not only on the program itself but also on the quality of the hardware and the supporting ecosystem around it.

This chapter investigates the role of Wayground as a digital tool in the EFL classroom, placing teachers' experiences and perceptions at the forefront of the analysis. This investigation seeks to bridge the long-standing empirical gap while exploring the practical and conceptual factors that drive effective use of Wayground. In this context, several specific objectives are set as benchmarks.

1. First, the author aims to map teachers' perceptions, namely their attitudes, beliefs, and understandings of the platform's features.
2. Second, the study examines the benefits and convenience offered by Wayground, especially their impact on students' engagement and motivation. Third, the chapter discusses the challenges that often arise, ranging from internet connection problems to unmet training needs.
3. Finally, this chapter provides practical recommendations to educators and developers for optimizing the use of Wayground and similar digital tools in EFL classrooms.

## METHODS

This study applied a contextual methodology, based on a comprehensive review of the existing literature on Wayground in the EFL classroom. In doing so, the researcher sought to understand how teachers perceive this game-based assessment tool. The synthesis included about ten previous reports and observations of the researcher when using Wayground as an EFL learning tool at SMK 1 Pringapus during UNNES Lantip 4, mainly those that offered qualitative insights into the advantages and challenges of its use. Laurence & Margolis (2003) describe research conceptualization as a systematic attempt to organize theory and empirical findings to make the phenomenon under study appear more coherent.

The literature review selected studies that explicitly explored Wayground in an EFL context. Each article, framework, and qualitative analysis were examined to capture teachers' experiences and attitudes. Maxwell (2021) emphasized that qualitative design is iterative and reflective; therefore, multiple data sources and perspectives were examined until a more nuanced understanding was achieved. The analysis then identified several key themes: increasing student engagement, providing immediate feedback, and encouraging independent learning.

One educational observer recently noted that the game elements of Wayground—leaderboards, instant feedback—can enliven the learning environment and provide additional motivation for

students. These findings reflect the principle of triangulation introduced by Yin (1994) in qualitative research, whereby the congruence of data from multiple sources is used to establish the consistency of results. The platform's deep analytics also gives teachers the space to tailor lessons to the diverse needs of their students; this function is analogous to the formative assessment goals discussed by Maxwell (2021).

Despite the promise, the review reveals some real barriers that hinder the implementation of Wayground in EFL classrooms. The most common issues are inconsistent internet connections, a lack of teacher training sessions, and varying teacher comfort levels with digital tools. Tellis (1997) argued that a case study approach, with context, is beneficial for exploring these kinds of contextual constraints because it explores the specific factors that shape the phenomenon.

In other words, a deep understanding of teachers' perspectives is key to truly integrating Wayground into EFL classrooms. Gathering and synthesizing insights from previous writings, this study formulates ideas about what shapes teachers' attitudes toward gamified measurement tools, while exploring practical ways to strengthen their use in the classroom. The iterative and reflective approach chosen aligns with Maxwell (2021) methodological suggestions and the principles of data testing emphasized by Yin (1994), so that the final results stand on a firm and tested analytical footing.

## FINDINGS AND DISCUSSION

The findings of this study reveal four major themes regarding teachers' perceptions of Wayground in English as a Foreign Language (EFL) learning. First, teachers generally perceive Wayground positively, especially for its ability to enhance student engagement, motivation, and learning outcomes through gamification elements such as points, badges, leaderboards, and instant feedback. Second, Wayground is seen as an effective formative and summative assessment tool, offering flexibility, real-time analytics, and ease of customization that support individualized learning. Third, teachers face challenges in implementation, particularly in terms of technological limitations (e.g., poor internet connection, lack of devices), limited professional development, and difficulty in designing engaging quizzes aligned with curriculum goals. Lastly, the adoption of Wayground is influenced by teachers' digital literacy, institutional support, pedagogical beliefs, and generational differences, highlighting the need for inclusive and continuous training to ensure effective integration. These themes suggest that while Wayground holds transformative potential for EFL instruction, its success depends on addressing contextual barriers and empowering teachers through ongoing support.

### Wayground and the Concept of Gamification in EFL Learning

Wayground presents itself as a web application that turns regular quizzes into mini games. Teachers can assign points, create leaderboards, and even create memes while providing students immediate feedback Yunus & Hua (2021) and Degirmenci (2021), demonstrating how these features have transformed traditional paper assessments into a more engaging environment. Another practical advantage is that the platform is easy to access on a laptop, tablet, or smartphone, so that it can move seamlessly between the classroom, the office, and the living room at home. Wayground acts as a fairly effective reinforcement of vocabulary, grammar, reading, and listening in teaching English to non-native speakers. Because each student can work on the questions at their own pace, nervousness is usually reduced, and they can repeat the exercises until they feel ready. The effectiveness of this tool has been noted, for example, in better gains in irregular verb use in EFL classes, according to Rahayu & Purnawarman (2019) and Yunus & Hua (2021). The instant feedback it brings also provides clear signals of what has been mastered and what needs attention, something noted by Degirmenci (2021) and confirmed by (Dicheva et al., 2015) meta-analysis. Lastly, this ease of access ensures that learning does not have to take root within the classroom walls. Students can now take quizzes from home, a convenience that strengthens blended and distance learning. This freedom of place and time is especially valuable during the often disrupted conventional classroom situation these days Degirmenci (2021). (Dicheva et al., 2015) noted that gamification tools such as Wayground can trigger intrinsic and extrinsic motivation. As a result, learners are more engaged and receive immediate feedback, two crucial elements for language acquisition in diverse and changing contexts. Field research and literature reviews consistently report that Wayground positively affects students' motivation, engagement, and learning outcomes in EFL classrooms. By marrying gaming elements with a user-friendly web-based interface, the platform delivers an assessment method that is in tune with the needs of today's digital natives.

In general terminology, gamification refers to integrating various game design elements into areas that are fundamentally not games. The aim is to enhance engagement, stimulate motivation, and encourage active participation from users. (Deterding et al., 2011) succinctly defined it, stating that gamification uses game elements in a non-game context. A meta-analytic study compiled by (Dicheva et al., 2015) showed that this approach effectively addresses classic issues often encountered in formal learning environments. Wayground is frequently cited in digital classrooms as a tool that concretely embodies gamification principles. Students can see points, earn colorful badges, and track their ranking on the screen, all in a fast-paced environment. Intrinsic motivation, in this context, arises from the enjoyment itself: challenges that can be solved, curiosity that is stimulated, or simply personal satisfaction after completing a quiz. Qualitative research by (Jiménez-Sánchez & Gargallo-Camarillas, 2020) and Degirmenci (2021) noted that many students experience a positive psychological boost when their scores rise or when their names appear on the leaderboard. Yunus & Hua (2021) reported that environments like Wayground feel safe and non-threatening, as learning mistakes are often met with laughter rather than shame. Meanwhile, extrinsic motivation is rooted in supporting rewards: accumulated points, shiny badges, and visual feedback that signals achievement. These elements foster a healthy competitive spirit, urging students to keep striving and, ironically, sometimes encourage them to learn more than what the instructor planned.

(Dicheva et al., 2015) noted that the basic components of gamification in education—such as points, badges, and leaderboards—are always visible to Wayground users. Thanks to its adaptive nature, teachers can tailor each quiz to align with the learning objectives to be achieved and the initial ability of the class, a feature recognized by Degirmenci (2021) as being very helpful for all learners.

In the context of students learning English as a foreign language, gamification presents a flexible classification of activities that directly responds to individual needs. The possibility of editing also means that everyone can accept a reasonable level of challenge while obtaining the necessary support to persevere. Research by and Degirmenci (2021) showed that when using Wayground, students are more engaged and begin to self-assess their progress and individual weaknesses.

Several field studies then showed positive effects on academic achievement. Rahayu & Purnawarman (2019) for instance, classes implementing Wayground achieved higher post-test scores and significantly increased enthusiasm compared to traditional teaching methods. Dicheva et al. made the same observation.

A review released in 2015 noted that most research on gamification in education reported positive changes in student engagement and motivation, as long as various game elements are carefully designed and aligned with broader learning contexts.

Using platforms like Wayground offers real advantages, particularly in language learning. By tapping into intrinsic and extrinsic motivation, providing instant feedback, and creating an adaptive experience, gamification can disrupt conventional teaching routines and address the diverse needs of learners in the digital age.

Integrating Wayground with gamification elements into English as a Foreign Language (EFL) teaching has significantly impacted learning outcomes. Field studies indicate that students who interact with Wayground tend to show higher levels of engagement, better language proficiency, and better retention of concepts learned than their peers who only use conventional methods Zhao (2019). The instant feedback from the app allows learners to spontaneously correct mistakes, a process essential for successful language acquisition.

In addition, the game-like atmosphere transforms the classroom into a friendly and enjoyable arena, reducing feelings of tension. In the EFL context, where shyness often hinders students from speaking, this atmosphere provides oxygen for language experimentation. Wayground with its interactive interface, acts as a supportive learning environment, fostering self-confidence and encouraging each learner to engage in the language learning process actively.

### **Teacher Perceptions of Wayground Usage in EFL Learning**

Many Teachers' comfort with digital tools is often a significant determinant of whether they adopt interactive quizzes like Wayground in their classrooms. Researchers have found that teachers who feel comfortable with technology are more likely to incorporate online tools into their daily practice, even if it requires a few extra clicks. Their sense of competence often stems from established personal habits, local technical support, and informal, repetitive practice. Sodiq et al. (2021) notes that this positive perception is formed through regular interactions with gadgets and networks ready to answer

small questions, so teachers don't feel like they're fighting a machine. The transfer of interest from personal screens to whiteboards happens naturally.

In contrast to colleagues who rarely touch devices, quizzes can sometimes seem like a complex puzzle that needs to be solved. Its unfamiliarity can create fear, even resistance, as each new button is considered additional work exposure. In such situations, instructors are likelier to pause on potential benefits rather than step out of their comfort zones. Ertmer (2005) asserts that self-efficacy and recognition of the value of technology for instructional purposes remain at the forefront of predicting the extent to which tools are adopted. When both elements are weak, the opportunities for adoption tend to shrink, once again leaving innovation on the fringes of the classroom.

Those who believe technology aligns with their teaching mission tend to jump at the chance to use the tools. Conversely, those who doubt their skills or think digital platforms will only add to their workload often pull back.

The fear of learning these technologies is compounded by unequal institutional support. A 2013 Pew Research Center survey found that teachers in high-income areas are almost always offered formal training and adequate teaching materials, but not the same for their colleagues in underfunded schools. In that study, 73 percent of educators in high-income areas reported receiving formal guidance, while the figure in low-income areas was 60 percent. In this context, inequitable funding creates unequal opportunities to master simple apps like Wayground. Many teachers in low-resource schools struggle with spotty internet connections and a lack of devices, stifling their desire to innovate before they even begin.

The generational factor is also not to be ignored. Educators born into the digital world are generally more adept at trying out new devices than their peers who spent the early years of their careers without broadband. This difference adds a layer of complexity as institutions try to formulate strategies for integrating inclusive instructional technology.

A 2013 Pew Research Center survey found that 64 percent of educators under 35 felt confident using digital tools, while only 44 percent of those 55 and older felt the same way. These findings suggest a stark generational divide. For technology training programs to be relevant, instructors may need to tailor modules to each age group so that all teachers, young and old, eventually feel prepared to explore platforms like Wayground.

Pedagogical attitudes also play a role in how well teachers adopt technology. In a 2013 study by Kim and colleagues, the researchers noted that educators who embraced a student-centered philosophy were likelier to bring digital tools into their classrooms because they saw technology as a way to enrich collaborative learning experiences. In contrast, those who rely on more traditional, teacher-centered methods tend to hesitate, because the interactive applications sometimes conflict with the routines they have established. Therefore, professional development should train technical skills and encourage teachers to reflect on and, if necessary, adjust their pedagogical beliefs.

Finally, the gap between beliefs and practices often arises from a lack of familiarity with the technology. Even if they feel capable, teachers with little direct contact with digital tools may lose the courage to use them in real-world settings, so what they believe does not align with what they do.

Many educators admire Wayground and similar tools, but the classroom realities quickly set in. Limited training, tight hours, and demands from school leaders often thwart their good intentions. In Ertmer et al. (2012) noted that even teachers who already hold constructivist beliefs.

### **Benefits of Wayground in EFL Learning**

Studies, including a recent review on the Guru platform, suggest that Wayground may be the most-hyped tool for engaging students, giving them uninterrupted feedback, and streamlining the assessment process. The gamification embedded into its interface—from moving leaderboards to personal avatars—often leads to a fast-paced learning environment and indirectly encourages the entire class to dive in. According to Rahayu & Purnawarman (2019) the sporadic nature of quizzes encourages students to learn independently; they can flip through a series of questions until a seemingly complicated idea suddenly becomes clear. That finding is especially relevant in the English-as-a-foreign-language classroom, where learners often need to work on extra vocabulary and grammar to gain fluency beyond theory.

### ***Enhanced Student Engagement***

One of the most significant advantages that Wayground offers is the allure of gamification that can immediately grab students' attention. The platform ignites a little competitive fire in the classroom

through points, badges, and leaderboards. Researchers such as (Orhan Göksün & Gürsoy, 2019) note that such game elements provide intrinsic motivation, as participants feel challenged and entertained at the same time. When two or three friends stand near their screen with friendly expressions, the desire to improve their score can suddenly overcome laziness. The focus that arises from this situation often makes students unaware that they have discussed a topic they initially considered boring.

Wayground also gives teachers great freedom to add personal nuances to quizzes. Images, memes, and colorful themes are easy to embed, so learning materials no longer seem monotonous. Jorgensen (2023) emphasizes that personalization is key to maintaining students' attention because the content can be aligned with their interests. For example, a history teacher includes photos directly from the site of an event, or an EFL teacher includes local memes to make language lessons feel more intimate and alive. Both share the same trait: bringing the outside world into the gadget screen.

### ***Immediate Feedback and Continuous Learning***

Wayground gives students instant feedback after they hit the submit button, and the caption immediately states whether their choice was correct. This kind of immediate feedback serves as a genuine formative assessment, as it allows them to see their mistakes in advance and discuss them. Jorgensen (2023) asserts that this feature contributes to a tradition of continuous learning, where children tend to listen to themselves again until their performance improves. In addition, the immediate measurement helps to reduce stress during the exam, as students are able to track small, comforting successes.

For teachers, the platform presents real-time student statistics: time spent, missed questions, and other individual patterns. Through simple tables and graphs, teachers can filter out which topics are confusing the entire group, and which are only giving one or two students trouble. (Asilestari et al., 2020) says such mapping is crucial when instruction must be tailored to meet a wide range of abilities.

### ***Simplified and Customizable Assessments***

Wayground efficiently automates the assessment process, allowing teachers to design, distribute, and correct quizzes with relatively little investment of effort. An extensive question library coupled with a repository of ready-to-use quizzes takes much of the preparation burden off the teacher. It only takes a single click to find an appropriate item or customize an existing test to fit the classroom context. In his report, Jorgensen (2023) emphasized that the flexibility of fast response editing greatly supports formative assessment, as quizzes can be directly aligned with learning objectives and established curriculum standards. Throughout the session, question variations range from multiple choice, true or false, to open-ended formats, each supporting a holistic picture of student achievement. This flexibility makes it easy for teachers to explore students' factual recall, critical analysis, and problem-solving skills in one place. For example, English as a Foreign Language educators can use multiple-choice questions to assess vocabulary mastery, while open-ended questions are used to assess students' fluency and writing structure.

### ***Improved Classroom Dynamics***

Wayground's interactive nature encourages collaboration and positive classroom dynamics. Through the platform, teachers can design group activities that require students to work together to answer questions and achieve common goals. This approach not only deepens understanding of the material; it also fosters a sense of camaraderie among students. Researchers (Orhan Göksün & Gürsoy, 2019) noted that gamification platforms like Wayground encourage peer-to-peer interaction, and this interaction often leads to stronger retention of information.

Other gamification features, from point displays to instant leaderboards, help create a welcoming and inclusive learning environment. Kids who might otherwise be hesitant to perform in traditional forums often step up during quizzes, as they reduce the fear of failure and emphasize the fun and learning process.

### ***Versatility for Formative and Summative Assessments***

Wayground, a digital assessment application, is flexible so that instructors can use it for both formative and summative tests. When used formatively, the platform allows teachers to gauge student understanding in a short period of time, allowing for immediate intervention. As a summative tool,

Wayground collects and presents all student performance at the end of the class, in line with Jorgensen (2023) note that highlights the detailed reports generated by the system. The summarized and visualized data can then be used to track students' academic progress from month to month.

In conclusion, using Wayground in the classroom brings together several advantages at once. The game mechanics, space for content customization, and self-paced access to quizzes create an active and diverse learning environment. By utilizing these features, teachers not only provide immediate feedback but also encourage students to engage in ongoing discussion and reflection. Tools like these, as educational technology advances, are expected to continue to play a central role in designing the way we teach and learn in the future.

## Challenges in Using Wayground in EFL Learning

### *Limitations of Technological Infrastructure*

The implementation of Wayground in English for foreign language classes often runs into technological infrastructure issues. A stable internet connection and compatible devices—two basic requirements for running jump-cut quizzes like this—are not always available in every classroom. In some remote communities, mobile networks wobble intermittently before dropping out, and older tablets fail to receive app updates. A teacher from a non-remunerated area said, 'After restarting the modem repeatedly, we are still forced to continue the lesson with pen and paper.' Such constraints create learning gaps, where one group of students can get ahead while the other waits for the signal to come.

The differences in access to technology in the classroom often add another layer to existing educational gaps. Children from more limited economic circumstances often do not have personal laptops or reliable internet connections at home, so they miss out when schools hold online quizzes outside of regular hours. The digital divide should not be taken lightly; teachers and policymakers must urgently identify solutions so that every student has an equal opportunity to learn with the help of modern tools.

### *Adapting to Change: Improving Quizzes*

Preparing a reliable and captivating quiz is not a trivial task. Platforms like Wayground provide a variety of formats, but quality and contextual content still require time, fresh ideas, and specialised knowledge. A teacher may have spent an afternoon just to align a set of questions with the learning objectives and language skills to be measured (Astiandani & Anam, 2021). Even then, the challenge is not over; the material must be regularly updated so that students remain interested and all learning styles – especially the most breastfeeding – are addressed fairly.

Educators often get stuck in a deadlock when trying to formulate questions that are in line with the cultural background of students in multicultural classes. The process of preparing teaching materials, re-editing them to align with textbooks, and checking the consistency of the content is really time-consuming, even though these steps are important to maintain the quality of assessments (Thanh Thuy & Quoc Hung, 2021). Additional pressure arises when teachers have to create quizzes that are appropriate and engaging, even when they are new to digital tools or have run out of hours for planning.

### *Need for Ongoing Professional Development*

The success of Wayground in the classroom is related to digital literacy and teacher confidence. There are still some educators who are skeptical about implementing lessons via screens and are half-hearted in adopting modern tools. Such reluctance limits the use of technology in everyday teaching. Regular provision, not just a one-time seminar, is essential to equip teachers with the methods, strategies, and practices needed so that the use of Wayground is not limited to using the application but to maximizing its use. Other authors have warned that without technical and mental preparation from each party, one-sided cosmetics in the form of interesting quizzes like Wayground will never function optimally. Therefore, professional design development must be able to balance the gamification movement of the body of knowledge with the practical interface of the language of life lecture system. In this educational process, there is also a valuable space for finding small discoveries, accompanied by collaboration with colleagues and preparing quiz formats for various types of quizzes. Through experiments accompanied by criticism of colleagues, teachers found the best combination according to their students, who are, of course, very different from each other.



## CONCLUSION

This study investigates teachers' perceptions of using Wayground (formerly Quizizz) in English as a Foreign Language (EFL) classrooms, specifically its benefits, challenges, and implications for pedagogical practice. The findings reveal that teachers view Wayground positively because it increases student engagement, provides instant feedback, and simplifies the assessment process. The game-like elements of Wayground such as leaderboards, badges, and instant feedback can create a much more active classroom environment. In such learning spaces, students do not just sit there listening but are encouraged to participate through a sense of friendly competition. The platform's ability to allow individuals to learn at their own pace gives them the freedom to replay difficult questions until they fully understand them, something that is difficult to achieve in rigid face-to-face sessions. For teachers, the automated statistics presented after quizzes act as a roadmap; they can track specific student needs and reveal collective weaknesses in the class, allowing teachers to adjust their teaching strategies almost instantly.

The platform's advantages don't come without strings attached, however. Fieldwork found that EFL schools are stuck with fragile infrastructure, and intermittent internet connectivity often reduces the quiz experience to a frustrating experience. Furthermore, access to advanced training that teaches how to make the most of data analytics is limited, especially in rural areas. This lack of power leaves many educators feeling stuck, even though they know their potential is huge.

Another barrier arises from teachers' personal belief levels. Those accustomed to a one-way learning model tend to doubt the value of a dynamic, competitive system, while practitioners who value student engagement are quick to adopt and experiment. These findings align with the narrative of this study, which is that teacher attitudes and prior experiences are equally important in determining how well educational technology resonates in the classroom. If education stakeholders address the issues identified, they will provide teachers with the opportunity to more seamlessly incorporate Wayground into their daily lesson plans. Such small changes have the potential to drive real progress in teaching and learning English as a foreign language.

This study underscores the importance of a planned and ongoing professional development program, with an emphasis on mastery of technical skills and pedagogical strategies that support the integration of Wayground into the EFL classroom. Face-to-face training and mentoring, peer mentoring, and regular support from educational technology specialists play a major role in building teachers' confidence and practical skills so that they can make the most of the platform. At the policy level, administrators and decision-makers are advised to prioritize funding to address inequities in technology access, especially in resource-constrained schools. In addition, there is an urgent need to align Wayground with the curriculum standards and instructional goals that teachers have set, as this alignment is what drives positive attitudes toward the use of the tool.

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