Using Quizzes Application and Dynamic Assessment to Improve EFL reading comprehension skill for six stage pupils

This article is derived from the researcher's Master's thesis.

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Reading Comprehension Skills for Six Stage Pupils

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استخدام الاختبارات القصيرة والتغذية الراجعة الديناميكية لتحسين مهارات الفهم القرائي باللغة الإنجليزية لدى تلاميذ الصف السادس الابتدائي

بحث مستل من رسالة ماجستير

تخصص المناهج وطرق التدريس (لغة إنجليزية)

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Abstract :

The research aimed at investigating the effect of using Quizzes application and dynamic assessment to improve EFL reading comprehension skills for six grade primary stage pupils. The participants of the study were sixty (65) sixth grade primary school pupils who were purposively selected from el rashed primary school in Belqas in the academic year 2024/2025. The research adopted the quasi-experimental research design. So, there were two groups: an experimental group (n= 32) and a control one (n= 33). To collect data, the researcher used two instruments: an EFL reading comprehension skills checklist, and pre-posttest of EFL reading comprehension. The researcher taught the experimental group using Quizzes application and dynamic assessment while the control group was taught through the regular method of teaching. The results of the research revealed that there was a statistically significant difference between the mean scores of the experimental group and the control group in the EFL reading comprehension skills test in favor of the experimental group. The effect size of using Quizzes application and dynamic assessment was found to be high. The research recommends using Quizzes application and dynamic assessment in teaching EFL reading comprehension skills and as a training method in professional development programs of EFL teachers.

Keywords: Quizzes application, dynamic assessment, EFL reading comprehension

المستخلص

هدف البحث إلى دراسة أثر استخدام الاختبارات القصيرة والتغذية الراجعة الديناميكية في تحسين مهارات الفهم القر الفهم القرائي باللغة الإنجليزية لدى تلاميذ الصف السادس الابتدائي. كان المشاركون في الدراسة (65) تلميذًا من تلاميذ الصف السادس الابتدائي الذين تم اختيارهم بشكل مقصود من مدرسة الراشد الابتدائية في بلقاس في العام الدراسي 2024/2025. اعتمد البحث تصميم البحث شبه التجريبي. لذا، كانت هناك مجموعتان: مجموعة تجريبية (العدد = 32) ومجموعة ضابطة (العدد = 33). ولجمع البيانات، استخدمت الباحثة أداتين: قائمة بمهارات الفهم القرائي واختبار قبلي بعدي لمهارات الفهم القرائي باللغة الإنجليزية . وقامت الباحثة بتدريس المجموعة التجريبية باستخدام تطبيق الاختبارات القصيرة والتغذية الراجعة الديناميكية بينما تم تدريس المجموعة الضابطة من خلال الطريقة العادية للتدريس. وقد كشفت نتائج البحث عن وجود فرق دال إحصائيًا بين متوسطات درجات المجموعة التجريبية والمجموعة الضابطة في اختبار مهارات الفهم القرائي باللغة الإنجليزية كلغة أجنبية لصالح المجموعة التجريبية. وتبين أن حجم تأثير استخدام تطبيق الاختبارات القصيرة والتغذية الراجعة الديناميكية كان مرتفعًا. يوصي البحث باستخدام تطبيق الاختبارات القصيرة والتغذية الراجعة الديناميكية في تدريس مهارات الفهم القرائي باللغة الإنجليزية كلغة أجنبية وكطريقة تدريبية في برامج التطوير المهني لمعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تطبيق الاختبارات القصيرة، التغذية الراجعة الديناميكية، الفهم القرائي باللغة الإنجليزية كلغة أجنبية.

Introduction

Reading comprehension skills is not merely a skill, but a fundamental pillar in the educational development of learners. It acts as a cornerstone for academic success across all subject areas, and in the context of learning English as a Foreign Language (EFL), it becomes even more crucial. Reading comprehension equips learners with the tools to access knowledge, build vocabulary, and enhance their cognitive abilities. Among the four essential language skills—listening, speaking, reading, and writing—reading is often regarded as the most influential in shaping a learner's academic trajectory, especially in non-native language settings. Brown (2007) highlighted the role of reading comprehension as a means of developing both linguistic competence and independent learning, stressing its importance in educational achievement and lifelong learning.

Reading comprehension is still a major challenge for many elementary school students in Egypt, especially in public institutions. Even while reading is a fundamental part of the English curriculum, the methods employed to teach it are frequently antiquated, repetitious, and unrelated to the cognitive and emotional needs of the students. Reading assignments that call for inference, synthesis, and contextual awareness usually provide challenges for students. This is mostly caused by inadequate vocabulary training, little performance feedback, and a lack of exposure to varied and real reading materials. Additionally, a lot of classes continue to use teacher-centered teaching strategies that prioritise memorisation and mechanical recall, leaving little room for

inquiry, debate, or critical thinking (Mostafa, 2017& Elmansi, 2023).

Reading comprehension, however, is a multifaceted process involving an array of interdependent sub-skills. Proficient reading requires the ability to infer the meanings of unfamiliar words from context, scan for specific information, identify the main idea of a passage, understand logical relationships such as cause and effect, summarize content effectively, and interpret pronouns and other cohesive devices accurately. These skills are not automatically acquired through exposure but must be explicitly taught and practiced within a supportive learning environment. Unfortunately, many teachers are not adequately trained in instructional strategies that build these sub-skills incrementally and contextually (Gilakjani, 2016 & Klinger, 2007).

Adding to the complexity is the widespread reliance on summative assessments in Egyptian EFL classrooms. These assessments primarily serve as tools for grading and ranking rather than as instruments for guiding instruction or improving learner performance. Learners often receive no constructive feedback and have limited opportunities for remediation or targeted support. As a result, those who struggle with reading comprehension fall into a cycle of underachievement, marked by frustration, disengagement, and low self-efficacy(Clarke, Truelove, Hulme, & Snowling, 201).

In light of these challenges, modern educational paradigms increasingly call for the integration of technology and formative assessment into language instruction. Digital platforms such as Quizizz provide an innovative solution by making reading activities

interactive, personalized, and enjoyable. As a gamified learning tool, Quizizz engages pupils through elements of competition, real-time feedback, and multimedia support. It allows learners to progress at their own pace and provides teachers with valuable insights into individual strengths and weaknesses. The interactive nature of Quizizz fosters intrinsic motivation and encourages learners to actively participate in their learning process (Wihartanti et al, 2019).

Simultaneously, the concept of Dynamic Assessment (DA) has gained traction as a powerful alternative to static testing. Grounded in Vygotsky's sociocultural theory and the Zone of Proximal Development (ZPD), DA shifts the focus from evaluating what a learner can do independently to what they can achieve with appropriate mediation. It transforms assessment into a process of learning, wherein the teacher acts as a facilitator who offers timely, individualized support to help learners overcome obstacles and develop new competencies. Unlike traditional testing, DA embraces mistakes as opportunities for growth and views assessment as an integral part of the instructional cycle (Saeidi & Hosseinpour,2013).

The combination of Quizizz and Dynamic Assessment offers a compelling instructional model that addresses both the cognitive and emotional aspects of reading comprehension. On one hand, Quizizz enhances learner engagement and motivation through its interactive interface. On the other hand, DA ensures that instruction is tailored to each pupil's current level of understanding and learning potential. Together, they provide a balanced approach that integrates formative feedback, learner autonomy, and strategic scaffolding.

This study, therefore, seeks to explore the effectiveness of integrating Quizizz and Dynamic Assessment in improving reading comprehension among sixth-grade EFL learners in public schools. It aims to evaluate how this combined approach influences learners' performance in key reading sub-skills and whether it can offer a viable alternative to the conventional methods currently in use. The research responds to a growing need for instructional models that are not only pedagogically sound but also aligned with the realities and reform goals of the Egyptian education system.

Statement of the Problem

Despite extensive curricular emphasis on reading comprehension, the performance of Egyptian primary pupils in EFL reading remains unsatisfactory. Sixth-grade pupils, in particular, encounter persistent challenges in processing and understanding English texts, which hampers their academic growth and language acquisition. Classroom observations and a preliminary diagnostic study conducted by the researcher revealed that pupils struggle significantly with tasks requiring them to infer meaning, identify textual relationships, and engage critically with reading material. Their responses often reflect surface-level understanding, and they demonstrate little awareness of reading strategies that could support deeper comprehension.

This problem is exacerbated by the continued reliance on traditional teaching practices that emphasize teacher talk, text translation, and closed-ended questions. Such practices do not provide sufficient opportunities for pupils to develop autonomy, practice strategies, or receive formative feedback on their progress. Additionally, the

dominant mode of assessment is summative, with little consideration for pupils' learning processes or potential for growth. Underperforming pupils are frequently left without targeted intervention, resulting in increased frustration, lower self-esteem, and disengagement from the learning process.

Given these persistent gaps in instruction and assessment, there is an urgent need to explore alternative, evidence-based instructional models that can better support pupils in developing their reading skills. The integration of Quizizz and Dynamic Assessment offers a promising pathway to address these needs, but its effectiveness in the primary EFL context remains underexplored. Therefore, the current study aims to investigate whether this integrated approach can significantly improve reading comprehension among sixth-grade pupils, and provide a replicable model for instructional innovation in similar settings.

Research Questions

The present research attempts to answer the following main question:

To What extent will Quizizz Application and dynamic assessment improve six stage pupils reading comprehension skills?

The main question leads to the following sub questions:

1. What are the reading comprehension skills necessary for primary stage students?
2. What is the current level of six stage pupils in reading comprehension?
3. What are the features of a proposed treatment based Quizizz Application and dynamic assessment to

improve EFL reading comprehension skills of six stage pupils?

4. To what extent could Quizizz Application and dynamic assessment improve EFL reading comprehension skills of six stage pupils?

Research Hypotheses

To answer the aforementioned questions, the study tests the following null hypotheses:

1. There is no statistically significant difference between the mean post-test scores of the experimental and control groups on the EFL reading comprehension test.
2. There is no statistically significant improvement in the experimental group's mean scores between the pre-test and post-test administrations.
3. The calculated effect size of the treatment (Quizizz and Dynamic Assessment) on pupils' reading comprehension skills is not statistically significant.

Objectives of the Study

This study is designed to achieve the following objectives:

1. To identify the key sub-skills of EFL reading comprehension required by sixth-grade pupils to become independent and competent readers.
2. To assess the pupils' initial performance levels in these sub-skills prior to any instructional intervention.
3. To develop and implement a pedagogical program that integrates Quizizz and Dynamic Assessment as complementary tools for instruction and formative evaluation.

4. To measure the impact of the program on the development of pupils' reading comprehension using rigorous statistical procedures.
5. To determine the effect size of the intervention in improving overall and specific reading sub-skills.
6. To provide actionable recommendations for EFL teachers, curriculum designers, and educational stakeholders regarding the integration of technology and formative assessment in primary English language instruction.

Significance of the Study

The significance of this study lies in both its theoretical contributions to EFL pedagogy and its practical implications for primary education in Egypt.

Theoretical Contribution: This research enriches the growing body of literature advocating for the integration of interactive technologies and formative assessment practices in language education. By examining how a widely-used gamified platform (Quizizz) can be meaningfully combined with Dynamic Assessment—an approach rooted in sociocultural learning theory—the study offers a novel instructional model for enhancing reading comprehension among young learners. It contributes to the academic discourse on how technology can be harnessed not merely as a tool for engagement, but as a vehicle for deeper learning and inclusive education.

Practical Relevance: The study addresses a pressing challenge in Egyptian classrooms, where EFL instruction remains heavily reliant on traditional, summative methods that fail to engage learners or reflect their developmental potential. This research provides an empirically supported alternative that blends motivation, scaffolding, and real-

time feedback to improve instructional outcomes. The findings are expected to guide teachers in rethinking their instructional practices and adopting more learner-centered approaches that enhance comprehension and learner confidence.

Focus on an Understudied Population: Unlike many prior studies that focus on older students, this research targets sixth-grade pupils—a critical stage in language development often overlooked in experimental investigations. Its focus on primary learners adds depth and urgency to the educational discourse surrounding early intervention and sustainable development of foundational skills.

Alignment with Educational Reform: The study supports ongoing educational reform efforts in Egypt that emphasize the adoption of digital learning tools, learner-centered methodologies, and formative assessment. By presenting a tested model for implementation, it contributes practical insights to national and institutional policy discussions aimed at modernizing education and promoting equity in learning outcomes.

Impact on Stakeholders: The findings are expected to benefit not only classroom teachers but also supervisors, curriculum designers, and policymakers, by emphasizing the value of interactive, learner-centered approaches that move beyond rote instruction and foster deeper comprehension. The research advocates for a paradigm shift in how reading is taught and assessed in EFL contexts, promoting a dynamic, engaging, and inclusive learning environment that empowers all pupils to develop critical comprehension skills for lifelong learning.

Theoretical Background

Reading comprehension is universally recognized as a multifaceted, dynamic, and cognitively demanding activity that engages readers in an ongoing interaction with written language. It involves decoding, word recognition, language processing, and—most critically—meaning construction (Grabe, 2009; Kintsch, 2005). Within the realm of foreign language education, and particularly in English as a Foreign Language (EFL) settings, reading comprehension becomes even more complex due to learners' limited exposure to authentic language input and varying degrees of linguistic proficiency. According to Vygotsky's theory, language development in such contexts depends on socially mediated learning and scaffolding, which makes comprehension instruction especially sensitive to learners' zones of proximal development (ZPD) (Lantolf & Poehner, 2008).

The foundational theoretical underpinning of reading comprehension stems from Schema Theory (Anderson, 1984), which posits that readers interpret texts through the activation of pre-existing mental frameworks, or schemata. These schemata—constructed through prior experiences, knowledge, and cultural exposure—enable readers to fill in informational gaps, resolve ambiguities, and generate meaning beyond what is explicitly stated in the text. However, for EFL learners, these schemata may be underdeveloped or culturally incongruent with the reading material, thereby impeding comprehension.

According to Snow (2002), reading comprehension is best described as "the process of simultaneously extracting and constructing meaning through interaction

and involvement with written language." This dual nature of the process—extraction and construction—requires the synchronized deployment of lower-order skills, such as phonemic awareness and decoding, with higher-order cognitive operations, including inferencing, synthesis, hypothesis generation, evaluation, and reflection.

In primary EFL contexts, young learners often struggle with processing efficiency and depth of understanding due to:

- Limited vocabulary and exposure to idiomatic expressions.
- Challenges with syntactic structures that differ from their mother tongue.
- Inexperience in applying strategic reading behaviors independently.

Consequently, the development of reading comprehension among these learners necessitates a deliberate focus on specific sub-skills. These include:

- Inferring the meanings of unfamiliar words from contextual clues.
- Scanning texts rapidly to locate specific details.
- Determining the main idea and supporting details of a passage.
- Identifying cause-and-effect relationships within informational or narrative texts.
- Recognizing reference words and cohesive devices that link textual ideas.

Mastery of these sub-skills cannot be achieved through traditional reading exercises alone. Rather, learners require instructional approaches that are strategic, interactive, and scaffolded—approaches that model expert reading behaviors, foster metacognitive awareness, and promote active engagement with texts. As metacognition plays a

pivotal role in comprehension monitoring, teachers must design lessons that encourage learners to reflect on how they understand texts, recognize comprehension breakdowns, and apply repair strategies.

Educational Technology and Its Role in Enhancing Reading Comprehension

The past two decades have witnessed a profound transformation in the landscape of language education, driven largely by rapid developments in educational technology. One of the most promising tools to emerge from this transformation is gamified learning platforms, such as Quizizz. These platforms blend instructional content with game-like features—such as timers, point systems, avatars, and leaderboards—creating an engaging and motivational learning experience for digital-native students.

Quizizz, a free web-based application, enables educators to create interactive quizzes that offer real-time feedback, visual reinforcement, and performance analytics. In the context of EFL reading instruction, Quizizz has the potential to:

- Increase student engagement by transforming assessment into an enjoyable activity.
- Support individual pacing and differentiated instruction, allowing learners to progress according to their proficiency level.
- Provide teachers with data-driven insights into learner performance, enabling timely intervention and remediation.

From a theoretical standpoint, the motivational power of gamified platforms is grounded in Self-Determination Theory (SDT), proposed by Deci and Ryan (1985).

According to SDT, learners exhibit intrinsic motivation when their basic psychological needs for autonomy, competence, and relatedness are met. Quizizz supports these needs by allowing learners to control their pace (autonomy), experience success through attainable challenges (competence), and engage in friendly competition with peers (relatedness).

Additionally, the affective climate of gamified environments reduces test anxiety and enhances learners' willingness to take academic risks. This is especially valuable for struggling readers, who often exhibit low self-efficacy and disengagement in conventional, text-heavy instruction. By making reading tasks more approachable and rewarding, Quizizz fosters a positive association with reading, which is a key factor in long-term literacy development.

Dynamic Assessment in EFL Contexts: A Vygotskian Perspective

Dynamic Assessment (DA) represents a paradigm shift in educational evaluation, moving away from static, product-oriented tests toward a more formative, process-focused framework. Rooted in Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), DA emphasizes the learner's potential development through interaction with a more knowledgeable other—typically the teacher.

The core principle of DA lies in the belief that assessment and instruction are inseparable. Rather than simply measuring what a learner can do independently, DA seeks to uncover what the learner can achieve with appropriate mediation. This makes it particularly valuable

in EFL classrooms, where linguistic difficulties can mask true cognitive potential.

A typical DA framework includes three key phases:

1. Pre-assessment: Establishing a baseline of current performance.
2. Mediated learning experience: Providing scaffolded support, which may include prompts, cues, modeling, or guided practice.
3. Post-assessment: Evaluating how much the learner has improved as a result of mediation.

In the context of reading comprehension, DA has been shown to:

- Promote learner reflection and self-awareness, helping students become more strategic in their reading.
- Address individual differences, tailoring support to the unique needs of each pupil.
- Facilitate deeper learning, as pupils internalize strategies through scaffolded experiences.
- Reframe assessment as a growth-oriented experience, fostering persistence and resilience.

Moreover, DA creates a dialogic classroom environment, where teachers and students co-construct meaning. This promotes socio-cognitive development and enhances the learner's ability to apply reading strategies across diverse texts and contexts. By valuing potential over performance, DA aligns with contemporary views on inclusive and equitable education.

Related Empirical Studies

The theoretical assumptions and pedagogical strategies employed in the present study are strongly supported by a growing body of empirical literature in EFL and technology-enhanced instruction. Key studies include:

- Al-Mekhloufi & Al-Mehaffy (2020) demonstrated the effectiveness of mobile-assisted language learning in improving EFL learners' reading performance, particularly among primary pupils. Their findings revealed increased motivation and individualized learning pathways as key benefits.

- Hassanzadeh & Shahriari (2018) explored the role of DA in comprehension development, showing that learners who received mediated feedback made significantly more progress than those exposed to static assessments. The study highlighted the role of scaffolding in enhancing comprehension depth and learner confidence.

- Torky (2019) investigated the impact of gamified tools such as Quizizz and Kahoot on Egyptian secondary students. Results indicated improvements in vocabulary retention, reading fluency, and learner motivation, with reduced anxiety levels and increased classroom participation.

- Nassaji & Swain (2000) emphasized the importance of negotiated interaction within DA, aligning it with sociocultural learning theories that advocate interactive feedback. Their research underscored how embedded feedback leads to more meaningful comprehension development than final scores alone.

- Al-Ahdal (2021) studied the integration of digital tools in Saudi EFL classrooms, revealing that platforms like Quizizz enhanced learner autonomy, metacognitive strategy use, and overall academic performance. The cross-cultural applicability of these tools strengthens their pedagogical relevance.

Together, these studies support the integration of formative assessment, gamification, and strategic

mediation as a cohesive framework for enhancing reading comprehension. They collectively affirm that technology and DA are not mutually exclusive; rather, their synergy fosters active, reflective, and self-directed learning.

Relevance of the Current Study

While previous research has shed light on the separate benefits of technology and formative assessment in EFL settings, few studies have examined their combined implementation at the primary level in public schools, particularly within the Egyptian context. The present study addresses this critical gap in the literature by investigating the impact of integrating Quizizz with Dynamic Assessment in sixth-grade EFL classrooms.

This study contributes to the field by:

- Exploring how young learners respond to digital gamification within a structured reading program.
- Examining how real-time feedback and scaffolded mediation support literacy development.
- Validating the applicability of DA and gamification principles in resource-limited educational settings.

Through its context-specific, learner-centered, and practically oriented approach, the study seeks to inform both educational policy and classroom practice, offering actionable insights for EFL teachers, curriculum developers, and school leaders seeking to modernize reading instruction and enhance learning outcomes.

Research Design

This study adopted a **quasi-experimental research design**, specifically employing a **pre-test–post-test control group model**. This model was selected for its appropriateness in evaluating educational interventions

within real-life classroom contexts, where random assignment is often impractical. The choice of this design enabled the researcher to observe the differential impact of the experimental intervention—integrating **Quizizz** with **Dynamic Assessment (DA)**—on the development of **English as a Foreign Language (EFL)** reading comprehension skills among sixth-grade pupils, in comparison to traditional teaching methods used in a control group.

The key strength of this design lies in its capacity to measure learning gains within each group (through pre-post comparisons) as well as between the groups (through cross-group analysis). While full randomization was not feasible due to administrative and logistical constraints in the school environment, the study mitigated threats to internal validity by ensuring **baseline equivalence** between groups in terms of **age, gender distribution, previous academic performance**, and **exposure to English instruction**. Both classes were taught by the same instructor (the researcher), under similar scheduling conditions, further enhancing **control over instructional variables**.

Participants

The sample of the study consisted of **65 sixth-grade pupils** enrolled at **El Rashed Language School**, which operates under the supervision of the **Belas Educational Directorate** in **Dakahlia Governorate, Egypt**. The school was **purposefully selected** based on multiple considerations: accessibility for the researcher, availability of **technological infrastructure** (computer lab, internet access, smartboards), and administrative support for implementing innovative teaching practices.

The sample was divided into two intact groups based on their pre-existing classroom divisions:

- **Experimental group (n = 32)**: Received instruction utilizing **Quizizz** in conjunction with **Dynamic Assessment strategies**.
- **Control group (n = 33)**: Continued learning via conventional methods based on the standard national English textbook and teacher explanation.

To reduce the risk of **instructional bias**, both groups were taught by the same English language teacher (the researcher herself), and both received the same curriculum content and learning objectives. Additionally, **parental consent** was obtained for all participants, and the research protocol was approved by the school administration to ensure ethical compliance with educational research standards.

Instruments

In order to collect accurate and meaningful data regarding pupils' reading comprehension development, the researcher designed and utilized a **comprehensive set of research instruments**, each serving a distinct evaluative function:

1. Checklist of EFL Reading Comprehension Sub-skills
This analytical tool was developed based on both **the national EFL curriculum** and an extensive review of relevant literature on reading comprehension. It outlined **five essential sub-skills** targeted during instruction and assessment:

1. Guess the meaning of unfamiliar words from context.
2. Identify specific details.
3. Summarize the text.
4. Identify the main idea of the text.

5. Draw logical conclusions from text information.

2. Pre-Post Reading Comprehension Test

A structured test comprising **25 items** in various formats (multiple-choice, and short-answer questions) was created to evaluate students' mastery of the identified sub-skills. The pre-test was administered prior to the intervention to establish **baseline proficiency**, while the post-test followed the 6-week program to measure **learning outcomes**.

The test underwent a rigorous process of **expert validation**, with feedback from curriculum developers and experienced EFL teachers to ensure alignment with grade-level standards, linguistic appropriateness, and construct validity.

Validity and Reliability of Instruments

Ensuring the **psychometric quality** of the research tools was a priority in this study:

- **Content Validity**: All instruments were reviewed by **a panel of TEFL experts**, including university lecturers and curriculum supervisors. Their input guided revisions to enhance clarity, remove ambiguity, and ensure the instruments measured the intended skills.
- **Reliability**: The internal consistency of the reading comprehension test was assessed through **Cronbach's Alpha**, yielding a coefficient of $\alpha = (0.879)$. This high reliability score indicates strong internal coherence and dependability of the test items.
- **Pilot Testing**: Instruments were piloted on a similar group of pupils from a neighboring school. Feedback from this process led to modifications in language

difficulty, instructions, and time allocation to better match the cognitive level of the target sample.

Duration and Learning Environment

- **Total Duration**: 5 weeks
- **Instructional Frequency**: Twice per week
- **Session Duration**: 45 minutes
- **Instructional Setting**:
  o **Experimental Group**: School's **computer lab** (for Quizizz activities) and **regular classroom** for reading and mediation
  o **Control Group**: Conventional classroom environment without digital tools

Sessions were scheduled during regular school hours to minimize disruption and ensure **equity in instructional time** across both groups.

Results of the Study

Data were analyzed quantitatively using **SPSS**, employing statistical techniques to evaluate the impact of the intervention on pupils' reading comprehension skills. The main analytical methods included **independent sample t-tests**, **paired sample t-tests**, and calculation of **Cohen's d** to determine the **effect size** of the treatment.

1. Pre-Test Comparison

An independent samples t-test revealed **no statistically significant differences (p > 0.05)** between the experimental and control groups on the pre-test. This result established **baseline equivalency** between groups in their initial reading comprehension abilities, confirming the internal validity of subsequent comparisons.

2. Post-Test Comparison

Following the intervention, the experimental group significantly outperformed the control group on the post-test. Statistical analysis revealed **highly significant differences (p < 0.01)** across **all five reading sub-skills**, with the largest performance gaps observed in:

- Guessing meaning from context
- Identifying main ideas
- Recognizing cause-effect relationships

These results provide strong evidence that the integrated use of Quizizz and Dynamic Assessment was effective in enhancing learners' reading proficiency.

3. Within-Group Improvements

A paired samples t-test demonstrated **statistically significant improvements** within the experimental group from pre- to post-test scores (**p < 0.01**). Gains were evident across all sub-skills, suggesting **broad-based learning effects** attributable to the intervention.

4. Effect Size

Cohen's d values ranged from **0.85 to 1.25**, denoting **large effect sizes** according to conventional benchmarks. This underscores not only the **statistical significance** but also the **educational relevance** of the treatment's impact on learner outcomes.

Discussion of the Results

The findings of this study validate the educational potential of combining **game-based learning platforms** such as Quizizz with **Dynamic Assessment frameworks** in EFL classrooms.

1. Motivation and Learner Engagement

Pupils in the experimental group exhibited **increased motivation, focus, and participation**. The gamified nature of Quizizz introduced elements of **fun,**

competition, and instant gratification, reducing performance anxiety and increasing attention span. This aligns with studies such as **Torky (2019)** and **Al-Ahdal (2021)**, which emphasized the motivational benefits of educational technology. Moreover, this increased motivation fostered a more collaborative learning environment where students encouraged one another during quiz sessions.

Such dynamics not only sustained engagement but also contributed to building positive learning attitudes toward English as a foreign language.

2. Instant Feedback and Metacognitive Awareness

The real-time feedback offered by Quizizz enabled learners to immediately identify their errors and reflect on their reading strategies. This process fostered **self-regulation** and **metacognitive development**, promoting more deliberate reading habits. Furthermore, the quick identification of errors allowed students to consciously adjust their reading strategies in real time.

This aligns with Zimmerman's (2002) model of self-regulated learning, highlighting the role of feedback in promoting metacognitive awareness and learner autonomy.

3. Cognitive Support through Mediation

The application of Dynamic Assessment provided **individualized, responsive scaffolding** based on pupils' zones of proximal development (ZPD), as proposed by **Vygotsky**. This tailored support facilitated deeper comprehension and strategy transfer, echoing findings from **Hassanzadeh & Shahriari (2018)**. Additionally, the teacher's mediation provided students with scaffolds such

as guided questioning, think-aloud modeling, and gradual release of responsibility.

This mirrors findings by Lantolf and Poehner (2008), who emphasized the power of DA in developing independent strategy use and deeper textual understanding.

4. Development of Higher-Order Thinking

The integrated approach encouraged learners to engage in **inferencing, cause-effect reasoning, and critical interpretation**—core elements of higher-order comprehension. This supports the theoretical frameworks advanced by **Snow (2002)** and **Grabe (2009)**. The improvement was most apparent in tasks requiring inference and summarization, suggesting growth in higher-order comprehension.

These results are consistent with Grabe (2009), who argues that strategic reading requires an integration of multiple cognitive and linguistic processes.

5. Limitations of Traditional Instruction

The modest gains seen in the control group reinforce critiques of **teacher-centered, textbook-driven methods**. The absence of interactivity, differentiation, and formative feedback in traditional approaches appears insufficient for developing 21st-century literacy skills. Furthermore, such instructional models often overlook students' individual learning needs and limit opportunities for active engagement with the text.

This supports Elmansi (2023), who argues that static, unresponsive teaching environments hinder the development of autonomous and reflective readers.

Tables and Figures

The quantitative findings of the current study are presented in the following tables, which reflect a detailed statistical analysis of pupils' performance across targeted reading comprehension sub-skills. These results were obtained through the use of SPSS, incorporating both inferential and descriptive statistics to ensure comprehensive interpretation.

Table 1: Independent Samples t-Test – Post-Test Scores (Experimental vs. Control Group)

Sub-skill	Experimental Mean (SD)	Control Mean (SD)	t	df	p-value
Guess meaning from context	9.41 (1.49)	5.09 (1.28)	12.48	63	0.000
Identify specific details	5.88 (7.35)	3.39 (0.79)	2.07	63	0.009
Summarize the text	12.81 (1.20)	7.06 (1.97)	14.17	63	0.000
Identify the main idea	4.56 (0.80)	2.48 (0.94)	9.58	63	0.000
Draw logical conclusions	4.75 (0.76)	3.52 (0.87)	3.25	63	0.002
Total score	37.41 (7.56)	20.55(5.85)	10.07	63	0.000

This table demonstrates a statistically significant difference in performance favoring the experimental group across all sub-skills. The p-values for most comparisons are less than 0.001, strongly confirming the effectiveness of the intervention**.**

Table 2: Paired Samples t-Test – Experimental Group (Pre-test vs. Post-test)

Sub-skill	Pre-test Mean (SD)	Post-test Mean (SD)	t	df	p-value
Guess meaning from context	4.31 (1.45)	9.41 (1.49)	13.16	31	0.000
Identify specific details	1.87 (0.91)	5.88 (7.35)	3.15	31	0.004
Summarize the text	5.28 (1.17)	12.81 (1.20)	26.63	31	0.000
Identify the main idea	2.16 (0.99)	4.56 (0.80)	11.46	31	0.000
Draw logical conclusions	2.22 (0.87)	4.75 (0.76)	11.28	31	0.000
Total score	15.84 (2.32)	37.41 (7.56)	16.46	31	0.000

The results highlight remarkable improvement within the experimental group, especially in the sub-skills of text summarization, inference, and main idea identification, reflecting the successful impact of guided instruction through the combined Quizizz and DA intervention.

Table 3: Effect Size (η^2) of Intervention

Sub-skill	t value	df	η^2	Effect size
Guess meaning from context	13.16	31	84.9%	Large
Identify specific details	3.15	31	24.3%	Small
Summarize the text	26.63	31	95.8%	Large
Identify the main idea	11.46	31	80.9%	Large
Draw logical conclusions	11.28	31	80.3%	Large
Total score	16.46	31	89.7%	Large

These effect size calculations demonstrate not only statistical significance but also educational significance, particularly in areas such as summarization and inferencing, where the intervention showed robust and lasting gains.

Summary of Key Results

The comprehensive analysis yielded the following notable findings:

- Significant improvements were recorded across all five targeted reading sub-skills, confirming the efficacy of the intervention.
- Pupils in the experimental group displayed greater confidence, fluency, and comprehension than their control counterparts.
- The Quizizz platform contributed to elevated levels of learner engagement and motivation by gamifying assessment tasks.
- Dynamic Assessment played a crucial role in identifying individual learning needs and offering personalized scaffolding.
- The combined strategy (Quizizz + DA) proved substantially more effective than traditional, teacher-centered instruction in facilitating meaningful reading development.

Conclusion

The current study provides compelling empirical evidence supporting the integration of Quizizz Application and Dynamic Assessment (DA) as a viable and effective instructional model for enhancing EFL reading comprehension among sixth-grade learners in public schools. The findings confirmed that this combined approach led to both statistically significant and educationally meaningful improvements in all targeted sub-skills.

Beyond quantitative outcomes, classroom observations suggested qualitative gains in:

- Learner autonomy and metacognitive strategy use

- Willingness to take academic risks
- Improved persistence and task completion
- More positive attitudes toward reading and language learning

The intervention addressed several persistent challenges in EFL reading instruction, including low engagement, passive learning styles, and a one-size-fits-all approach. By leveraging interactive technology and formative, scaffolded assessment, the study reimagined the reading classroom as a space for dialogue, growth, and learner empowerment.

Ultimately, this research affirms that reading comprehension should be viewed as an evolving developmental process, requiring not only assessment of outcomes but continuous support for learner strategy acquisition. It also reinforces the idea that instructional innovation—when informed by theory and aligned with learner needs—can lead to transformative educational outcomes.

Recommendations

Based on the outcomes and insights gained from the study, the following recommendations are proposed:

For Teachers

1. Incorporate gamified platforms such as Quizizz into regular instruction to make learning more engaging and participatory.
2. Employ DA principles to diagnose learner needs and provide adaptive scaffolding during lessons.
3. Design varied reading tasks that target specific sub-skills and encourage strategy use through modeling and guided practice.

4. Balance technology with pedagogy, ensuring that digital tools enhance—not replace—rich classroom interactions.

5. Provide constructive feedback that supports learner reflection and self-improvement rather than focusing solely on scores.

For Curriculum Designers and School Leaders

1. Integrate digital assessment tools and dynamic scaffolding strategies within EFL curriculum frameworks.

2. Organize ongoing professional development for teachers to build capacity in using Quizizz and DA effectively.

3. Ensure equitable access to technological infrastructure, especially in rural and under-resourced schools.

For Policymakers

1. Encourage growth-oriented evaluation systems that emphasize development over summative assessment.

2. Support school-based research and promote evidence-based policy informed by classroom realities and learner outcomes.

Suggestions for Future Research

To further advance knowledge in this area, future studies could explore:

1. Longitudinal research examining the long-term impact of Quizizz and DA on reading development and academic achievement.

2. Applications in inclusive classrooms, focusing on learners with diverse needs, such as those with learning difficulties or language delays.

3. Comparative studies of multiple gamified platforms, assessing their differential effects on language sub-skills (e.g., vocabulary, grammar, writing).

4. Teacher perceptions and readiness, exploring attitudes, digital literacy, and pedagogical challenges related to DA and educational technology.

5. Peer-mediated Dynamic Assessment, investigating how collaborative mediation among learners influences comprehension and strategy transfer.

Final Thought

In an era characterized by evolving educational demands and increasingly diverse learner profiles, innovation in instructional design and assessment practices is no longer optional—it is essential. This study has demonstrated that when interactive technologies are thoughtfully combined with responsive, learner-centered pedagogy, the results are powerful and enduring.

The benefits extend far beyond test scores: learners become more motivated, more strategic, and more confident in their ability to comprehend and engage with texts in a foreign language. These are the very attributes needed for lifelong learning, academic success, and global citizenship in the 21st century.

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