ANALYSIS OF METHODS FOR ASSESSING STUDENTS' SPEAKING SKILLS THROUGH INTERACTIVE DIGITAL PLATFORMS (KAHOOT, QUIZIZZ, PADLET) IN ENGLISH LESSONS

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Abstract: This thesis critically analyzes the methods for assessing students' speaking skills in English language classes through the strategic adaptation of interactive digital platforms, specifically Kahoot, Quizizz, and Padlet. Recognizing the traditional challenges in evaluating oral proficiency, this thesis explores how these widely used tools, primarily designed for gamified learning and content delivery, can be innovatively repurposed to facilitate both formative and summative speaking assessments. The analysis delves into the pedagogical implications of integrating such platforms, examining their potential to enhance student engagement, provide immediate feedback, and offer diverse assessment modalities. Drawing upon contemporary theories of communicative language teaching and technology-enhanced assessment, this thesis identifies specific adaptations, evaluates their benefits and limitations, and proposes a framework for effective implementation. The findings suggest that while these platforms are not inherently built for complex speaking assessment, their interactive features, when creatively utilized, offer valuable avenues for fostering and evaluating oral communication skills, thereby contributing to more dynamic and student-centered language education.

Keywords: Speaking skills, assessment, interactive digital platforms, Kahoot, Quizizz, Padlet, English language teaching, formative assessment, CALL, communicative competence, digital pedagogy

Annotatsiya: Ushbu tezis ingliz tili darslarida o‘quvchilarning nutqiy ko‘nikmalarini interaktiv raqamli platformalar (Kahoot, Quizizz, Padlet) orqali

baholash metodlarini tanqidiy tahlil qiladi. Og‘zaki nutqni baholashdagi an’anaviy 2

qiyinchiliklarni inobatga olgan holda, ushbu tezis o‘yinlashtirilgan o‘qitish va kontent yetkazish uchun mo‘ljallangan ushbu keng qo‘llaniladigan vositalarni ham shakllantiruvchi, ham yakuniy nutqiy baholashni osonlashtirish uchun qanday qilib innovatsion tarzda qayta ishlatish mumkinligini o‘rganadi. Tahlil bunday platformalarni integratsiyalashning pedagogik ahamiyatini, ularning o‘quvchilarning faolligini oshirish, tezkor fikr-mulohazalar berish va turli baholash usullarini taklif qilish salohiyatini ko‘rib chiqadi. Kommunikativ til o‘qitish va texnologiya yordamida baholashning zamonaviy nazariyalariga asoslanib, ushbu tezis aniq moslashuvlarni aniqlaydi, ularning afzalliklari va cheklovlarini baholaydi hamda samarali amalga oshirish uchun asos taklif qiladi. Topilmalar shuni ko‘rsatadiki, ushbu platformalar murakkab nutqiy baholash uchun mo‘ljallanmagan bo‘lsa-da, ularning interaktiv xususiyatlari ijodiy foydalanilganda og‘zaki muloqot ko‘nikmalarini rivojlantirish va baholash uchun qimmatli imkoniyatlar yaratadi, shu bilan yanada dinamik va o‘quvchi markazlashgan til ta’limiga hissa qo‘shadi.

Kalit so‘zlar: Nutqiy ko‘nikmalar, baholash, interaktiv raqamli platformalar, Kahoot, Quizizz, Padlet, ingliz tili o‘qitish, shakllantiruvchi baholash, CALL, kommunikativ kompetensiya, raqamli pedagogika

Аннотация: Данный тезис критически анализирует методы оценки речевых навыков учащихся на уроках английского языка посредством стратегической адаптации интерактивных цифровых платформ, в частности Kahoot, Quizizz и Padlet. Признавая традиционные трудности в оценке устной речи, данный тезис исследует, как эти широко используемые инструменты, изначально разработанные для геймифицированного обучения и доставки контента, могут быть инновационно перепрофилированы для облегчения как формирующего, так и итогового оценивания речевых навыков. Анализ углубляется в педагогические последствия интеграции таких платформ,

изучая их потенциал для повышения вовлеченности учащихся, 3 предоставления немедленной обратной связи и предложения разнообразных методов оценивания. Опираясь на современные теории коммуникативного обучения языку и оценивания с использованием технологий, данный тезис определяет конкретные адаптации, оценивает их преимущества и ограничения, а также предлагает основу для эффективной реализации. Выводы показывают, что, хотя эти платформы изначально не созданы для сложной оценки речевых навыков, их интерактивные функции, при творческом использовании, предлагают ценные возможности для развития и оценки навыков устного общения, тем самым способствуя более динамичному и ориентированному на учащегося языковому образованию.

Ключевые слова: Речевые навыки, оценивание, интерактивные цифровые платформы, Kahoot, Quizizz, Padlet, преподавание английского языка, формирующее оценивание, CALL, коммуникативная компетенция, цифровая педагогика

Introduction: The ability to communicate effectively in English is a cornerstone of global interaction, academic success, and professional advancement in the 21st century. Consequently, developing and accurately assessing students' speaking skills remains a paramount, objective in English Language Teaching (ELT) [1]. Traditional methods of speaking assessment, often involving direct teacher-student interaction, role-plays, or presentations, while valuable, frequently encounter challenges related to subjectivity, time constraints, logistical complexities, and the provision of timely, constructive feedback [2]. These limitations can hinder both the accuracy of evaluation and the motivational impact on learners.

In parallel, the rapid advancement and pervasive integration of digital technologies into educational settings have opened new frontiers for teaching and assessment. Interactive digital platforms such as Kahoot, Quizizz, and Padlet have

gained widespread popularity for their capacity to engage learners, facilitate collaborative activities, and deliver content in dynamic, often gamified, formats. While these platforms are predominantly utilized for assessing receptive skills, vocabulary, or grammar, their potential for evaluating productive skills, particularly speaking, remains an area ripe for critical exploration and methodological innovation [3]. The inherent interactivity and multimedia capabilities of these tools suggest a promising avenue for overcoming some of the traditional hurdles associated with speaking assessment.

Literature Review

The assessment of speaking skills is a complex endeavor, deeply rooted in pedagogical theories and evolving with technological advancements. This section reviews the theoretical underpinnings of speaking assessment and the integration of digital platforms in language learning, establishing a foundation for analyzing their application in evaluating oral proficiency.

Effective speaking assessment is predicated on several key principles that ensure its validity, reliability, and pedagogical utility. Communicative Language Teaching (CLT), a dominant paradigm in ELT, emphasizes the development of communicative competence, which encompasses not only grammatical accuracy but also sociolinguistic appropriateness, discourse coherence, and strategic competence [4]. Consequently, speaking assessments within a CLT framework must prioritize authentic communication tasks that mirror real-world language use, moving beyond mere repetition or isolated sentence production.

Bachman and Palmer's framework for language testing highlights the importance of "communicative language ability" and the need for assessment tasks to possess "authenticity" and "interactiveness" [5]. Authenticity refers to the degree to which test tasks replicate real-world language use, while interactiveness pertains to the involvement of the test taker's language knowledge, metacognitive strategies, and affective responses. For speaking assessment, this implies tasks that require

negotiation of meaning, expression of opinions, and interaction with others, rather than simply demonstrating linguistic knowledge in isolation.5

Furthermore, the distinction between formative and summative assessment is crucial [6]. Formative assessment, conducted during the learning process, aims to monitor student learning, provide ongoing feedback, and guide instruction. It is characterized by its diagnostic nature, low stakes, and emphasis on learning rather than grading. Summative assessment, conversely, occurs at the end of a learning unit to evaluate overall learning and assign grades. For speaking, formative assessment is particularly vital, as it allows for continuous practice, error correction, and skill development in a supportive environment. The washback effect, or the impact of testing on teaching and learning, is also a significant consideration; assessments that encourage communicative practice are more likely to foster genuine speaking skill development [7].

Methodology

This thesis employs a qualitative, analytical research design to systematically examine and propose methods for assessing students' speaking skills using interactive digital platforms (Kahoot, Quizizz, Padlet). Given the exploratory nature of the research questions, which seek to understand how these platforms can be adapted and their perceived benefits and challenges, a qualitative approach allows for in-depth analysis of pedagogical strategies and theoretical alignment.

The core of this methodology is a critical analysis of platform functionalities combined with a pedagogical framework development. This approach involves:

Systematic Review of Platform Features: A detailed examination of Kahoot, Quizizz, and Padlet to identify existing functionalities that can be directly or indirectly leveraged for speaking assessment. This includes features like open-ended questions, collaborative boards, multimedia upload options (audio, video), and real-time interaction capabilities.

Conceptual Adaptation and Methodological Proposal: Based on the platform analysis and established principles of speaking assessment (as discussed in the literature review), this thesis will propose specific, innovative methods for adapting these platforms to assess various aspects of speaking skills. This involves conceptualizing how tasks can be designed, how student responses can be captured, and how evaluation criteria can be applied.

Theoretical Alignment Analysis: An examination of how the proposed methods align with contemporary theories of communicative language teaching (CLT) and formative assessment, ensuring pedagogical soundness and relevance.

Identification of Benefits and Challenges: A critical discussion of the potential advantages (e.g., engagement, feedback, data collection) and inherent limitations (e.g., technical constraints, assessment complexity) of each proposed method.

Findings & Analysis

This section presents the findings from the critical analysis of Kahoot, Quizizz, and Padlet, detailing how their features can be adapted for speaking assessment and evaluating the perceived benefits and challenges of these adaptations. The analysis is structured around each platform, followed by a synthesis of their alignment with pedagogical theories.

Kahoot!

Kahoot, primarily known for its gamified multiple-choice quizzes, requires creative adaptation for speaking assessment due to its limited native support for audio/video recording of student responses.

Adaptation: Teachers can design "Type Answer" questions that prompt students to provide a spoken response rather than a written one. For example, a question might display an image and ask, "Describe this picture in three sentences," or present a scenario and ask, "What would you say in this situation?"

Assessment: During the live Kahoot session, after the question is displayed and before the answer reveal, the teacher can call on individual students or small

groups to orally provide their answers. The teacher then assesses their spoken response based on a pre-defined rubric (e.g., fluency, vocabulary, grammar). The 7

"Type Answer" feature can still be used for students to type keywords or a summary of their spoken response, providing a textual anchor.

Benefits: High engagement due to gamification, immediate feedback on content (if typed), and direct teacher observation of spontaneous speech.

Challenges: Time-consuming for assessing a large class individually, difficulty in recording and re-evaluating responses, potential for anxiety in live performance, limited scope for complex speaking tasks.

Adaptation: For more elaborate speaking tasks, teachers can create Kahoot questions that require students to record their responses using external tools (e.g., Vocaroo, Flipgrid, smartphone voice recorder) and then paste the link to their recording into Kahoot's "Type Answer" field or a designated collaborative document. The Kahoot question would serve as the prompt (e.g., "Record a 1-minute monologue on your favorite hobby and paste the link below").

Assessment: Teachers can review the recorded responses asynchronously, allowing for more detailed and rubric-based evaluation of fluency, pronunciation, grammar, and content. Peer assessment can also be integrated by having students listen to and comment on each other's linked recordings.

Benefits: Allows for more complex and extended speaking tasks, reduces live performance pressure, enables detailed asynchronous feedback, and facilitates peer learning.

Challenges: Requires students to use external tools, potential technical issues with link sharing, increased teacher workload for reviewing recordings, and Kahoot itself doesn't directly host the audio.

Quizizz offers similar gamified features to Kahoot but provides more flexibility, including an "Open-ended" question type that can be adapted.

Adaptation: Similar to Kahoot, teachers can pose open-ended questions that demand a spoken answer. For example, "Explain the main idea of the text you just read," or "Give your opinion on [topic] in two sentences."

Assessment: In a live session, teachers can prompt students to speak their answers. In homework mode, students could be instructed to record their answers using an external tool and submit the audio file or a link alongside their typed response. Quizizz's reporting features can track who answered which question, aiding in follow-up assessment.

Benefits: Flexibility for synchronous or asynchronous use, gamified motivation, and potential for targeted feedback on specific prompts.

Discussion

The findings of this thesis reveal that interactive digital platforms such as Kahoot, Quizizz, and Padlet, despite not being purpose-built for comprehensive speaking assessment, possess significant potential when their functionalities are creatively adapted. This discussion interprets these findings, explores their implications for pedagogical practice and theoretical understanding, acknowledges the limitations of this thesis, and suggests avenues for future research.

The analysis demonstrates a clear pathway for integrating these platforms into speaking assessment, particularly for formative purposes. Kahoot and Quizizz, with their gamified structures, are most effective for eliciting short, spontaneous oral responses in a high-engagement, low-stakes environment. Their primary value lies in generating immediate, content-focused feedback and fostering a dynamic classroom atmosphere that encourages participation. While they lack native audio recording, their open-ended question formats can serve as prompts for live teacher-assessed responses or for linking to externally recorded audio. This adaptation shifts their role from purely knowledge recall to triggering communicative output, aligning with the interactive nature of language learning.

Padlet, conversely, emerges as a highly versatile tool for more elaborate and asynchronous speaking tasks. Its direct multimedia upload capabilities make it ideal for capturing monologues, dialogues, presentations, and collaborative spoken projects. The ability to provide detailed, time-stamped feedback directly on student audio/video posts significantly enhances its utility for analytical speaking assessment. Padlet fosters a portfolio approach to speaking development, allowing both teachers and students to track progress over time and engage in peer feedback, thereby promoting self-reflection and autonomous learning.

Collectively, these adaptations signify a crucial shift in speaking assessment paradigms. They move beyond the traditional, often anxiety-inducing, summative oral exam towards a more continuous, integrated, and student-centered approach. The emphasis is placed on providing multiple opportunities for students to practice and demonstrate their speaking skills in varied contexts, receiving timely and actionable feedback. This aligns strongly with the principles of formative assessment, where assessment is seen as an integral part of the learning process rather than merely an end-of-unit evaluation.

Enhanced Engagement and Motivation: The gamified and interactive nature of these platforms can significantly boost student motivation for speaking tasks, transforming potentially daunting assessments into enjoyable learning experiences.

Conclusion

This thesis embarked on a critical analysis of methods for assessing students' speaking skills in English language classes through the innovative adaptation of interactive digital platforms: Kahoot, Quizizz, and Padlet. Recognizing the persistent challenges associated with traditional speaking assessment, this thesis sought to explore how these widely used tools could be repurposed to offer more engaging, efficient, and pedagogically sound assessment modalities.

The analysis revealed that while Kahoot and Quizizz, primarily designed for gamified quizzes, require creative workarounds such as live oral responses to

prompts or integration with external audio recording tools, they offer significant benefits in terms of student engagement, motivation, and immediate content-related feedback.

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