

Introduction

Interviewer: Okay, let's start with an introduction.

Student 2: Let me introduce myself, my name is a high school student in class 12-1.

Interviewer: Then, when the teacher first introduced Wayground in class as an evaluation tool, what did you feel?

Student 2: Actually, I happened to have already tried it in elementary school, but I still felt really *excited* when it was introduced again. I thought, "Oh, this is fun, doing evaluation questions while also being able to compete with classmates."

Interviewer: What is different about the evaluation experience with Wayground compared to paper-based evaluation?

Student 2: The most striking difference for me is the *leaderboard*, sir. With paper-based evaluation, we just do the questions on a sheet and then hand it in, it feels monotonous. Well, because Wayground has a ranking, I become more challenged. It feels like we're forced to apply the material to the fullest so our *ranking* can go up.

Interviewer: When using Wayground, which feature caught your attention the most? For example, the *leaderboard*, *timer*, *avatar*, *music*, and *meme*?

Student 2: For me there are two that are most interesting: the *leaderboard* and the avatar. From the start I've always been most drawn to looking at the *leaderboard*. Then for the avatar, there's a certain pride when my avatar shows up at the top, like "Wow, that's my character," like that.

Interviewer: How do you feel when you see the *real-time* score or ranking on the *leaderboard*? And does it make you more motivated or actually add pressure?

Student 2: If I happen to understand the material, it definitely makes me really motivated, I can do the questions quickly. But honestly, if during an evaluation I don't understand the material and I see my *ranking* way at the bottom while everyone else can do it, that's quite pressuring.

Interviewer: In your opinion, has your motivation to learn increased because of Wayground?

Student 2: Yes, it has increased. Because I want to be at the top of the *leaderboard*, I now have a target: "Wow, I want to be at the top." So I'm more driven to study before the evaluation starts.

Interviewer: Compared to regular paper-based evaluation, does a platform like this help you stay focused while working on it?

Student 2: Yes, because with paper-based evaluation the atmosphere is sometimes too rigid and gets boring quickly. With an interactive quiz like this, there's a lot of variation and we're forced to really focus on doing the questions because there's time pressure and competition.

Interviewer: While using Wayground, did you have any obstacles? For example, slow internet or limited time?

Student 2: The technical obstacle is mostly the internet connection suddenly getting slow. But other than that, it's more about that feeling of pressure I mentioned, sir, like when my *ranking* drops way down, it feels like "Ugh, why is this happening."

Interviewer: If you think there's something that could be improved in how teachers use Wayground for evaluation, what should be done?

Student 2: Actually, the app itself is already fine. But on the teachers' side, sometimes teachers just rely on "Wayground already has the automatic explanation, so it's fine," and the evaluation results aren't reviewed together as a class. But it's not certain that students actually read the explanation. My hope is that after the evaluation is done, there's still a joint review, for example the teacher discussing "It turns out a lot of people got this number wrong, let's discuss why that happened."

Interviewer: If you were given the chance to add a new feature, what feature would help make the evaluation process better?

Student 2: Since it's the AI era now, I think Wayground could really add a feature to analyze students' weaknesses. So there would be statistics, so we'd know our weakness in which evaluation topic *based on the track record* of our answers.

Interviewer: How does the combination of material explanation and direct evaluation on this platform help you understand English material more deeply?

Student 2: It helps a lot as a benchmark for understanding. Before, with paper-based evaluation, I only focused on finishing the exam, and afterward I'd forget. With this interactive evaluation, the material is applied across various dynamic question types, so I remember the solving method better.

Interviewer: Does the instant feedback help you understand the context of the evaluation material better?

Student 2: Quite helpful, sir. Because the question formats vary, when I find out the correct answer right away, I immediately understand, "Oh, so this is how the material being evaluated is actually solved."

Interviewer: Compared to a regular paper-based evaluation, does this quiz help you stay focused during the evaluation?

Student 2: Definitely more focused. Because here we're not just passively reading black-and-white paper, but required to be active and think quickly to answer the questions on the screen.

Interviewer: How do you feel about the process of accessing it through a browser without needing to install an additional app on your phone?

Student 2: It's practical and good enough, sir. The app is easy to access and quite good to use as an *effortless* evaluation tool in class.

Interviewer: Do you think this "one-click" system feels simpler and less boring than filling in answers manually on paper?

Student 2: Yes, this system avoids the boredom of the routine of filling in answers on evaluation paper. We just click on the various multiple-choice options, so it feels more interactive and time-saving.

Interviewer: Does using a smartphone make it easier for you to participate in evaluations compared to paper-based evaluation?

Student 2: It makes it much easier. Especially since my classmates are all quite competitive these days, sir. So because it's easy to use via phone, the whole class gets motivated to join in and compete.

Interviewer: This evaluation platform has visual features like avatars and "outfit battles." Does that make you more excited and relaxed before starting a quiz?

Student 2: It does make me happy. Like I said before, when my avatar shows up it gives me a sense of satisfaction. This helps the evaluation *mood* become more positive and relaxed before I start getting tense thinking about the questions.

Interviewer: When you see the ranking live on the leaderboard, does that challenge you to think harder so your rank goes up?

Student 2: Very challenging. The *leaderboard* is the main draw for me. Seeing the ranking go up and down in *real-time* is what drives me to do the evaluation questions more carefully and quickly so I can climb up to the top.

Interviewer: Does that competitive atmosphere during the evaluation make you more enthusiastic, or does it sometimes make you feel pressured instead?

Student 2: Honestly, it can be both. When I understand the material, I'm very enthusiastic. But when the questions are hard, looking at the *leaderboard* can indeed give a slight feeling of discomfort and pressure because my *ranking* is low.

Student 2: In conclusion, in my opinion, evaluation using a *platform* like this is quite suitable to be used fairly often in class. It's just that I hope this is used as a complement only, not the

sole absolute determinant of grades. The foundation of understanding the material must still be strengthened by the teacher.

Interviewer: Alright, that's all. Thank you.