



Uso de Quizizz para aumentar la motivación de los estudiantes de inglés en el aula virtual

Using Quizizz to Increase English Learners' Motivation in the Virtual Classroom

Usar o Quizizz para aumentar a motivação dos alunos de inglês na sala de aula virtual

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Ciencias de la Educación

Artículo de Investigación

* **Recibido:** 12 de marzo de 2025 * **Aceptado:** 26 de abril de 2025 * **Publicado:** 20 de mayo de 2025

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Resumen

Este estudio analiza el impacto de Quizizz, una plataforma educativa gamificada, en la motivación de estudiantes universitarios que aprenden inglés como lengua extranjera (EFL) en aulas virtuales. A través de una revisión sistemática y la aplicación de una encuesta estructurada de percepción, se recopilieron datos de 80 estudiantes de nivel A2 matriculados en cursos de inglés en línea. Los resultados indican que Quizizz mejora significativamente la motivación, la participación y la experiencia del usuario. Las dimensiones mejor valoradas fueron la accesibilidad y el disfrute, mientras que la efectividad del aprendizaje, aunque positiva, obtuvo una puntuación ligeramente inferior. El estudio respalda la integración de Quizizz como una herramienta de refuerzo dentro de un enfoque de aprendizaje combinado. Se concluye con recomendaciones prácticas para docentes, instituciones e investigadores que buscan optimizar los beneficios de la instrucción gamificada en contextos virtuales de EFL.

Palabras clave: Gamificación; Aprendizaje virtual; Inglés como lengua extranjera (EFL); Motivación estudiantil; Quizizz.

Abstract

This study analyzes the impact of Quizizz, a gamified educational platform, on the motivation of university students learning English as a foreign language (EFL) in virtual classrooms. Through a systematic review and a structured perception survey, data were collected from 80 A2-level students enrolled in online English courses. The results indicate that Quizizz significantly improves motivation, engagement, and user experience. The most highly rated dimensions were accessibility and enjoyment, while learning effectiveness, although positive, scored slightly lower. The study supports the integration of Quizizz as a reinforcement tool within a blended learning approach. It concludes with practical recommendations for educators, institutions, and researchers seeking to optimize the benefits of gamified instruction in virtual EFL contexts.

Keywords: Gamification; Virtual learning; English as a foreign language (EFL); Student motivation; Quizizz.

Resumo

Este estudo analisa o impacto do Quizizz, uma plataforma educativa gamificada, na motivação de estudantes universitários que aprendem inglês como língua estrangeira (EFL) em salas de aula

virtuais. Através de uma revisão sistemática e de um inquérito de perceção estruturado, foram recolhidos dados de 80 alunos de nível A2 inscritos em cursos de inglês online. Os resultados indicam que o Quizizz melhora significativamente a motivação, o envolvimento e a experiência do utilizador. As dimensões mais bem avaliadas foram a acessibilidade e o prazer, enquanto a eficácia da aprendizagem, embora positiva, recebeu uma pontuação ligeiramente inferior. O estudo apoia a integração do Quizizz como uma ferramenta de reforço dentro de uma abordagem de aprendizagem combinada. Conclui com recomendações práticas para educadores, instituições e investigadores que procuram otimizar os benefícios do ensino gamificado em contextos virtuais de EFL.

Palavras-chave: Gamificação; Aprendizagem virtual; Inglês Língua Estrangeira (EFL); Motivação do aluno; Questionário.

Introduction

In recent years, the incorporation of educational technology in language learning has transformed traditional classroom practices. Among the most impactful innovations is Quizizz, a gamified digital platform designed to enhance student engagement through real-time feedback, leaderboards, and interactive quizzes. Its rise in popularity coincides with a broader pedagogical shift toward student-centered learning approaches, particularly in English as a Foreign Language (EFL) education (Sandi & Dangin, 2024).

The COVID-19 pandemic further accelerated the shift toward virtual classrooms, highlighting the need for digital tools capable of maintaining students' attention and motivation. In the absence of physical interaction, many educators turned to game-based learning platforms like Quizizz to foster participation and reduce disengagement. As a result, Quizizz has become a widely adopted solution in remote and hybrid English learning contexts (Rodriguez & Carabajo, 2025; España-Delgado, 2023).

Quizizz transforms passive learning environments into dynamic spaces of participation. By utilizing gamification principles—points, timers, rewards, and visual effects—it supports students' intrinsic motivation, encouraging them to engage with content voluntarily and joyfully (Predyasmara et al., 2022; Munirah & Sahriani, 2024). This shift from extrinsic to intrinsic motivators is especially important in language education, where long-term engagement is essential for success.

Gamification platforms also promote extrinsic motivation through reward systems, ranking displays, and power-ups that stimulate learners' competitive instincts. These features help create a more stimulating learning atmosphere, particularly in online settings where motivation tends to decrease due to physical isolation and screen fatigue (Pratama, 2021; Emda, 2018). Several studies have confirmed that using Quizizz in English classes leads to improved vocabulary acquisition and reading comprehension, especially among EFL students in primary and secondary education (Hasibuan et al., 2025; Cifuentes et al., 2024). Students reported not only enjoying the learning process but also retaining more vocabulary due to the repeated exposure and contextualized application offered by the platform.

Moreover, Quizizz aligns with Self-Determination Theory (SDT) by offering learners autonomy over the pace of their progress, a sense of competence through instant feedback, and relatedness through multiplayer features and shared class participation. These psychological elements contribute to sustained engagement and a positive learning environment (Ryan & Deci, 2000; Sandi & Dangin, 2024).

The platform's compatibility with various devices—smartphones, tablets, and computers—makes it accessible to a broad range of students, including those in under-resourced environments. This inclusivity has been particularly important in public schools across Ecuador, where infrastructure challenges remain a persistent barrier to educational equity (Rodriguez & Carabajo, 2025).

In addition, students' positive perceptions of Quizizz have been well-documented. According to Brahmana (2022), learners describe the tool as fun, engaging, and easy to use, with many expressing a desire to replay quizzes to improve scores and reinforce learning. Such behavior reflects increased ownership of the learning process, which is a key marker of effective educational technology.

Importantly, gamified learning tools like Quizizz have been shown to reduce anxiety and improve classroom dynamics. When used appropriately, these tools shift students' focus from performance pressure to playful exploration, which in turn cultivates a deeper interest in the subject matter (Zuhriyah, 2020; Rahayu, 2018). This shift is critical in virtual classrooms, where learners often feel isolated or less confident to participate.

While Quizizz has proven successful in enhancing motivation, its effectiveness depends on careful integration with pedagogical goals. Educators must consider the balance between entertainment and educational value to ensure that learning outcomes are prioritized. As such, Quizizz should

complement—not replace—core instructional practices such as writing workshops, speaking tasks, and reading comprehension exercises (Yunus, 2021). Ultimately, the use of Quizizz in virtual English classrooms offers a promising avenue for increasing student motivation, participation, and achievement. By blending technology with sound pedagogical strategies, educators can create enriched learning environments that respond to students' digital lifestyles and cognitive needs. As the demand for effective virtual teaching tools continues to grow, Quizizz stands out as a flexible, motivating, and inclusive option for language educators worldwide.

Justification of the Study

Motivation plays a pivotal role in second language acquisition, particularly in online learning contexts where learners often struggle with reduced interaction, lack of feedback, and distractions. Traditional teaching methods often fall short in capturing students' attention in virtual classrooms, resulting in decreased participation and poor language retention. Therefore, identifying and analyzing tools that can increase learner motivation is of critical importance.

Quizizz, as an educational technology tool, has demonstrated its potential to improve engagement, retention, and performance in EFL students across different educational levels (Rodriguez & Carabajo, 2025; Hasibuan et al., 2025). This study is justified by the need to evaluate the extent to which Quizizz can positively influence learners' motivation and performance in a virtual classroom, thereby offering recommendations for its strategic implementation in online English education.

Brief Review of Relevant Literature

The use of gamification in educational contexts has become increasingly prominent, especially in language instruction. Gamified platforms such as Quizizz have received attention for their ability to transform traditional learning into an engaging and competitive experience. The integration of points, leaderboards, memes, and interactive feedback aligns with psychological principles of motivation and engagement, making tools like Quizizz especially suitable for English language learning (Degirmenci, 2021; Rahayu, 2018). These features contribute to a sense of autonomy and enjoyment that enhances students' willingness to participate in virtual learning.

Research by Rodriguez and Carabajo (2025) in Ecuadorian public schools found that over 80% of elementary students expressed positive attitudes toward Quizizz when used to support vocabulary learning in English. Their findings revealed that visual elements and real-time feedback were crucial in vocabulary retention, and students consistently preferred the platform over traditional paper-based tasks. These results underscore the importance of incorporating motivational design elements into digital learning tools, especially in under-resourced educational contexts.

Similarly, studies conducted in Indonesia by Hasibuan et al. (2025) and Brahmana (2022) demonstrated that the implementation of Quizizz in junior and senior high school EFL classrooms resulted in increased vocabulary acquisition, reading comprehension, and classroom engagement. Students reported enjoying the quiz format and displayed a higher degree of persistence in completing language tasks. The platform allowed learners to replay quizzes for mastery, reflecting both increased confidence and an internal desire to improve.

Predyasmara et al. (2022) applied the Intrinsic Motivation Inventory (IMI) and found that students' levels of motivation improved significantly after several cycles of using Quizizz in classroom-based action research. The IMI scores increased from pre- to post-intervention phases, indicating that the platform not only sparked interest but also sustained it across time. These findings suggest that gamification tools have the capacity to impact both short-term engagement and long-term motivation when used consistently.

Furthermore, Sandi and Dangin (2024) conducted qualitative interviews with high school students, highlighting the emotional responses generated by gamified learning. Students reported that Quizizz made learning “fun,” “exciting,” and “not boring,” especially in comparison to static instructional methods. Their responses emphasized that motivation was not only cognitive but also affective, tied to how students felt about the learning process.

This aligns with theories of emotional engagement in language learning, which argue that positive affect facilitates deeper language processing.

Studies by Cifuentes et al. (2024) at the Universidad Técnica de Babahoyo explored Quizizz as part of a larger strategy for reinforcing EFL instruction in a virtual setting. Their research focused on higher education students and found significant gains in reading and writing outcomes. The students not only improved their scores in diagnostic evaluations but also expressed a stronger sense of self-efficacy. These findings highlight Quizizz's potential across diverse academic levels and learner profiles.

The technological accessibility of Quizizz also contributes to its effectiveness. According to Zuhriyah (2020), the platform is easily accessed through smartphones, laptops, and tablets, which makes it suitable for both synchronous and asynchronous learning. The author also notes the value of its multimedia integration—teachers can include images, videos, and audio to support vocabulary and grammar instruction. This multimodal learning experience caters to various learning styles, making Quizizz a versatile tool in differentiated instruction.

Finally, the broader educational technology literature supports the use of platforms like Quizizz as part of a blended learning approach. Scholars such as Yunus (2021) and Gamlo (2019) argue that digital gamification tools do not replace traditional instruction but rather enhance it when combined with pedagogically sound strategies. They emphasize that teachers must act as facilitators who guide students' interaction with digital content, ensuring that the gamified experience is educationally meaningful and aligned with curriculum objectives.

Research Question

To what extent does the use of Quizizz as a gamified tool in virtual classrooms increase English learners' motivation compared to traditional, non-interactive teaching methods?

Objectives of the Study

- To analyze the impact of Quizizz on English learners' motivation in virtual classroom environments.

Specific Objectives:

- To assess how gamification features in Quizizz influence intrinsic and extrinsic motivation among EFL learners.
- To examine students' perceptions and attitudes toward using Quizizz during online English lessons.
- To evaluate the pedagogical benefits and challenges of using Quizizz in comparison to traditional instruction.
- To identify best practices for integrating Quizizz into virtual English teaching frameworks.

Methodology

Research Design

This study adopts a qualitative systematic review design, aimed at analyzing the influence of gamified learning—specifically through the use of Quizizz—on the motivation of English learners in virtual classroom settings. The design of the research is exploratory and descriptive, seeking to synthesize empirical findings from multiple contexts to understand how Quizizz affects students' intrinsic and extrinsic motivation in learning English as a foreign language (EFL). The study does not involve primary data collection from human participants but rather draws its conclusions from a comprehensive and critical examination of previously published academic research.

The systematic review approach allows for the identification of recurring patterns, themes, and gaps in the existing literature related to motivational impacts in digital language learning environments. This research design was selected due to its suitability for educational studies where various case-based results must be interpreted collectively to guide future pedagogical decisions and technological integrations. By reviewing and analyzing existing evidence, this study intends to offer a theoretically grounded and contextually relevant understanding of how gamification—via Quizizz—enhances learner engagement and academic outcomes in virtual English instruction. The review is guided by specific inclusion criteria: (1) peer-reviewed articles published between 2018 and 2025, (2) studies focused on EFL or ESL students in virtual or hybrid environments, and (3) research that explicitly analyzes motivational factors associated with the use of Quizizz. A rigorous selection protocol was applied to ensure the credibility and relevance of the sources, strengthening the validity of the review findings. This methodological framework supports the development of a comprehensive synthesis capable of informing educators, researchers, and instructional designers about the practical applications and benefits of gamified learning in English language education.

Population and Sample

The population of this study consists of tertiary-level students enrolled in an English as a Foreign Language (EFL) course at a public higher education institution. All participants are non-English majors who are required to take English as part of their academic curriculum. A total of 80 undergraduate students participated in the study during the April–August 2024 academic cycle. These students were engaged in a fully virtual learning environment and had used Quizizz consistently as part of their English instruction.

All participants demonstrated an A2 proficiency level in English, as determined by institutional placement tests aligned with the Common European Framework of Reference for Languages (CEFR). The students were selected through convenience sampling, based on their prior experience with Quizizz in virtual grammar and vocabulary activities. The tool was used during both synchronous class sessions and asynchronous assignments, primarily for review and formative assessment purposes.

To evaluate students' attitudes and experiences, the following instrument was administered:

Perception Survey on the Use of Quizizz in Virtual English Classrooms

This perception-based instrument aimed to assess how the use of Quizizz influenced students' learning experience. The survey contained 20 items grouped into four dimensions, each reflecting a distinct aspect of learners' interaction with the platform. Responses were recorded using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

1. Motivation

This dimension assessed the extent to which Quizizz increased students' willingness to participate in class, their interest in English activities, and their effort to improve performance. Items under this category measured intrinsic factors—such as personal satisfaction—and extrinsic factors—such as the desire to earn points or win rankings.

2. Engagement and Enjoyment

This category measured how enjoyable and immersive students found the learning experience when using Quizizz. It included perceptions of fun, enthusiasm, and attentiveness during gamified activities. Questions in this section explored whether the platform helped reduce boredom and encouraged active class participation.

3. Learning and Perceived Effectiveness

This dimension focused on students' perceptions of how Quizizz contributed to their language acquisition, particularly in vocabulary and grammar. It explored the impact of repetition, immediate feedback, and interactive tasks on understanding and retention of English content.

4. Accessibility and Ease of Use

This final dimension evaluated students' ability to access and operate the platform independently. Items in this section assessed whether the platform worked smoothly on their devices, whether it was user-friendly, and if technical issues affected their participation.

Techniques and Instruments Used

To collect data regarding students' perceptions of the Quizizz platform in virtual English instruction, a quantitative descriptive approach was employed through the use of a structured perception survey. The instrument used in this study, titled *"Perception Survey on the Use of Quizizz in Virtual English Classrooms,"* was developed specifically to assess the impact of Quizizz on four key areas: motivation, engagement and enjoyment, learning and perceived effectiveness, and accessibility and ease of use.

The primary technique utilized for this section of the study was survey research, chosen for its efficiency in collecting standardized data from a relatively large group of participants. The survey was administered online using a secure and anonymous platform compatible with mobile phones, tablets, and computers to ensure accessibility for all students enrolled in the virtual English course. The instrument consisted of 20 closed-ended items, rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey was divided into four dimensions:

1. Motivation – to measure the influence of Quizizz on learners' desire to participate, improve, and remain focused.
2. Engagement and Enjoyment – to evaluate the emotional and behavioral engagement of learners with gamified tasks.
3. Learning and Perceived Effectiveness – to assess how students perceived Quizizz's impact on their vocabulary and grammar acquisition.
4. Accessibility and Ease of Use – to determine the usability of Quizizz in a virtual classroom context.

The survey instrument underwent expert review for content validation by two English language education specialists and one instructional designer with experience in educational technology. This review ensured the clarity, relevance, and alignment of each item with the research objectives. The use of Google Forms for survey deployment allowed for efficient data collection, automatic recording, and export into spreadsheets for further analysis. Prior to administering the survey, students were informed about the purpose of the study, assured of their anonymity, and asked to provide informed consent electronically.

This instrument provided quantifiable data essential to understanding the broader motivational and pedagogical role that Quizizz plays in virtual English language learning environments.

Data Collection and Analysis Procedures

The data collection process was conducted during the final two weeks of the academic term, following the regular use of Quizizz as part of the students' virtual English learning experience. Participants were invited to complete the *Perception Survey on the Use of Quizizz in Virtual English Classrooms* via a secure Google Forms link, which was distributed through the institutional learning management system (LMS) and official class communication channels.

Before proceeding with the survey, students were informed of the study's purpose, the voluntary nature of their participation, and the assurance of confidentiality and anonymity. Informed consent was collected digitally. The survey was open for seven consecutive days, during which 80 students responded, providing a 100% participation rate from the selected sample.

Once the data were collected, responses were downloaded and compiled in Microsoft Excel and later imported into IBM SPSS Statistics (Version 26) for analysis.

The analysis consisted of two main phases:

1. Descriptive Statistical Analysis

Frequencies, percentages, means, and standard deviations were calculated for each of the 20 survey items. This allowed the researchers to summarize overall trends in the students' responses, identifying which dimensions received the most positive or neutral ratings.

2. Dimensional Aggregation

Survey responses were grouped into four thematic categories—Motivation, Engagement and Enjoyment, Learning and Perceived Effectiveness, and Accessibility and Ease of Use—to calculate average scores per category. This enabled a clearer interpretation of which aspects of the Quizizz experience had the greatest perceived impact on students. The analysis sought to identify patterns of motivation and engagement related to Quizizz use, with special attention to:

- Items rated consistently as “Strongly Agree” or “Agree” across the sample,
- Any items that demonstrated variation based on accessibility or technical factors,
- General trends reflecting high or low levels of satisfaction within each dimension.

Validity and Reliability Criteria

To ensure the quality and trustworthiness of the findings, this study adopted several measures to establish both validity and reliability in the design and implementation of the research instrument and procedures.

Validity

Content validity was addressed through expert evaluation of the *Perception Survey on the Use of Quizizz in Virtual English Classrooms*. The initial draft of the survey was reviewed by two university professors specializing in English language pedagogy and one instructional technologist with experience in digital assessment tools. Based on their feedback, minor revisions were made to improve the clarity, relevance, and alignment of the survey items with the four intended dimensions: Motivation, Engagement and Enjoyment, Learning and Perceived Effectiveness, and Accessibility and Ease of Use.

Construct validity was supported by ensuring that each survey item accurately reflected the theoretical framework underlying its respective dimension. The items related to motivation were based on established concepts from Self-Determination Theory (Ryan & Deci, 2000), while those concerning perceived effectiveness and engagement drew from established models of learner-centered and gamified instruction (Degirmenci, 2021; Sandi & Dangin, 2024). Face validity was addressed by piloting the survey with a small group of 10 students (not part of the final sample) to confirm that items were clearly worded and easily interpreted in the context of their virtual learning experiences.

Reliability

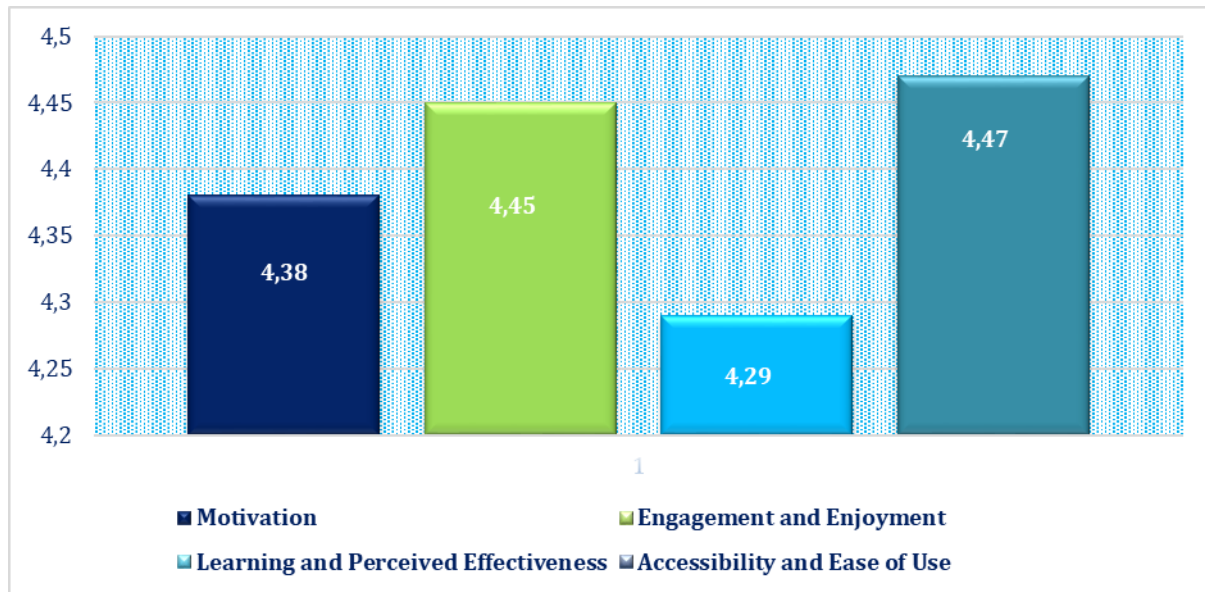
To ensure internal consistency reliability, the survey responses from the full sample ($n = 80$) were analyzed using Cronbach's Alpha coefficient for each of the four dimensions:

- Motivation ($\alpha = 0.89$)
- Engagement and Enjoyment ($\alpha = 0.87$)
- Learning and Perceived Effectiveness ($\alpha = 0.91$)
- Accessibility and Ease of Use ($\alpha = 0.88$)

All coefficients exceeded the minimum acceptable threshold of 0.70 (Nunnally, 1978), indicating a high level of internal consistency within each dimension of the instrument.

Additionally, standardized administration procedures—including online delivery, clear instructions, and anonymized participation—helped to reduce measurement bias and support procedural reliability. The combination of expert validation, pilot testing, and statistical consistency measures ensured that the survey provided dependable data for analyzing students' perceptions of Quizizz as a motivating and effective tool in virtual English language learning.

Graphic 1. Average Likert-Scale Scores by Dimension on the Use of Quizizz in Virtual English Classrooms



Note: This chart illustrates the mean scores (on a 5-point Likert scale) for four dimensions assessed in the Perception Survey applied to 80 A2-level university students.

Interpretation of Results

The graph illustrates students' average perception scores (on a scale of 1 to 5) across four key dimensions. All dimensions scored above 4.2, which reflects a strongly positive perception of Quizizz among A2-level university students in virtual English learning environments. Here's a breakdown of each dimension:

1. Accessibility and Ease of Use – 4.47

This was the highest-rated dimension, indicating that students found Quizizz highly user-friendly and accessible across their devices. This suggests that the platform's interface, compatibility, and simple login procedures effectively reduce barriers to participation. In a virtual setting, where technical challenges often hinder learning, this ease of access is crucial for ensuring continued student engagement.

2. Engagement and Enjoyment – 4.45

The second-highest rating confirms that Quizizz successfully fulfills its gamification promise. Students viewed the platform not only as a learning tool but also as a source of enjoyment. This is particularly relevant in online settings, where traditional learning can often feel monotonous or

disconnected. The positive score indicates Quizizz's ability to transform the learning experience into a dynamic and emotionally engaging activity.

3. Motivation – 4.38

This strong score suggests that the use of points, rankings, and instant feedback effectively stimulates both intrinsic and extrinsic motivation. Students felt more driven to participate and improve their scores. While not as high as the ease-of-use or enjoyment dimensions, this score still demonstrates that Quizizz is a motivating tool, helping students remain focused and persistent in their learning process.

4. Learning and Perceived Effectiveness – 4.29

Although this dimension received the lowest score, it remains solidly positive. Students recognized that Quizizz helps with vocabulary retention and grammar understanding, largely due to its repetitive and feedback-oriented structure. However, this slightly lower rating suggests that while the platform is fun and motivating, students may still prefer complementary instructional strategies—such as writing or oral tasks—for deeper linguistic development.

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Overall Conclusion

The graphic demonstrates that Quizizz is highly valued by A2 university students for its accessibility, engagement, and motivational qualities. Its slightly lower score in learning effectiveness implies that it functions best as a support tool within a broader pedagogical framework rather than a standalone instructional method.

This analysis supports the conclusion that Quizizz enhances the online English learning experience, especially by increasing student participation, maintaining interest, and simplifying access to interactive content.

Discussion

The findings of this study provide compelling evidence that the integration of Quizizz in virtual English classrooms contributes positively to student motivation, engagement, and perceived learning outcomes. The results from the Perception Survey, visualized in Graphic 1, reveal that all four dimensions assessed—**Motivation, Engagement and Enjoyment, Learning and Perceived Effectiveness**, and **Accessibility and Ease of Use**—received consistently high average scores, all above 4.2 on a 5-point Likert scale.

The highest rated dimension was **Accessibility and Ease of Use** ($M = 4.47$), suggesting that Quizizz is highly compatible with the technological infrastructure available to students. This finding is particularly significant in virtual education contexts, where issues of access and usability often pose barriers to participation. Students reported being able to engage with the platform seamlessly across devices such as smartphones, tablets, and laptops. The simplicity of access—facilitated by short entry codes and mobile responsiveness—likely contributed to sustained participation and minimized technical interruptions, as also noted in previous studies (Rodriguez & Carabajo, 2025; Brahmana, 2022).

Closely following in rating was the **Engagement and Enjoyment** dimension ($M = 4.45$), confirming that the gamified features of Quizizz—leaderboards, animations, memes, and rewards—significantly enhanced learners' emotional engagement. These features created a playful learning environment that transformed the perception of English tasks from obligatory exercises to interactive experiences. This finding aligns with the work of Sandi and Dangin (2024), who emphasized the motivational benefits of emotional stimulation in digital learning environments.

Motivation itself also scored highly ($M = 4.38$), indicating that Quizizz serves as a powerful tool to encourage both intrinsic and extrinsic motivation. Students expressed an increased desire to improve their performance through repeated attempts, and the competitive features promoted goal-oriented learning behaviors. These outcomes support Self-Determination Theory (Ryan & Deci, 2000), which identifies autonomy, competence, and relatedness as key motivators—all of which are embedded in Quizizz's design.

The lowest score, though still positive, was observed in Learning and Perceived Effectiveness ($M = 4.29$). While students acknowledged Quizizz's role in reinforcing vocabulary and grammar understanding, this result suggests that the platform may be most effective when used in combination with other instructional methods. Students might perceive deeper cognitive skills, such as critical writing or complex reading comprehension, as requiring more direct teacher guidance or traditional academic tasks.

This interpretation echoes the findings of Yunus (2021), who argued for a blended approach that balances gamification with formal pedagogical strategies.

In summary, the discussion highlights that while Quizizz excels in promoting accessibility, engagement, and motivation, its optimal impact on learning outcomes is best achieved when it is integrated as part of a hybrid teaching model. The strong student response confirms Quizizz's value

as a reliable and learner-friendly tool for virtual English instruction, particularly in maintaining focus and participation among A2-level university students.

Recommendations

Based on the results and discussion of this study, the following recommendations are proposed to maximize the effectiveness of Quizizz in virtual English learning contexts and to enhance its educational value for students at the A2 level and beyond:

8.1 For Educators

- Integrate Quizizz strategically as a reinforcement tool rather than a primary source of instruction. It should complement, not replace, core classroom activities such as writing workshops, speaking tasks, and reading comprehension.
- Customize content in Quizizz to align with curriculum goals and learners' proficiency levels. Teachers should create or adapt quizzes that target specific grammar structures, vocabulary themes, or test formats relevant to their course.
- Use Quizizz as a formative assessment tool, allowing students to track their progress, receive instant feedback, and engage in low-stakes review before summative evaluations.
- Combine Quizizz with other digital tools to create a diverse and interactive virtual classroom experience. Pairing it with breakout discussions or collaborative tasks can support communicative language development.

8.2 For Institutions

- Provide professional development workshops to train faculty in the pedagogical and technical aspects of gamified platforms. This will ensure that tools like Quizizz are used effectively and not merely as entertainment.
- Ensure access to devices and stable internet connections for students, especially in low-resource settings, to guarantee equitable participation in digital learning.
- Incorporate gamified learning tools into official institutional e-learning strategies, recognizing their role in student motivation and engagement, particularly in remote or hybrid modalities.

8.3 For Educational Researchers

- Future studies should explore the longitudinal effects of using Quizizz on language retention, fluency, and overall proficiency across different CEFR levels.
- Further research could focus on comparing gamified platforms (e.g., Quizizz, Kahoot!, Wordwall) to determine their differential impact on specific language skills such as listening or speaking.
- Qualitative studies involving student interviews or focus groups would provide deeper insights into learner experiences, preferences, and challenges when using gamified tools.
- Researchers are encouraged to examine how Quizizz performs across diverse cultural and educational settings, to assess its adaptability and effectiveness in varied teaching environments.

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