

USING QUIZIZZ AS A GAMIFIED LEARNING FOR EFL STUDENTS: BENEFITS, BARRIERS, AND BEST PRACTICES

Oleh: Diah Wulansari Hudaya¹, Filda Hulwani Dewi², Danu Angga Febriyanto³, Eri Prihatmini⁴, Rangga Permana⁵, Salmaa R.N Imansyah⁶

^{1,6}Teknik Sipil, Politeknik Negeri Semarang, Kota Semarang, Indonesia

^{2,3}Teknik Elektro, Politeknik Negeri Semarang, Kota Semarang, Indonesia

⁴Teknik Mesin, Politeknik Negeri Semarang, Kota Semarang, Indonesia

⁵Akuntansi, Politeknik Negeri Semarang, Kota Semarang, Indonesia

Email: ¹ diah.wulansarihudaya@polines.ac.id ;

Abstrak

Tinjauan pustaka ini merangkum temuan dari 30 studi tentang penggunaan *Quizizz* (kini dikenal dengan *Wayground*) dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (*EFL*). Studi-studi tersebut mencakup berbagai jenjang pendidikan dan latar budaya, dengan fokus pada efektivitas pedagogis, motivasi belajar, dan serta fungsi *Quizizz* sebagai alat asesmen. Dari hasil kajian, ditemukan tiga tema utama: manfaat pembelajaran gamifikasi, hambatan implementasi, dan praktik terbaik. Secara umum, *Quizizz* terbukti mampu meningkatkan keterlibatan siswa dan meningkatkan motivasi siswa secara signifikan, mendukung pengembangan kosakata dan tata bahasa, serta memfasilitasi asesmen formatif dan sumatif yang menghasilkan peningkatan hasil belajar. Namun, tantangan seperti keterbatasan akses digital, kecenderungan belajar yang dangkal, serta kurangnya kesiapan guru masih menjadi kendala. Oleh karena itu, tinjauan ini diakhiri dengan rekomendasi penggunaan optimal *Quizizz* melalui penyesuaian konten dengan tujuan pembelajaran, pengintegrasian dengan metode lain, pemberian umpan balik, perhatian terhadap kesenjangan digital, serta pelatihan guru. Meskipun demikian, penelitian lebih lanjut tetap diperlukan untuk memperluas pemahaman tentang dampak jangka panjangnya.

Kata kunci: Bahasa Inggris sebagai Bahasa Asing (*EFL*), pembelajaran berbasis game, *Quizizz* (*Wayground*)

Abstract

This literature review synthesizes findings from 30 studies on the implementation of *Quizizz* (now rebranded as *Wayground*) in English as a Foreign Language (*EFL*) contexts. The studies span various educational levels and cultural settings, focusing on *Quizizz*'s pedagogical effectiveness, motivational impact, and assessment utility. The review identifies three major themes: benefits of gamified learning, barriers to implementation, and emerging best practices. The analysis reveals that *Quizizz* significantly enhances student engagement, increase students' motivation, supports vocabulary and grammar development, and facilitates both formative and summative assessment which results in increasing learning outcomes. However, challenges such as digital access, superficial learning behaviors, and limited teacher readiness remain. Therefore, the review concludes with recommendations for optimal use such as, aligning quiz content with learning objectives, using *Quizizz* with other methods, providing feedback for students, addressing digital equity in its use, and training teachers in digital pedagogy. Nevertheless, while the literature shows promising results, it also reveals areas needing further research.

Keywords: English as a Foreign Language (*EFL*), gamified learning, *Quizizz* (*Wayground*)

1. Introduction

The teaching and learning of English as a Foreign Language (EFL) have undergone rapid transformations in the past decade, largely driven by advances in educational technology. In an increasingly digital world, the integration of Information and Communication Technologies (ICT) into classrooms has become not merely an option but a necessity. Among the many digital tools available, gamified learning platforms have gained special attention due to their capacity to merge instruction with entertainment. By bringing elements of games into learning environments, such as competition, instant rewards, and visual feedback, gamification is seen as a way to enhance student motivation, foster engagement, and promote active learning (Permana, et al., 2023; Zhang & Crawford, 2023). For EFL learners, who often face difficulties in sustaining interest and confidence while mastering a foreign language, gamification provides a particularly powerful avenue for maintaining attention and stimulating participation (Ridhwan, 2023).

The integration of digital tools in language classrooms has transformed English as a Foreign Language (EFL) instruction. Among the tools gaining global popularity is Quizizz (now rebranded as Wayground), an interactive game-based platform designed for both in-person and remote learning environments. It has gained popularity due to its interactive and user-friendly design. By incorporating elements of competition, instant feedback, and visual appeal, Quizizz is believed to improve learner engagement and assessment outcomes (Predyasmara, et al., 2022).

Originally designed as an interactive online quiz platform, Quizizz combines self-paced practice with game-based features such as points, leader boards, avatars, and memes. Unlike traditional paper-based quizzes, it allows students to respond to questions in real time,

individually or in groups, across in-person, hybrid, or fully online contexts. Teachers benefit from automatic grading, analytics dashboards (Noviasmy, et al., 2023; Ridhwan, 2023; Moreira & Freire, 2024) and the ability to reuse or adapt quizzes created by others in a global library.

In EFL context, Quizizz has been used to teach grammar, vocabulary, reading, and other skills (Albán Bucay, 2022; Andresta & Anwar, 2022; Hussain, et al., 2023; Manipatruni, et al., 2023). Research indicates that it supports vocabulary learning by offering repetitive and interactive exposure to new lexical items, assists grammar mastery through instant corrective feedback, and enhances reading comprehension by embedding comprehension questions into engaging tasks. Beyond language skills, Quizizz also plays a central role in formative assessment, enabling teachers to monitor student progress in real time while providing learners with immediate feedback (Moreira&Freire, 2024). In this way, the platform is not only a gamified tool but also a mechanism for alternative assessment that aligns with contemporary trends in learner-centred education.

Despite its many benefits, the implementation of Quizizz is not without obstacles. Several studies have noted challenges such as unequal access to digital devices, unstable internet connectivity (Lim & Yunus, 2021; Predyasmara, et al., 2022; Wulandari, 2022; Saptiany, et al., 2023), and the tendency for students to prioritize competition over comprehension, leading to superficial engagement. Teachers also face hurdles in adopting Quizizz effectively, including limited digital literacy, lack of training in quiz design, and the need to balance playful competition with serious learning objectives (Lim & Yunus, 2021; Harahap & Kembaren, 2023; Rosyidah, 2024). These limitations underscore the importance of carefully contextualizing Quizizz use rather than assuming it is universally effective.

While the body of research on Quizizz in EFL contexts has grown substantially in recent years, there remains a need for a comprehensive synthesis of findings. Existing studies are often fragmented, focusing on specific skills such as vocabulary or grammar, or limited to certain educational levels such as secondary schools or universities. Moreover, much of the research reports short-term outcomes, leaving questions about the long-term effects of gamified learning unanswered. Few studies critically compare Quizizz with other gamified platforms such as Kahoot! (Saptiany, et al., 2022) or Wordwall (a gamified learning tool), and even fewer examine how teachers' perceptions, cultural contexts, or infrastructural limitations influence the tool's effectiveness. In light of these gaps, a systematic review of empirical evidence is needed to consolidate what is currently known and to identify directions for future research.

This review investigates 30 empirical studies conducted between 2019 and 2024 to explore the benefits, barriers, and best practices of using Quizizz in EFL contexts. These studies span diverse cultural and educational settings, including elementary, secondary, and tertiary education, as well as vocational and non-English major learners.

This study aimed at finding: (1) What pedagogical benefits does Quizizz offer in EFL classrooms? (2) What barriers do teachers and learners face when using Quizizz? (3) What best practices can be derived from current research to guide effective Quizizz integration?

By addressing these questions, this literature review aims to contribute to both theory and practice. Theoretically, it situates Quizizz within the broader discourse of gamification and digital learning in EFL education, providing a synthesized framework for understanding its pedagogical role. Practically, it offers evidence-based recommendations that

teachers and institutions can adapt to their own contexts, ensuring that the use of Quizizz goes beyond novelty and becomes a sustainable component of effective language education.

The significance of this study lies in its potential to guide educators, researchers, and policymakers in optimizing the use of gamified learning tools in EFL. For teachers, understanding how to design, implement, and integrate Quizizz into their lessons can help maximize student learning outcomes while minimizing risks of shallow engagement. For researchers, the review identifies underexplored areas such as long-term outcomes, productive language skills (speaking and writing), and cross-platform comparisons. For policymakers, the findings highlight the need for infrastructure investment and professional development to ensure equitable and effective technology adoption in education.

Ultimately, the integration of technology in language learning is not solely about adopting new tools but about rethinking pedagogy in ways that align with learner needs, digital realities, and educational goals. As Quizizz continues to evolve under its new identity as Wayground, its role in EFL classrooms will likely expand. It demands ongoing research and critical evaluation. This review provides a timely step in consolidating current knowledge while pointing toward future directions in the intersection of gamification and language education.

2. Methodology

This study is a literature review. It is a comprehensive summary and critical evaluation of research that has already been conducted on a specific topic. Furthermore, the purpose of a literature review is to provide context, highlight gaps or inconsistencies in existing research, and clarify how the new research will contribute to the field. A total of 30 articles were collected from academic databases such as

Google Scholar, Scopus, and institutional repositories. The inclusion criteria were focusing on EFL or ESL contexts, empirical and review-based studies involving Quizizz, and published in English in the last five years. Thematic coding was used to group findings into three categories: benefits, barriers, and best practices.

3. Results and Discussion

3.1 Pedagogical Benefits of Quizizz in EFL Classrooms

Pedagogical benefit refers to the positive contributions or advantages that a teaching method, tool, or strategy brings to the teaching and learning process. In this study, it means the ways in which Quizizz improves language teaching and learning outcomes. It is about the educational value that Quizizz adds to the classroom and how it helps teaching and learning become more effective.

There are some pedagogical benefits of using Quizizz in EFL classrooms. First, Quizizz results in skill enhancement, such as in vocabulary acquisition, grammar proficiency, and reading comprehension. Some studies (Albán Bucay, 2022; Andresta & Anwar, 2022; Hussain, et al., 2023; Manipatruni et al., 2023) reported statistically significant improvement in vocabulary acquisition and grammar proficiency using Quizizz as a gamified practice tool. For instance, learners reported that the platform's repetitive drills, immediate feedback, and visual elements (such as images and memes) helped them remember new words more effectively compared to conventional worksheets. Similarly, in grammar instruction, Quizizz facilitated mastery by allowing students to repeatedly test themselves in a low-stakes environment. The instant correction feature allowed students to identify errors quickly, supporting a cycle of continuous improvement. Also, Quizizz improved reading comprehension through interactive drills in mobile learning contexts (Priyanti, et al., 2019). The gamified design, which

integrates questions directly linked to texts, encouraged learners to engage more actively with reading passages. Instead of passively reading, students interacted with comprehension questions in real time, fostering deeper processing of the material. The competitive yet playful atmosphere was also found to reduce anxiety often associated with reading tests, creating a more supportive environment for comprehension practice. It means a learning atmosphere that makes students feel comfortable, motivated, and less anxious while practicing reading comprehension.

The next pedagogical benefit is Quizizz can be used for formative and summative assessment. Formative assessment takes place throughout the learning process to track students' progress and deliver continuous feedback, whereas summative assessment is carried out at the end of a learning unit to measure and certify students' overall achievement against predetermined standards (Brown, 2010).

Quizizz to conduct diagnostic tests, midterms, and exit quizzes, noted real-time feedback and analytics as major advantages (Noviasmy, et al., 2023; Ridhwan, 2023; Moreira & Freire, 2024). Its feedback helps students self-monitor their understanding and teachers can use analytics to tailor instruction to learner needs, making it a valuable tool for formative assessment (Moreira&Freire, 2024). Additionally, it allows learners to identify mistakes immediately and correct them, making assessment part of the learning process rather than a separate activity. It is also embraced in alternative and innovative assessments to replace traditional paper-based exams (Amalia, 2020; Pertiwi, 2020; Riki, et al., 2023). Teachers found Quizizz helpful in reducing workload related to grading and providing standardized testing conditions across both face-to-face and online environments (Prasongko, 2021; Permana, et al., 2023). However, the effectiveness depended heavily on quiz

design, as poorly constructed items could encourage guessing rather than meaningful learning.

Furthermore, Quizizz can be applied in any level of education. Some studies found that Quizizz is accessible and adaptable as needed. Quizizz is applied effectively in junior high, high school, university, and vocational education, as well as with non-English majors and young learners (Prasongko, 2021; Isma et al., 2022; Sersanawawi et al., 2023; Harahap & Kembaren, 2023).

Quizizz also plays an important role in terms of the students' engagement since it has game-based features. It is advantageous for learners. Its features such as leaderboards, real-time competition, avatars, timers, music, and memes increased learner participation and enjoyment (Dhamayanti, 2021; Predyasmara, 2022, Sulaiman & Ramadhana, 2022; Ngoc, 2024). Students described Quizizz as more fun, relaxing, and less intimidating than conventional quizzes (Pham, 2022; Nurlala et al., 2024). Gamification (avatars, leaderboards, memes, timers) consistently increases participation and reduces learning anxiety (Permana, et al., 3023). These elements make classroom activities feel like games rather than tests, which lowers affective barriers and makes learners more willing to participate. Moreover, such features are particularly effective with digital-native learners, who are accustomed to interactive, technology-driven environments.

Students engaged more actively when using Quizizz for independent practice and competitive reviews, which positively affected learning autonomy (Dhamayanti, 2021; Albán Bucay, 2022). By tracking their own scores and progress, learners developed greater awareness of their strengths and weaknesses, leading to more self-directed learning behaviours. This autonomy was especially useful in online learning contexts, where students needed to

manage their learning more independently. Therefore, it supports self-directed and active learning.

An autonomous learner is an individual who takes charge of their own learning process by setting their own goals, choosing learning strategies, managing their time, and reflecting on their progress independently (Nunan & Richard, 2015). This learner is self-directed, responsible, and motivated intrinsically rather than relying heavily on external rewards or teacher-led instructions. Autonomous learners actively engage in decision-making about what, how, and when to learn, fostering a deeper understanding and personal growth.

Additionally, other studies found that using Quizizz can increase students' intrinsic and extrinsic motivation. Nunan (1991) explains motivations into two kinds. Intrinsic motivation refers to engaging in an activity because it is inherently interesting, enjoyable, or satisfying as it comes from within the individual, driven by personal interest or the inherent pleasure of the task itself, without reliance on external rewards. On the other hand, extrinsic motivation involves performing a task or activity to earn external rewards or avoid punishments. The motivation comes from outside the individual and can include rewards like praise, grades, money, or recognition.

Students reported enjoying the experience and feeling more eager to participate in class activities (Zuhriyah & Pratolo, 2022; Sersanawawi, et al., 2023). Motivation was analyzed using frameworks such as Self-Determination Theory (Zhang & Crawford, 2024), confirming the tool supports both intrinsic needs (autonomy, competence) and extrinsic incentives (scores, rewards). It explained how Quizizz promotes intrinsic motivation by satisfying learners' needs for autonomy (choosing

when and how to play), competence (improving scores), and relatedness (competing with peers). At the same time, extrinsic motivation was evident in the form of rewards, scores, and recognition through leader boards.

3.2 Barriers to Quizizz Implementation

However, despite its advantages, there are barriers to its implementation. It means the obstacles, difficulties, or challenges that prevent Quizizz from being used effectively in classrooms. It refers to refers to the factors that limit or hinder teachers and students from using Quizizz optimally in EFL learning.

First, technological access and infrastructure. Technological access and infrastructure refer to the availability and quality of the technology and systems needed to support learning with digital tools (like Quizizz) since not all students or schools have equal access to the devices, internet, and support systems required to use Quizizz effectively. Many studies highlighted internet instability, limited access to devices, and lack of computer labs, especially in rural or under-resourced schools (Lim & Yunus, 2021; Predyasmara, et al., 2022; Wulandari, 2022; Saptiany, et al., 2023). In such contexts, students struggled to participate consistently, limiting the inclusivity of Quizizz-based learning.

Second, shallow engagement and guessing. Shallow engagement is when students participate only on the surface (e.g., clicking answers quickly just to get points or finish first) without deeply processing the learning material. Guessing is when students select answers randomly, often due to time pressure or the desire to score quickly, instead of carefully reading and understanding the question. The game format may encourage guessing or surface-level learning. Some teachers reported that students focused more on competition than on understanding the material. Competitive

pressure can lead to superficial learning and guessing, particularly when quizzes are poorly designed (Amalia, 2020; Juvanichasari & Andriyanto, 2023). Without careful quiz design, students might prioritize speed over accuracy, which reduces the pedagogical value.

Third is teacher-related issues as not all educators are confident or experienced in integrating gamified tools. Several teachers reported lacking confidence in quiz design or needing technical support and training to integrate Quizizz effectively (Lim & Yunus, 2021; Harahap & Kembaren, 2023, Rosyidah, 2024). Some required training in digital pedagogy to create effective quizzes and integrate them meaningfully into their lesson plans. Digital pedagogy means the art and practice of teaching using digital technologies. It is not just about using tools like Quizizz, Zoom, or Google Classroom, but about designing teaching strategies that make the best use of digital resources to improve learning.

3.3 Quizizz' Best Practices in the Classroom

Best practices mean the most effective strategies, approaches, or methods that teachers (or institutions) can adopt to get the maximum benefits from a tool, in this case, Quizizz in EFL classrooms. In other words, they are the lessons learned from research and experience that show how Quizizz should ideally be used so that it improves learning rather than just being fun.

Based on the reviewed literature, several best practices can enhance Quizizz implementation. First, teachers can align content with curriculum goals. It is to ensure that quiz questions target desired language skills and not just speed or surface-level recall (Fadhilawati, 2021; Andresta & Anwar, 2022; Sersanawi et al., 2023). Rather than prioritizing speed or superficial recall, questions should measure

comprehension, application, and higher-order thinking. When quizzes are aligned with lesson outcomes, students perceive them as meaningful extensions of learning rather than mere games. Therefore, educators need to make sure that the quizzes test meaningful language use and are tied to curricular outcomes, not just speed or memorization.

Next, teachers can also blend Quizizz with other instructional methods as they can use it alongside collaborative tasks, discussions, or writing assignments to deepen learning (Dewi, et al., 2020; Prasongko, 2021; Sulaiman & Ramadhana, 2022). They can use Quizizz as a supplement to, not a replacement for, deeper learning activities such as speaking tasks or writing exercises. For instance, teachers can follow up quizzes with peer discussions, collaborative problem-solving, or reflective writing tasks. This integration ensures that learning extends beyond multiple-choice responses and encourages deeper cognitive engagement. Teachers can discuss quiz results with learners and use incorrect responses as learning opportunities (Amalia, 2020; Albán Bucay, 2022). Additionally, educators can incorporate teacher-led discussions before and after quizzes to reinforce concept and correct misunderstanding.

Furthermore, Quizizz can provide teachers in digital pedagogy as workshops on quiz creation, data interpretation, and classroom integration are recommended (Lim & Yunus, 2021; Rosyidah, 2024). Teachers need targeted training not only in operating the platform but also in designing effective quiz items and interpreting learning analytics. Professional development workshops in digital pedagogy can empower teachers to maximize Quizizz's potential for formative and summative assessment. Fortunately, it is also able to be adapted to contextual limitations. In fact, teachers can prepare offline versions or allow flexible access for

students with poor connectivity (Predyasmara, et al, 2022, Wulandari, 2022). Teachers are encouraged to anticipate technological barriers and plan inclusive strategies to ensure that no learner is disadvantaged by infrastructural limitations.

To strengthen their digital pedagogy, teachers need to continuously develop their competence in integrating technology into instruction. This can be achieved through professional development programs such as workshops, webinars, or training sessions that focus on the effective use of digital tools. Beyond technical familiarity, teachers should practice designing digital activities that are aligned with learning outcomes and that foster higher-order thinking skills rather than relying solely on recall-based questions. Also, fostering students' digital literacy is a critical part of digital pedagogy, helping learners to engage responsibly and reflectively with technology, thus ensuring that gamification serves not just as entertainment but as a genuine avenue for learning.

4. Conclusion

Quizizz has become a valuable tool for enhancing engagement, assessment, and language learning in EFL classrooms. Its game-based nature motivates learners, while its analytic features support instruction. However, barriers such as limited access, teacher readiness, and concerns about superficial learning require attention. By following best practices and pursuing targeted research, educators can leverage Quizizz to create more effective and enjoyable EFL learning environments.

While the literature shows promising results about the effectiveness of Quizizz in EFL settings, it also reveals areas needing further investigation. First, in terms of long-term learning outcomes, most studies measure short-term improvement and only a few assess sustained gains over time. Next

is in speaking and writing skills. The focus is heavily on vocabulary, grammar, and reading while productive skills, like speaking are underexplored. Also, few studies compare Quizizz with other platforms like Kahoot or Wordwall. Additionally, more qualitative work on teacher beliefs, attitudes, and training needs is needed.

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