

# Utilising Quizizz in Vocabulary Learning: A Literature Review

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## Abstract

Globally, vocabulary acquisition is one of the most interesting aspects of studying English as a second language. In the education field worldwide, the use of Quizizz in recent years is on the rise. In Malaysia for instance, the number of teachers resorting to Quizizz in conducting their lessons is increasing significantly. In other words, the use of Quizizz for learning vocabulary has been gaining popularity over the past few years. Quizizz is an educational application download that contains an online quiz and can be used in multiplayer. In order to test the effectiveness of Quizizz, a specific type of assessment is proposed to measure students' vocabulary level in which they received swift feedback. This study is proposed with the hope that Quizizz will garner massive acknowledgements it deserves and place its cornerstone in the world of teaching for teachers in teaching vocabulary.

**Keywords:** Quizizz, English as a Second Language, Vocabulary, Gamification, Language

## Introduction

The English Language is used widely across multiple disciplines namely science, technology and mathematics. Learning vocabulary is one of the most important and crucial aspects of learning English as a second language because it is seen to be a must for mastering the four key skills—listening, speaking, reading, and writing (Permana & Permatawati, 2020). Smith et al (2022) in a study claimed that learners would find learning the four main skills difficult if they possess vocabulary issues. Several previous studies identified students' vocabulary deficiency, which leads to students' being incompetent in English (Law et al., 2021). Students struggle to understand word definitions, making them unable to achieve the curriculum objectives. One of the many concerns is to find ways to help learners to grasp the vocabs they need to master the language.

The world has changed rapidly, particularly in terms of the methods or mediums used to disseminate information. The Covid-19 pandemic has sparked and caused, educators are constantly being introduced to and bringing new shifts to new learning strategies and methods into the classrooms (Darmawan & Undang, 2020). As vocabulary is one of the most important building blocks in language learning, educators should be on the lookout for the best and most effective ways to teach it.

Numerous educational applications are developed and innovated to help educators and learners to ease learning. Among them are Quizizz, Schoology, Kahoot, Edmodo, and Socrative, which are widely used at all levels of education. These applications play important roles in instilling motivation, interacting with students' classmates, providing instant feedback, and saving time (Law et al., 2021). Thus, teachers can adapt these applications for their classes in order to make their lessons more interesting and engaging for their students. In other words, by incorporating them into education, the process of language learning may occur concurrently.

Quizizz will be the focus of this paper because it is one of the most widely used educational applications in classroom activities to improve students' learning (Zhao, 2019). Quizizz distinguishes itself from other educational applications due to its achievements in students' language performance, promising an increase in students' motivation and autonomy, and this technology can even assist students in self-assessment by utilising the instant feedback and review provided (Rahayu & Purnawarman, 2019). The manner in which Quizizz was used in an ESL classroom setting is still being researched. It is critical to carry out a focused investigation on how well Quizizz works to improve pupils' vocabulary. As a result, this article will examine the effectiveness of students' vocabulary understanding following use of Quizizz, based on evaluations of prior literature.

## **Literature Review**

### ***Vocabulary Learning***

Vocabulary is defined as the core and basis of English language proficiency in terms of listening, speaking, reading, and writing (Ramadhan & Zaharani, 2021). A wide range of vocabulary is essential because it will help in understanding both the spoken and written languages (Boyinbode, 2018). One cannot understand the meaning being spoken without knowing the meaning of the words. The process of learning a second language vocabulary, on the other hand, serves as the foundation for mastering that language. The aim of vocabulary learning is to memorise and use newly learnt words in different contexts of conversation (Teng, 2019). For some learners, learning English vocabulary can be tedious due to the demand for memorization and repetition as the words need to be acquired and used in productive skills such as in writing and speaking. Therefore, it is important to master vocabulary at an early age, especially for young learners. According to Wu and Huang (2017), acquiring sufficient vocabulary promotes intelligible communication as it plays a significant role in mastering reading, writing, listening and speaking skills among learners. These four language skills can be acquired easily when learners have a wide range of vocabulary (Vitasmo et al., 2019).

### ***Significance of Vocabulary Learning in English***

It has been emphasised that in the context of studying English as a second language (ESL), sufficient vocabulary knowledge is necessary for English language learners to be able to use the language effectively in carrying out their everyday tasks. Past studies suggest that vocabulary knowledge contributes to young learners' reading comprehension and the overall development of language competence (Stanovich, 2000). Learners, especially children, need exposure to new words by hearing the words repeatedly before being able to speak and develop their language skills (Rowe, 2012). Thus, vocabulary teaching especially in the initial stages of learning plays a crucial role in foreign language learning (Schmitt, 2010).

In other words, learners are required to be affiliated with a specific set of words in order for them to demonstrate the language learned. It would be wise to note that without sufficient vocabulary, learners would be unable to comprehend others or express their own ideas. For English language learners, as they go along the way in inculcating fluency and expression in the target language itself, the icing on the cake would be further solidified and completed if it comes along with more productive vocabulary knowledge.

### **Issues in Vocabulary Learning**

#### ***Inability to pronounce vocabulary***

Even though mastering vocabulary is important, ESL learners still struggle with it. For language learners, learning vocabulary is frequently seen as difficult since some have trouble understanding the meanings of new words, pronouncing them correctly, using them correctly, spelling them, and memorising them (Afzal, 2019). In a study conducted by Masoud and Ibrahim in 2017, they found that second-year English majors at the Faculty of Education, University of Minia had difficulty memorising and remembering word meanings, had a low vocabulary proficiency level, did not know enough words, had a tendency to forget the words they had learned, had low vocabulary knowledge and failed to use words communicatively. Evidently, this shows that vocabulary is something that is difficult to learn and these learners will have problems continuing to learn English at a later stage.

#### ***Ineffective Teaching Methods***

Some teachers still practise traditional ways to teach vocabulary (Afzal, 2019; Mohamad et al., 2018) which are outdated such as rote memorisation, drilling and the conventional chalk-and-talk. Mohamad et al (2018) stated that many of the teacher-centred strategies are irrelevant to learners of today's generation. Learners are often in need of an environment that supports their individual needs and expectations as well as motivates and stimulates them to engage in vocabulary learning activities (Jung & Graf, 2008). Therefore, teachers should find teaching methods that can encourage learners to learn vocabulary in a fun and meaningful way.

#### ***Quizizz in ESL Classroom***

Recognizing the significance of technology and gamification, many ESL teachers have employed a fun and exciting method to make the class more appealing (Morat et al., 2016). According to Yunus (2018), there are numerous useful technologies available that can be used in language teaching and learning as it has become increasingly important in language practice. It provides a genuine context for language acquisition by using games (Gozcu & Caganaga, 2016). Ramadhan and Zaharani (2021) added that teaching media should encourage and stimulate students' attitudes, values, and emotions as they progress towards being independent learners. When a fun element is included in the class, students are more likely to be motivated and confident in learning English vocabulary (Jassim & Dzakiria, 2019). Not only that, but students can easily absorb words because they are exposed to them so frequently during the games (Toma et al., 2017). According to Alnatour and Hijazi (2018), teaching vocabulary through games may be viewed as a new method to improve students' English abilities and promote the acquisition process. As a result, it is critical for educators to be equipped with the most up-to-date technological knowledge and skills in order to meet the growing needs of students, as it has been shown to benefit students.

***Use of Quizizz in Teaching and Learning***

By making use of the current technology, teachers can indirectly foster a positive learning environment and prepare students for technology-based learning (Mustika et al., 2022). The integration of technology helps facilitate the process of vocabulary learning and teaching (Alsaif & Deris, 2019). It is important to highlight that the advancement of new technologies offer effective approaches and methods of teaching language, especially vocabulary. Indirectly, it would help learners to broaden their horizons. Other than that, by integrating these applications into classes, it is crucial for teachers to cater to learners who have different types of intelligence and to meet their needs. There are numerous applications that can be used in ESL classes including vocabulary and grammar games that can be accessed. Thus, teachers can integrate these applications in the teaching and learning of English language classes which would fulfil the needs of the new generation where learning should make use of 21st century skills.

In order to become independent language learners, it is exemplary for learners to develop their own personal vocabulary learning strategies (Darmawan & Undang, 2020). On another note, Quizizz is the best alternative choice as a learning medium since it is available in mobile applications such as Android and App Store and also through a browser on a computer (Wibawa et al., 2019). This is where Quizizz can be introduced into the process. Quizizz is one of these game-based educational applications that introduce multiplayer activities to classrooms and makes in-class activities more interactive and enjoyable. It is utilised by educators to form online quizzes that are common these days (Basuki & Hidayati, 2019). Quizizz allows students to carry out a given task prepared by the teachers and allows them to keep track of their progress as they can take the online quizzes time and again (Rahayu & Purnawarman, 2019). By doing so, the students can assess their progress and define a suitable way that is in accordance with their learning styles and learn actively in an interactive manner (Zhao, 2019). Hence, it is a fact that for learners, Quizizz is a useful and entertaining application to manage self-access learning.

By using Quizizz, learners are exposed to interactive ways in the vocabulary acquisition process and at the same time are able to keep track of their progress. It incorporates game elements such as avatars, themes, memes, and music to make learning fun. In 2016, Hammel found that Quizizz encouraged students to study by competing with each other. Students take the quiz in class at the same time and track their progress on the leader board. Teachers can keep track of the process and download the report to assess students' performance. Hence, the exposure to such digital learning tools and the limitless access to vocabulary knowledge would pave the way for learners to diverge their dependency on learning vocabulary away from their language teachers to Quizizz itself (Parvita & Nirmala, 2021).

***The Utilisation of Quizizz in Assessment of Vocabulary Learning***

The utilisation of Quizizz in the assessment of vocabulary learning offers several benefits especially in enhancing the learners' receptive and productive knowledge. In the following subsections the use of Quizizz surrounding both the summative and formative assessments, along with the introduction of dynamic assessment will be further explained and justified.

***Receptive and Productive Knowledge***

When learning a language, it is compulsory for teachers to have employed a method in measuring their students' achievement (Smith et al., 2022). Quizizz can be utilised in order to assess vocabulary among students. Schmitt (2010) suggested receptive and productive

knowledge as a realistic way to evaluate vocabulary knowledge. According to Abdulaal (2019), receptive knowledge is defined as words identified and comprehended by learners from a context while productive knowledge occurs when learners perceive and apply the knowledge effectively. In other words, reading and listening are considered the receptive skills because they involve receiving information (Mohamad et al., 2018). For instance, the ability of learners to read newspaper articles and listen to songs and understand the lyrics behind them. Speaking and writing, on the other hand, are considered productive skills since they require the creation of words, phrases, sentences, and paragraphs (Zhao, 2019). To illustrate, learners' capability of introducing themselves to complete strangers in the target language and to write certain details regarding their backgrounds.

### ***Summative and Formative Assessment***

When talking about assessment, teachers could not possibly escape from deciding on whether to employ summative or formative assessments. Mohamad et al. (2018) suggested that vocabulary learning can be assessed either in summative or formative way using the standard assessment tools like quizzes, word search, crossword puzzle and tests. Mohamad et al. (2018) further asserted that students would feel less burdened and stressed if teachers use the help of mobile-based games such as Quizizz to test their understanding of vocabulary learned unlike the conventional way of assessing since all those assessment tools mentioned above are available in mobile-based games. Apart from that, it also acts as evidence for the learners as well when they could see their own development in learning vocabulary over the time by observing their advancement of scores in the Quizizz. In addition, Alsaif and Deris (2019) recommended that knowledge of vocabulary should be tested in context rather than in isolation which focuses on the definition or synonym of the words. Therefore, by using Quizizz, teachers are able to offer nonidentical test instruments and at the same time effectively test the learner's knowledge on the lexical items (Afzal, 2019). Assessment usually gives a fear when mentioned about and students will become alarmingly anxious and restless upon hearing the word assessment (Gusti, 2014).

### ***Dynamic Assessment***

Regarding the issue of deciding which specific type of assessment to be employed in assessing students' vocabulary, Marzban and Nafarzadehnaafari (2018) advocated for dynamic assessment that builds students' self-confidence and encourages them to be autonomous learners. Dynamic assessment employs an interactive process of assessment that consistently and objectively measures the students' progress in learning (Marzban & Nafarzadehnaafari, 2018). The instant feedback provided in Quizizz is the main feature that differentiates it from the traditional assessment. This can be clearly seen in Quizizz where feedbacks like marvellous, fantastic, brilliant, try again and keep going are instantly provided to encourage learners' involvement (Mohamad et al., 2020). Apart from that, it is to enhance their motivation level. Thus, the implementation of dynamic assessments through Quizizz allows to bring significant changes in learners' attitude along with providing a clear picture of students' learning ability (Mohamad et al., 2020).

### ***Quizizz and Their Benefits***

Quizizz is a gamified quiz platform for students, teachers, and schools. It offers features such as creating, taking and sharing quizzes in a fun and interactive way. There are few outlying benefits of Quizizz that will be demonstrated in the following subsections.

***Quizizz and Students' Achievement***

According to Abdullah et al (2019), Quizizz raised the achievement levels of forty suburban secondary school students learning English idioms. The simplicity of Quizizz made learning idioms worthwhile. This is due to the fact that Quizizz can be attempted multiple times. Students can follow their progress and work to boost their present score. Wibawa et al (2019) also have adopted a broader perspective on Quizizz. They emphasised that if Quizizz met five requirements, it might serve as a learning tool: sufficient Wi-Fi, accessibility from almost anyplace, learners' interest, fair scoring, and alignment with students' learning preferences. According to Mohamad et al (2020), more recent research suggests that Quizizz leader board scores encourage a positive learning experience.

***Quizizz and Motivation***

There has been numerous research on the usage of the Quizizz platform in the teaching and learning process. Mei et al (2018) carried out research into the use of the Quizizz app in Arabic classes. The findings demonstrate that including Quizizz into the teaching and learning process boosts students' interest in learning by fostering a stimulating learning environment in the classroom. Another research conducted by Bal (2018) on the use of the Quizizz platform in improving pre-intermediate students' vocabulary knowledge shows that Quizizz is useful in teaching vocabulary to the students and successfully improves their vocabulary. Since learners can monitor and keep track of their scores while using Quizizz, it appears that their motivation to learn vocabulary may be significantly increased. According to Arintia and Fitriati (2017), using colourful animated games with great background music as a learning medium for EFL secondary students makes them feel more motivated to learn. In other words, students may become interested in it and continue to experiment with it in order to achieve higher grades. This process would have helped them with their vocabulary acquisition as it has a domino effect on students. The vocabulary learning process benefits greatly from an engaging learning environment, score trackers, and high levels of participation from students due to their increased motivation.

***Quizizz and Vocabulary Teaching and Learning***

Apart from studies that have shown promising results of using Quizizz in teaching of vocabulary especially in Indonesia (Mustika et al., 2022; Permana & Permatyawati, 2020), a study conducted by Bal (2018) revealed that Quizizz is less effective when used in a short period of time. He also claimed that the control group outperformed the experimental group slightly because the exact section of the book being tested was revealed a day before. According to Rahayu and Purnawarman (2019), Quizizz may be useful for advanced students, but low-performing students still require the assistance of a teacher to understand grammar. A study by Permana and Permatyawati (2020) takes a different stance, claiming that Quizizz is effective in increasing students' vocabulary mastery in German lessons. Another study conducted in a Malaysian rural school found it to be beneficial in increasing students' vocabulary (Law et al., 2021).

***Challenges in Implementing Quizizz in Vocabulary Learning***

In general, the readiness of students, educators, and school facilities presents the three major obstacles to the integration of Quizizz in vocabulary learning. These challenges could influence the integration of Quizizz in the classrooms.



***Students' Readiness***

First, the readiness of the students. Some learners may find the features of Quizizz fascinating, whereas others believe their learning experience is more challenging. Most of the time, Bovermann et al (2018) mentioned that learners who are not used to gamified classes have problems adjusting to online games in learning. The students might find it difficult to play the game due to their lack of insight into how Quizizz works. Teachers have to take the time to properly explain and demonstrate how to play the game, especially to young learners. Another factor that made Quizizz unfavourable in the eyes of students is that Quizizz application cannot lessen their test anxiety (Permana & Permatawati, 2020). The time limit that is allocated when playing the Quizizz makes them rush and careless in answering the quizzes. Score ranking or leader board and the vocabulary-speaking sounds in this application are considered as drawbacks of using this application (Patisung, 2020). According to the researcher, even though the application encourages students' engagement, it puts some students under pressure. Scores are automatically compared with others in the same class. Negative learners' view toward Quizizz can affect their acceptance and readiness to use Quizizz in learning.

***Teachers' Readiness***

Educators also find it difficult and tedious in preparing to integrate Quizizz into the classroom. There are several steps that need to be prepared before the learning process using Quizizz takes place, such as preparing a Lesson Plan, preparing a laptop and cell phone with sufficient internet quota so that the learning process using Quizizz runs smoothly without any problems (Mustika et al., 2022). Another challenge for teachers is class control. It is the nature of a child to be playful and curious. Presenting them with a new platform, instead of concentrating on the vocabulary lesson, they are playing Quizizz and exploring them on their own (Patisung, 2020). All these hassles make the teachers hesitate in applying Quizizz in their classrooms.

***Facilities***

Another challenge in integrating Quizizz into the classrooms is the facilities. Having enough laptops or computer labs to run the lessons are a huge contributing factor. Without computers or mobile phones, Quizizz is impossible. However, the biggest challenge faced by students and educators alike is the internet. According to Darmawan and Undang (2020) a slow or unstable connection, slow response from the server or even worse out of internet quota or lack of internet make Quizizz a challenge for them. The delay or slow response from the server and unstable internet connection caused the students to lose their ranks or prevent the students from joining in the race or staying online. In the absence of sufficient signal, the learning process is severely disrupted (Wu & Huang, 2017).

***Utilising of Quizizz in Vocabulary Learning***

Based on all the points mentioned, it is reasonable to conclude that Quizizz can be effectively used to facilitate vocabulary learning. The huge access to Quizizz, flexibility in conducting lessons from it, vast improvements seen in students' vocabulary level, and students able to monitor their progress are among the features that solidifies the motion of using it to enhance vocabulary learning. It would be practical to note that teachers have to prepare a Lesson Plan, a laptop and a cell phone with adequate internet connection in order to ensure that the lesson goes smoothly without major disruptions.

### Limitations and Suggestions for Future Research

However, as with all other innovations, Quizizz could not seem to escape the element of limitations in the usage of it. Students' readiness towards Quizizz, tedious work in preparing lessons using Quizizz and lack of infrastructure are among the limitations identified. For instance, for underprivileged students, they would not be familiar with using Quizizz. Teachers might also regard this as an unnecessary burden to their workload while preparing lessons using Quizizz. The digital devices required might also prove to be a problem to schools in certain areas in the country. Hence, it is suggested that future research pertaining to this topic would place an emphasis in tackling these limitations.

### Conclusion

Considering all factors, learning vocabulary with Quizizz demonstrates that learning is now infinite due to the availability of knowledge at our fingertips. In other words, there is no stopping the learning process from revolutionising itself. With regards to language learning, learning vocabulary is an important component since it forms the basis for learning language. It is acceptable that based on the points aforementioned in this article, it is affirmative that the connections between Quizizz and vocabulary acquisition does exist.

In essence, Quizizz is increasingly being used as a viable method of vocabulary instruction. Furthermore, Quizizz has a significant impact on its implementation on a teaching-learning vocabulary because it is practical, easy to use, can be used in class or as homework outside of class hours, provides more time and space, helps students remember and add new vocabulary, and includes interesting features such as images, audio, and more. In other words, students feel happier and enjoy learning vocabulary using Quizizz in which their motivation to learn new vocabulary might be aroused and sustained throughout the lessons. Despite the setbacks identified, the benefits of utilising Quizizz outweigh the drawbacks of it. As for future research, it is implored that further studies should be conducted in the near future to explore the effectiveness of Quizizz in enhancing vocabulary achievements in your own classroom context.

The present study adds to the existing knowledge of language learning by exploring the effectiveness of Quizizz as a tool for vocabulary instruction. The study provides evidence that Quizizz is a practical and effective tool for teaching vocabulary as it is easy to use, can be used both in class and outside of class hours, and provides interesting features such as images and audio. The study also highlights the positive impact of Quizizz on students' motivation and enjoyment of learning new vocabulary. Overall, this study contributes to the literature on language learning and teaching by demonstrating the potential of technology-based tools such as Quizizz to enhance the vocabulary acquisition process.

In the context of language learning, this study has practical implications for teachers who are interested in integrating technology into their teaching practice. By demonstrating the effectiveness of Quizizz, the study offers a practical and innovative approach to vocabulary instruction. Furthermore, the study highlights the importance of considering students' motivation and engagement in the learning process, which can be enhanced through the use of technology-based tools such as Quizizz. The findings of this study are significant as they suggest that Quizizz can be used as an alternative to traditional vocabulary instruction methods and can provide an engaging and effective way for students to learn new vocabulary. In terms of the motivation and contribution of this study, it presents a timely investigation into the potential of Quizizz as a tool for vocabulary instruction, which is highly relevant in the current context of increasing reliance on technology in education. The study's findings offer



valuable insights into the effectiveness of Quizizz and its potential for enhancing the vocabulary acquisition process. This study's contribution to the field of language learning and teaching is significant as it highlights the potential of technology-based tools to improve the learning experience and promote students' motivation and engagement in the learning process.

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