



**THE EFFECTS OF MOBILE ASSISTED  
LANGUAGE LEARNING (MALL) ON UNIVERSITY  
STUDENTS' MOTIVATION AND GRAMMAR  
LEARNING SUCCESS**

**Muhammet Hasan YENİCE**

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**MOBİL DESTEKLİ DİL ÖĞRENİMİNİN ÜNİVERSİTE ÖĞRENCİLERİNİN  
MOTİVASYONUNA VE DİLBİLGİSİ ÖĞRENME BAŞARISINA ETKİSİ**

(The Effects of Mobile-Assisted Language Learning (MALL) on University Students'  
Motivation and Grammar Learning Success)

YÜKSEK LİSANS TEZİ

Muhammet Hasan YENİCE

Danışman: Dr. Öğr. Üyesi Suna AKALIN KUTLU

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Muhammet Hasan YENİCE tarafından hazırlanan “Mobil Destekli Dil Öğreniminin Üniversite Öğrencilerinin Motivasyonuna ve Dilbilgisi Öğrenme Başarısına Etkisi” başlıklı çalışması 08 / 08 / 2024 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Bilim Dalında yüksek lisans tezi olarak kabul edilmiştir.

Jüri Başkanı: Doç. Dr. Oktay YAĞIZ  
*Atatürk Üniversitesi*

Danışman: Dr. Öğr. Üyesi Suna AKALIN KUTLU  
*Atatürk Üniversitesi*

Jüri: Dr. Öğr. Üyesi Kübra OKUMUŞ  
DAĞDELER  
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## ÖZ

### YÜKSEK LİSANS TEZİ

#### MOBİL DESTEKLİ DİL ÖĞRENİMİNİN ÜNİVERSİTE ÖĞRENCİLERİNİN MOTİVASYONUNA VE DİLBİLGİSİ ÖĞRENME BAŞARISINA ETKİSİ

Muhammet Hasan YENİCE

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**Amaç:** Bu çalışmanın amacı, oyunlaştırmaya yönelik mobil destekli dil öğrenimi aracı olan Quizizz'in uygulanmasıyla öğrencilerin İngilizce öğrenme motivasyonu ve İngilizce dilbilgisi öğrenme başarısı üzerindeki etkilerini araştırmaktır.

**Yöntem:** Bu çalışma, Atatürk Üniversitesi Turizm Fakültesinde birinci sınıfta öğrenim gören 64 üniversite öğrencisi ile 7 hafta boyunca gerçekleştirilmiştir. Araştırma, deney ve kontrol gruplu yarı deneysel bir araştırma desenini benimsemiştir. Bu çalışmanın amacına uygun olan sonuçlara ulaşmak için, öğrencilerin mobil oyunlaştırma öncesi ve sonrası başarılarını ölçen hem nitel hem de nicel veri toplama yöntemleri içeren ön test ve son test, motivasyon anketi ve yarı yapılandırılmış görüşmeler kullanılmıştır.

**Bulgular:** Araştırmanın nicel verilerinin sonuçları, mobil destekli oyunlaştırmanın, MDDÖ'de oyunlaştırma sonrasında deney grubu öğrencilerinin ön ve son test sonuçlarında etki büyüklüğünde anlamlı bir fark olduğunu, yani deney grubu öğrencilerinin puanlarının anlamlı olduğunu göstermiştir. Ancak deney ve kontrol grupları arasında son test sonuçlarında istatistiksel olarak anlamlı bir fark olmadığı tespit edilmiştir. İki grubun son test puanları arasında az düzeyde fark olması, Quizizz'in kontrol grubunda kullanılan geleneksel yöntemlere göre istatistiksel olarak anlamlı bir avantaj sağlayacak kadar güçlü olmayabileceğini düşündürmektedir. Ancak yarı yapılandırılmış görüşmeler ve anket, deney grubundaki öğrencilerin mobil öğrenme sonrasında İngilizce dil bilgisi öğrenmeye yönelik daha olumlu tutumlara sahip olduklarını ortaya çıkardı. Anket ön test ve son test sonuçlarına göre iki grup arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Quizizz'in oyun temelli yaklaşımı özellikle öğrenci motivasyonunu arttırmada etkilidir.

**Sonuçlar:** Araştırmanın sonuçlarına göre mobil tabanlı oyunlaştırmanın, oyun öğelerinin ve oyunların sunduğu etkileşimli ortamın da yardımıyla öğrencilerin başarısını orta düzeyde teşvik edebileceği ve motivasyonu olumlu yönde artırabileceği sonucuna varılabilir. Quizizz'in anında geri bildirim ve rekabetçi unsurlarının öğrenme deneyimini öğrenciler için daha ilgi çekici ve motive edici hale getirdiğini göstermiştir. Görüşme katılımcılarından ve anketten elde edilen veriler doğrultusunda Quizizz'in motivasyon aracı olarak kullanılması istenen etkiyi yaratmış ve dil bilgisi öğrenmede olumlu bir tutum oluşmasını sağlamıştır.

**Anahtar Kelimeler:** oyunlaştırma, mobil destekli dil öğretimi, dil bilgisi öğrenme başarısı, Quizizz, motivasyon

## ABSTRACT

### MASTER'S THESIS

#### THE EFFECTS OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) ON UNIVERSITY STUDENTS' MOTIVATION AND GRAMMAR LEARNING SUCCESS

Muhammet Hasan YENİCE

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**Purpose:** This study's objective is to look at the effects of the application of Quizizz, a Mobile-Assisted Language Learning (MALL) tool for gamification on students' motivation to study English as a foreign language and their comprehension of English grammar.

**Method:** 64 first-graders enrolled in Atatürk University Faculty of Tourism participated in the seven-week research. The research strategy used in the study was quasi-experimental, including control and experimental groups. In order to achieve results that are suitable for the purpose of this study, pre-test and post-test, motivation survey and semi-structured interviews, which include strategies for gathering data that are a combination of qualitative and quantitative measuring students' success before and after mobile gamification, were used.

**Findings:** The findings of the study's quantitative data have shown that mobile assisted gamification was a significant difference in the size of an impact in the experimental group students' pre- and post-test results after playing on the MALL, that is, student's test results for the experimental group. The experimental and control groups' final test scores did not, however, differ statistically significantly. The fact that the two groups have a slight difference between the post-test scores suggests that it may not be strong enough to provide a statistically significant advantage over the traditional methods used in Quizizz's control group. However, semi -structured interviews and survey proved that the experimental group's students had more favorable attitudes towards learning English grammar after mobile-assisted language learning. According to the pre-test and post-test results of the questionnaire, there was a statistically significant difference between the two groups. Quizizz's game-based approach appears to be particularly effective in enhancing student motivation.

**Conclusions:** In light of the study's findings, it is apparent that whereas mobile based gamification has the potential to boost student achievement in moderation, because of the benefits of gaming features and the engaging setting they offer, it may lead to enhanced motivation. The research has shown that Quizizz's immediate feedback, competitive elements make the learning experience more engaging and motivating for students. In line with the data obtained from the participants of the interview and the questionnaire, the use of Quizizz as a motivation tool had a desired effect and provided a positive attitude in learning grammar.

**Keywords:** gamification, mobile supported language teaching, grammar learning success, Quizizz, motivation

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## **LIST OF ABBREVIATIONS**

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**GAT:** Grammar Achievement Test

**GTM:** Grammar Translation Method

**FonF:** Focus on Form Teaching

**ICT:** Information Communication Technology

**MALL:** Mobile Assisted Language Learning

## **CHAPTER ONE**

### **Introduction**

This study aimed to find the effects of a Mobile-Assisted Language Learning (MALL) tool on students' motivation and success in learning English grammar. This chapter includes the statement of the problem, the significance of the study, research questions, assumptions, limitations, and definition of related terms.

#### **Statement of the Problem**

In recent times, there has been a lot of interest in Mobile-Assisted Language Learning (MALL) as a possible means of improving language learning results for students in higher education. The term "MALL" describes the use of mobile devices, including tablets and smartphones, in language learning activities. Numerous benefits come with this strategy, such as convenience, flexibility, and individualized learning opportunities. Despite the increasing attention being paid to this field, a number of issues remain unresolved in order to completely comprehend how MALL affects students' motivation and performance in learning language.

Since English grammar is complex, it can be difficult to learn, comprehend, and use it logically. Correct grammar can help you communicate more effectively and prevent confusion (Yurko, & Vorobel, 2021). Accordingly, grammar plays a crucial role because improper use of it can make the person you are chatting with confused as well as alter the intent of what you are conveying. Zhang and Sun (2022) emphasize that different grammar teaching is possible: “based on their own discoveries, teachers can then design grammar lessons according to student needs to maximize student benefit” (p. 7).

Rajendran and Yunus (2021) state that the need to be proficient in all four English language skills has been given continuous emphasis and made as the top most priority around the world due to the current demands of the 21<sup>st</sup> century skills. The fast development of technology in this period of globalization has had an impact on educational processes, and a variety of tools have been employed to improve speaking proficiency among ESL and EFL learners. It is one of the areas that has clearly shown beneficial results.

First and foremost, a significant concern regarding Mobile-Assisted Language Learning (MALL) is its impact on university students' motivation. Motivation is crucial in language acquisition as it influences the learners' engagement, persistence, and overall success in becoming proficient in a new language (Dörnyei, 2020). While certain studies have highlighted the positive impact of MALL on motivation (Chen et al., 2020), there are studies that present opposing findings (Miller et al., 2017). Consequently, it is crucial to examine the particular motivational factors affected by MALL and to comprehend the underlying processes that drive these outcomes.

MALL involves using mobile devices for language learning without being limited by specific times or locations (Metruk, 2024). The success or failure of language instruction is largely dependent on the environment in which it is taught and the utilization of pre-existing school facilities (Dinçer et al., 2010). An innovative method of language instruction utilizes portable devices such as laptops and smartphones to enhance language acquisition. With the development of technology and a rising understanding of the value of creative teaching methods, the educational process has experienced a significant transition recently. Mobile application tools have the potential to provide learners with anytime, anywhere access to learning activities and materials, as well as interactive and personalized language practice opportunities. Therefore, instructors can meet expectations and students' interests via the usage of a number of gamified techniques and suitable mobile tools when teaching grammar.

A notable concern within the MALL literature is its influence on the success of English grammar learning among university students. English grammar is frequently viewed as a difficult component of language acquisition, and conventional classroom instruction might not adequately cater to the diverse needs and preferences of learners. MALL presents an opportunity to supply students with interactive grammar exercises, instant feedback, and tailored educational resources (Kukulska-Hulme, 2020).

With the development of technology and a rising understanding of the value of creative teaching methods, the educational process has experienced a significant transition recently. New technology has aided in a boom of knowledge acquisition and information delivery, particularly on mobile devices (Stošić, 2015). Adapting online game-based learning platforms to traditional educational environments will contribute greatly to increasing efficiency and quality. “Motivation, learning strategies, and learning outcomes in the mobile condition are significantly higher than in traditional conditions” (Yu et al., 2023, p. 557). Quizizz, one of the notable platforms, offers teachers a gamified method to teach English grammar.

Another significant topic in MALL research is its effect on the success of English grammar learning among university students. English grammar is frequently seen as a difficult part of language learning, and conventional classroom instruction might not always meet the diverse needs and preferences of learners. MALL offers the potential to provide learners with interactive grammar exercises, immediate feedback, and personalized learning materials (Kukulska-Hulme, 2020). Existing research on the impact of Mobile Assisted Language Learning (MALL) on English grammar learning success is limited and shows inconsistent results. While some studies, such as Wang (2021), report positive outcomes of MALL implication during English grammar learning, others don't regard it as beneficial in educational setting. "In terms of the learning process, students still view mobile phones as communication and entertainment tools rather than educational resources" (Sanjaya, 2023, p. 281). Consequently, additional research is required to identify the precise conditions and factors that enhance the efficacy of Mobile Assisted Language Learning (MALL) in improving outcomes for English grammar learning.

In conclusion, there are still a number of gaps and contradictions in the research, even though mobile-assisted language learning (MALL) has enormous promise as a cutting-edge strategy to improve university students' motivation and English grammar learning performance. In particular, it is yet unknown how MALL affects learning results for English grammar and motivation. Thus, the purpose of this study is to investigate how MALL affects university students' motivation and success in learning English grammar, taking into account the particular motivating variables and circumstances that support these effects.

### **Purpose of The Study**

The purpose of the study is to investigate the effects of Quizizz on students' English grammar learning and motivation in learning English as a Foreign Language studying at Tourism Faculty at a state university in Erzurum, Turkey.

To succeed the aims of this study, the following research questions were investigated for quantitative and qualitative aspects:

**RQ1:** Is there a statistically significant difference within and between the experimental and control groups' grammar test scores prior to and following the use of a MALL tool (Quizizz)?

**RQ2:** Is there a statistically significant difference within and between the experimental and control groups' motivation levels prior to and following the use of a MALL tool (Quizizz)?



**RQ3:** What are the particular reasons and experiences regarding obtained patterns of achievement and motivation?

### **Significance of the Study**

Education is a constantly evolving field, and the integration of technology into the learning process has become increasingly prevalent in recent years. Proficiency in English, a universal language, is correlated with both academic and professional success. Proficiency in English grammar is a prerequisite for developing proficient speaking, writing, and speaking abilities. In the current digital era, there has been a significant shift in how students access and engage with instructional resources. Online game-based learning environments have evolved as a unique and engaging way to improve the learning process. One such tool that uses gamification components to make learning interesting, interactive, and enjoyable is Quizizz. This study explores the original significance of examining how Quizizz can improve students' motivation and success in learning English grammar.

Sometimes boring, traditional grammar training reduces student engagement. One of the main focuses of the study is how Quizizz affects increasing student interest and involvement. Quizizz offers a seductive alternative by turning learning into a gratifying and competitive game. It's a difficult assignment to assess how well students are learning English grammar. Evaluating how well students have learned English grammar involves several factors. This study, which compares the performance of students who use Quizizz with those who do not, aims to determine the effect of the platform on learning outcomes. By examining the results of grammar tests, we can learn more about whether Quizizz has a statistically significant impact on student achievement. The research also examined how well grammar information learned through Quizizz was retained in the long term. If students are able to use and maintain their grammatical knowledge outside of the classroom, it would seem that the platform contributes in both short- and long-term competency. It is important to take into account the instructional implications of this research in order to appreciate its original worth. If the study reveals that Quizizz is a useful tool for improving English grammar learning, it may have major implications for instructional strategies. Teachers may include game-based learning platforms in their lesson plans to encourage student engagement and motivation.

The success of university students in studying English grammar can be significantly impacted by the usage of Quizizz as an online game-based learning platform. The platform's capacity to make learning fun is one of the major variables influencing this effect. Gamification of learning engages students' intrinsic drive and motivates them to actively participate in the learning process. This delight can lead to better recall and comprehension of grammatical ideas and norms. Quizizz further gives

students quick feedback, enabling them to recognize their strengths and flaws in real-time. This feedback system is essential for teaching English grammar since it allows learners to enhance their knowledge of the material by pointing out their errors. Students develop a sense of self-efficacy as a result of this cyclical learning and feedback process, believing they can master grammatical principles. The gamified methodology used by Quizizz also encourages healthy rivalry among learners. Students are inspired to work toward improvement by the sense of challenge created by leaderboards and timed tests. This aspect of competition not only boosts motivation but also motivates students to consistently study and refresh grammar-related material.

For learning to be effective, motivation is essential. The goal of Quizizz is to increase students' enthusiasm to study English grammar. The platform's gamified design fosters a productive learning environment that holds students' attention. It makes an encounter that could otherwise be boring or intimidating exciting and pleasurable. Additionally, Quizizz's rapid feedback and progress monitoring allow students to measure their development over time. Their desire and self-assurance are strengthened by this solid evidence of their advancement. When they can plainly see the results of their work, students are more likely to remain engaged and dedicated to their studies. Additionally, Quizizz's social features, including its multiplayer mode, promote peer engagement and teamwork. Students can collaborate or compete, promoting collaboration and togetherness. This social aspect of learning, which gives the learning process a sense of joy and involvement, can have a significant effect on students' motivation.

The platform's capacity to increase students' learning motivation and achievement may be an indicator of the value of gamification in the classroom. Quizizz has developed into a useful tool in the repertoire of the contemporary educator by enhancing learning, offering immediate feedback, creating healthy competition, and promoting peer engagement. Platforms like Quizizz are expected to have a bigger impact on how education is shaped in the future as technology develops.

A possible technique to increase students' performance and interest in studying English grammar is through the use of the online game-based learning platform Quizizz in university lectures. Quizizz makes traditional learning more interesting and dynamic through gamification, real-time feedback, tailored learning paths, healthy competition, and social learning. Students in higher education can benefit from more motivation, better grammar, and a greater comprehension of the English language. Quizizz is a strong tool to help students reach their full potential and improve their English grammatical proficiency as we navigate the changing educational environment.

## **Limitations**

The study has some limitations. The study had a comparatively low participant population. Although there were 98 students enrolled in the course, this figure dropped to 64 due to some of them being absent from class. It is not possible to draw broad conclusions from a study with 64 students as participants. In addition to this, day classes comprised the experimental group, while evening classes served as the control group. The timetable of the classes could have also contributed to the learners' varying levels of motivation and achievement. Although the study was carried out in seven weeks, more time is needed to complete its implementation. Students might recall the comprehension test that was given as a pre- and post-test as a result of this.

Another limitation of the research is that some students had insufficient or no mobile phone charges while the gamification tool Quizizz was applied, while some students had no mobile internet.

In this regard, the study's conclusions could not be extrapolated to a broader and distinct population or setting because one possible explanation for the learners' differing degrees of motivation and accomplishment could be the class schedule. Additionally, the experimental group consisted of day classes, whereas the control group was made up of evening classes.

Another drawback is that, even though the teacher and researcher only chose the target grammar for the students to practice and be exposed to during the implementation period, the results of the post-grammar test may be distorted by learners who have improved their grammar outside of the classroom. In summary, a study implemented with a bigger sample size and people from different situations would have yielded more useful findings.

The effectiveness of MALL tools heavily relies on students' digital literacy and access to smartphones and data plans. While mobile tools are allowed to bring in classroom environment at university, it is prohibited in high secondary and primary school. Therefore, the use of MALL is limited with high school and university students. This can be a barrier for students in certain level of education or socioeconomic backgrounds.

By acknowledging these limitations, researchers can design studies that provide a more nuanced picture of the effectiveness of MALL tools at university foreign language learning.

## **Assumptions**

In this study, it is assumed that by using mobile-supported language teaching and gamification in classrooms, students will be able to retain their knowledge of grammar and learn efficiently, and their motivation will increase by creating competition, desire to win and team spirit. It was expected

that accurate results would be obtained from data collection tools by ensuring that they expressed their opinions clearly during the interviews and filled out the surveys and achievement tests properly. It is assumed that technological equipment is available in the classroom learning environment and students can access the internet via their mobile phones.

### **The Definitions of Related Terms**

*Grammar Learning:* Ellis (2006) argues that it encompasses any instructional method that directs learners' focus toward a particular grammatical form and it aims to facilitate their metalinguistic understanding, processing in comprehension, and/or production, ultimately aiding in the internalization of the grammatical concept.

*Mobile Assisted Language Learning:* 'This term defined by Oxford Learner's Dictionary (2024) as 'a method of learning languages with the help of a mobile phone'.

*Gamification:* It refers to the process of incorporating game features, such as badges, leader boards, and point systems, into "traditional" educational activities with the goal of boosting motivation and participation (University of Waterloo, 2023).

*Intrinsic Motivation:* The sense of efficacy that comes from successfully managing one's surroundings serves as the foundation for intrinsic motivation (Sansone & Morgan, 1992).

*Extrinsic Motivation:* An action is said to be motivated by outside forces when it is performed with the intention of achieving a certain goal (Ryan & Deci, 2000).

*Quizizz:* A game-based learning application as an online assessment tool for English teaching and learning that helps students have in-depth, purposeful learning experiences.

## **CHAPTER TWO**

### **Literature Review**

The terms related to gamification are presented at the beginning of this chapter. The following sub-titles examined grammar knowledge, teaching English grammar, approaches in grammar teaching, taxonomy of grammar learning strategies, information and communication technology, Technologies for foreign language learning, formative assessment with mobile application, gamification, Quizizz and motivation. The chapter then provides research on gamification via mobile tools and grammar learning from worldwide researches.

#### **Grammar Knowledge**

Researchers worldwide have extensively explored the significance of grammar knowledge in the process of learning a foreign language and drawing upon personal experiences or implemented research, divergent perspectives have emerged regarding the role grammar should or should not play in second language (L2) acquisition (Sogutlu & Ostrosi, 2016). Due to the intricacies inherent in language teaching, researchers have not achieved consensus on the optimal approach for teachers to adopt when addressing grammar in the classroom (Ellis, 2006). Some advocate for a central role, positioning grammar at the core of L2 learning based on their findings. An important component of grammar acquisition for foreign language learners is the acquisition of grammatical forms and the ability to make meaningful connections between them (Batstone & Ellis, 2009).

It is crucial to establish a foundational understanding of researchers' perspectives on the definition of grammar. Prior to delving into pedagogical elements, it is pertinent to reflect on the concept of grammar. Grammar in English refers to a system of rules that govern the structure and composition of sentences. From a technical standpoint, the definition of grammar is characterized as 'the way you combine the words change their form and position in a sentence or the rules or study of this' (Cambridge Dictionary, 2023).

It encompasses various aspects of the language, such as syntax, morphology, semantics, and phonology. These rules guide how words are arranged, how sentences are formed, and how meaning is conveyed in written and spoken communication. Learners and teachers alike recognize language as a system, employing grammar knowledge as a tool for self-expression. In alignment with this perspective, Higgs (1985) describes the term 'grammar' as "a system for converting meaning into language." (p. 295). This underscores the role of grammar in transforming conceptual meaning into

the structured form of language, emphasizing its function as a crucial system for effective communication. Conventionally, grammar teaching has been perceived as the presentation and practice of isolated grammatical structures. Ellis (2006) argues that it encompasses any instructional method that directs learners' focus toward a particular grammatical form and it aims to facilitate their metalinguistic understanding, processing in comprehension, and/or production, ultimately aiding in the internalization of the grammatical concept.

### **Teaching English Grammar**

Since grammar is considered to be a key element of a language, it can be difficult and repetitive to employ only one method of instruction over the course of a lesson. It is therefore taught in depth using a range of teaching methods (Podgorski, 2008). Grammar instruction is a critical component in enabling students to communicate meaningfully with precision, advancing their communication skills and second language fluency. According to Ellis (2002), conventional methods of teaching grammar, such as presenting and drilling rules, have not been efficient, but grammar training to improve noticing through discovering tasks may result in retention and automatization.

When talking about language instruction, the topic of how effective classroom teaching strategies are requires significant consideration. As a result, the method of instruction for language components is under investigation. The findings demonstrated that grammar training is highly valued by Turkish academics and students, who also prefer explicit grammar education over implicit grammar instruction (Sarı et al., 2017). Examining explicit grammar instruction strategies might assist teachers in making well-informed decisions for their EFL classes (Şahinkaya, 2024). To enhance grammar instruction in the centers that were observed and increase understanding of the various grammar teaching approaches related to the communicative method, educational guidance and feedback are required (Diaz et al., 2019).

The learning strategies students use are also very important. Students can improve their language learning if they can adapt to different tools and platforms and try to learn independently. A range of techniques are frequently employed by successful language learners, including organizing their studies, actively participating in self-monitoring, and memorizing information via mnemonic devices. The significance of metacognitive strategies in which students evaluate their own learning process and establish areas in need of development (Oxford, 2011).

Teaching grammar with technology provides many opportunities that meet these needs as it extends outside the retention of rules or conversations and is now strongly positioned to support students enhance their skills in interacting with others. This means that tasks which

enable recognizing grammatical structures and their meaning are now essential. When utilized on a student's personal mobile device, student polling systems (like Socrative) for discrete grammar practice or evaluations, need a shorter period and classroom instruction as many activities can be completed with any device that can connect to the Internet (Bikowski, 2018). Learning grammar will be enchanting and consistent as the games provide an important environment for students to practice the language in an informative way (Munuyandi et al., 2021).

### **Approaches in Grammar Teaching**

Ehrman and Oxford (1995) emphasize the importance of diverse learning, in which teachers change their methods to meet students' learning needs and aspirations. Some students do better in an exciting, fast-paced classroom, while others do better in a more structured environment. Learning success is influenced by individual student differences, such as learning needs, previous language experiences, and personality characteristics.

A key component of learning English as a Foreign Language (EFL) successfully is receiving effective grammar training. The traditional grammar teaching method which means the grammar-translation method, places a strong emphasis on memorizing grammatical structures, completing repetitious drills, and explicitly presenting rules. Kirkwood (2018) argues that GTM has a well-defined basis in grammatical rules, which gives it an advantage for students with advanced analytical abilities. Others state that while GTM emphasizes real-world language use in terms of the form of language, the function of the language is not taken into account (Richards, 2001). Using grammar skills effectively in daily conversations can be difficult.

On the other hand, the Communicative Language Teaching (CLT) methodology places greater emphasis on communicative fluency as opposed to the explicit teaching of grammar. Grammar is taught to students through purposeful communication exercises and accidental learning. Littlewood (2013) states that how well CLT fosters fluency and communication competence. Some attribute the failure of CLT to provide students with a solid and adequate understanding of grammatical structures, which causes students to encounter various obstacles to progress in academic writing assignments (Ellis, 2008).

The aim of Focus on Form is to bridge the gap between CLT and GTM through all kinds of teaching activities, planned or incidental, for language learners. During communicative activities, teachers point out grammatical structures and offer feedback to correct previous mistakes. According to the research by Pouresmaeil and Vali (2023), FonF may contribute to improved communicative fluency as well as grammatical accuracy. However, in order to successfully utilize FonF, instructors

must possess the ability to recognize educational opportunities in communicative activities (Benati, 2021).

Shrum and Glisan (2000) associate the importance of communicative language skills with real-life language structures and students' active participation in the lesson. By experimenting and blending different approaches in foreign language classes, it is possible to achieve academic success with the ultimate goal of increasing student engagement. As opposed to conventional grammar-focused teaching techniques, communicative classrooms promoted better levels of motivation and eventually resulted in increased fluency. Learner factors are important as well. Frazier et al., (2021) place a strong emphasis on the value of learning techniques and motivation. Students are more likely to succeed when they are more intrinsically motivated to learn and use effective learning skills such as self-control and metacognition. This shows that it is not only language skills but also teaching methods that develop these important learning skills.

Finally, it would not be correct to say that only one method is best in teaching grammar in EFL lessons, because it is beneficial to try different methods, taking into account factors such as students' language levels and age ranges. While it is considered an appropriate decision to apply GTM to beginner level students, it is obvious that the CLT and Fonf method, which strengthens and activates communication skills at intermediate and advanced levels, would be more appropriate. As students progress, opportunities for communicating activities that focus on grammatical accuracy may be found in CLT and FonF. Every strategy has advantages and disadvantages. Competent educators will use an adaptable and diverse approach, GTM, CLT, and FonF to meet the unique requirements of their students and accomplish the intended learning goals.

### **Taxonomy of Grammar Learning Strategies**

Acquiring a language, especially a second language, necessitates a sophisticated interaction of abilities and methods. Fundamentally, a taxonomy is an organized system of classification that groups objects according to common traits. Taxonomies of GLSs classify techniques in the context of language learning according to the cognitive processes they entail. These categories provide attitude style of students learning grammar, enabling teachers to modify their lessons to meet the needs of varying learning styles.

The most well-known classification is expressed by Oxford (2016) in three primary groups.



Metacognitive strategies: Some examples include defining areas of difficulty, reflecting on progress, and setting learning objectives. Strong metacognitive abilities appear to be correlated with effective language learning, according to Soodla et al. (2017).

Cognitive Strategies: These strategies concentrate on the thought processes involved in learning grammatical rules. These consist of practicing with new forms, examining grammatical structures, and developing memorizing skills. According to Suzanne et al. (2023), students who actively used such cognitive strategies as summarizing grammatical rules showed higher retention of grammar.

Social/Emotional Strategies: Strategies such as cooperating with classmates, asking for explanations from instructors, and maintaining motivation in the face of difficulties support language acquisition by ensuring effective use of emotional control and social participation. According to MacIntyre and Gardner (1991), students with positive attitudes towards language acquisition tend to be more effective.

### **Information and Communication Technology (ICT)**

ICTs make language learning simpler and more accessible by giving users access to rich learning resources, including online courses, e-books, podcasts and videos. Acquiring the English language in particular requires taking advantage of ICTs (Paudel, 2021). In this regard, foreign language classrooms would benefit from progressing into settings where ICT may facilitate and improve language and culture, contacts while encouraging the development of information and abilities necessary for acting out scenarios (Niculescu & Obilişteanu 2017). The use of interactive tools, simulations, and immersive learning experiences to increase student engagement and motivation improves the learning process. In particular, personalized learning opportunities are another feature of ICT. Adaptive learning platforms and self-directed programs allow students to focus on their needs and weaknesses. Online communities and video conferencing sites allow students to interact with native speakers and promote cultural exchange.

According to Altun (2015), many devices such as smart tablets, computers, mobile phones and web platforms are used in the language learning program to increase students' interest and knowledge in the language. It also reduces students' anxiety regarding the teacher's perspective and language acquisition, giving teachers the ability to teach in a variety of ways to motivate students with different needs and provide learning opportunities outside the classroom (Çakıcı, 2017). ICT can improve all four language skills (reading, writing, speaking and listening) through interactive

activities, pronunciation aids and comprehensive resources. Students can work independently outside of the classroom using online resources and technologies that encourage independence in learning.

### **Technologies for Foreign Language Learning**

Bhat (2023), technology is an additional component that can improve academic success and numerous advantages of technology-assisted language learning (TALL) are available. Through TALL, students can benefit from individualized instruction, engaging activities, and access to real language resources. However, it is important to understand that technology is a tool, not a panacea. Effective TALL integration requires combining online resources with face-to-face learning. In other words, careful preparations and efforts should be made to enhance, not replace, traditional classroom activities.

It is important to remember that technology should enhance traditional classroom learning, not replace it. By using technology into the communicative language teaching technique, the instructor may make English grammar classes more engaging and interactive for the students (Van, 2019). Face-to-face communication, developing critical thinking skills, and cultural awareness are still part of language acquisition (Walter & Kern 2017). These new resources can help students understand a foreign language and, when used wisely, open the door to communication and understanding. Mobile apps like Memrise and Duolingo make language learning easier and offer access to short lessons and interactive experiences that are perfect for busy schedules (Duolingo, 2022). Online platforms such as Tandem and HelloTalk encourage authentic conversations and cultural exchanges by connecting students with native English speakers (HelloTalk, 2022). According to Chun (2016), interactive platforms encourage peer feedback and collaborative learning, which strengthens and inspires a sense of belonging to the community. Global reach continues to overcome geographical limitations and unlock previously unattainable learning opportunities. ICT also contributes to a more stimulating learning environment. Educational games such as Lingvist and Drops use the gamification approach to make language learning fun and engaging (Lingvist, 2022). Additionally, when introducing new information or implementing AR technologies in group work or individual projects for students, instructors of foreign languages might perceive it beneficial to use these technologies to establish learning materials (Cai & Lui, 2022). In order to properly use these instruments, teachers remain indispensable. To guarantee that teachers can easily incorporate technology into their curricula and help students navigate the abundance of online learning materials, proper training is crucial (Rice & Ortiz, 2021).

## **Formative Assessment with Mobile Application**

Effective teaching depends on formative assessments that allow teachers to understand what their students are learning. The widespread use of mobile applications has indeed made it possible to use more advanced formative assessment methods.

According to Black and Wiliam (1998), formative assessment is “the process of using assessment to change teaching and learning as they occur.” (p. 21). Through this ongoing process, teachers are able to make necessary curriculum adjustments and encourage deeper learning, as well as identify student strengths and limitations.

Even if they are useful, traditional formative assessment techniques might be slow and time consuming. They often involve paper-based exams, written assignments, or in- class tests. These methods require manual grading, which can take considerable time, especially in large classes. Exams on paper that require grading might postpone feedback, and sometimes offer limited details. On the other hand, mobile applications provide a number of benefits. Applications like Kahoot and Socrative, which provide students quick feedback on their learning, enable real-time surveys and assessments (MacMillan, 2018). Formative assessment may become more dynamic and increase student engagement with the use of gamification components seen in many apps, such as leaderboards, badges, and points (Çiğdem et al., 2023). Many mobile applications collect student data, allowing teachers to track student progress over time and identify areas where they may be struggling in the classroom (Arvanitis & Krystalli, 2021).

Quizizz engages the whole class in competitive learning situations through real-time quizzes. This well-known mobile platform creates real-time competition among students, an enjoyable and stimulating learning atmosphere. It allows educators to take interactive tests with true/false, multiple choice, and open-ended questions.

Traditionally, giving feedback to students has been restricted by the time-consuming nature of exam implementation. Chen and Hsu's (2008) research demonstrates how mobile apps may be used to build customized learning environments where students can participate in self-assessment activities and get real-time feedback on their progress. A mobile application for language learning that lets users video themselves pronouncing a new word and get a pronunciation assessment done automatically can be regarded for customized learning. It is challenging to accomplish this regular, small in dimension feedback cycle using conventional techniques.

Mobile apps can also provide personalized and detailed feedback. It requires the ability to monitor student progress over time, identify error patterns, and recommend specific learning

activities. Analysing data at this level using traditional methods is difficult. Hasan (2021) found, based on mobile-based formative assessment (MBFA) in EFL classrooms, that students who used the MBFA app showed significant increases in vocabulary learning compared to students who used paper-based technology. This successful outcome may have been influenced by the app's ability to provide feedback on student errors.

In short, the assessment of foreign language acquisition that promotes a more productive learning environment can be supported by mobile applications. However, to be effective, careful integration with existing technology and a focus on learning objectives beyond simple app-based activities are required. As mobile technology continues to advance, apps can change the way language skills are assessed and improved.

### **Gamification**

Gamification refers to a teaching approach that incorporates game component such as leader boards into rewarding instructional settings (University of Waterloo, 2023). Games are renowned for their amazing ability to motivate as they frequently employ a variety of strategies to entice players to engage with them while not compensating them, all for the thrill of playing and the potential to win (Fuster-Guilló et al., 2019). For gamification to be completely stimulating for individuals, e-learning platforms must put a lot of labour into its planning and execution (Domínguez et al., 2013). Gamification can be done through interactive activities, quizzes and exercises to measure understanding of grammar rules and sentence structures. In essence, educators could establish a classroom learning environment that promotes and differentiates grammar by providing students with points, prizes, and other rewards for their accomplishments.

### **Motivation**

Motivation, the spark that propels learning, is an essential component in learning a foreign language. The difference between extrinsic and intrinsic motivation is one that is crucial. Certain internal drives, such as our sense of morality, our hobbies, and our basic beliefs, influence the way we act. The term "intrinsic motivation" describes the urge to learn something from the inside out, motivated by intellectual curiosity, enjoyment, and a personal connection to the language.

Students that exhibit great intrinsic desire typically achieve higher levels of competency and continue to learn languages over an extended length of time, according to Dörnyei and Ushioda (2013). In contrast, extrinsic motivation stems from outside incentives or pressures. If students are only motivated by outside rewards, they could lose interest when they reach their objectives. For

instance, a student who feels pressured to perform well on an English exam is likely to forget what he has studied very quickly. Pupils could be motivated to learn a language by their grades, career opportunities, or parents' expectations. Marszalek et al. (2022) argues that the hierarchical structure of motivation, showing how intrinsic factors are foundational for long-term language learning success.

Moreover, integrative motivation has been recognized as the desire to become linguistically connected to and integrated into the target language culture through language acquisition by Gardner and Lambert, (1972). Learning English might inspire a student who is enthusiastic about English pop music to interact with other enthusiasts and comprehend the lyrics.

According to Noels et al. (2000), learner autonomy that means the feeling of having control over one's education can improve integrative and intrinsic motivation. By giving students a choice in their learning activities, letting them create personal objectives, and giving them the chance to reflect on themselves, teachers may encourage learner autonomy. MALL also encourages greater learner autonomy. With the help of apps, students may review difficult material at their own speed and select activities that interest them.

In their study on the use of MALL with teaching and learning, (Sung et al., 2016) emphasized that this sensation of control over the learning process leads to intrinsic motivation. A mobile application that teaches languages and gives users the option to concentrate on pronunciation exercises using voice recording or grammatical practice using interactive quizzes may be profound. Students that have this much freedom are able to take charge of their education.

Intrinsic motivation can be defined as when the person performing the behaviour finds reward in their own personal interests and accomplishments, rather than being driven by external rewards and pressures. For example, a person's desire to learn English may be based on the goal of speaking fluently and effectively. The connection between such phenomena isn't always obvious, though. The Self-Determination Theory, Deci and Ryan (2000), contends that intrinsic motivation may be developed through internalization of extrinsic rewards. For instance, a student's motivation becomes more intrinsic if they start to see the beauty of the language and the link it makes with French culture, even though their initial reason was a good French grade.

It is impossible to deny the key role of teachers in encouraging motivation. According to Rusticus et al. (2022), it is critical to provide a safe, encouraging environment in the classroom where students feel free to take chances and make errors. There are a number of initiatives that educators should take in order to obtain classes with high levels of interest and curiosity. First of all, intrinsic

motivation can increase the quality of learning by integrating language materials used in real life and including collaborative learning activities that require teamwork. In addition to attracting attention, a sense of autonomy in learners is also encouraged.

An important element that can contribute to increasing intrinsic motivation is the use of gamification in language learning. Mobile gamification platforms, which provide ease of access for students to learn confidently and independently, owe this success to their interactive structure. According to Sun and Gao (2019), the findings showed that while intrinsic motivation did not directly affect students' behavioural intention in MALL, it did positively influence it through perceived usefulness and task technological fit, two intervening factors. It is noteworthy that mobile-supported language learning is more common than traditional classroom education, as it is understood that these platforms benefit from increasing student participation in achieving this situation.

Another important pillar of motivation is the teacher. Teachers can use mobile apps to personalize the learning experience and personalize lessons by getting real-time data about their students' developmental levels. According to Sung et al. (2015), teachers using MALL reported increased motivation due to better learning outcomes and increased student engagement. Although students sometimes find it difficult and tiring to learn, English grammar remains a necessary element in the effective practice of communication skills. Mobile-based applications such as Quizizz and Kahoot were created to ease the burden of difficulty for students in learning and reinforcing grammar.

### **Quizizz as a Mobile Application**

Students are motivated to actively participate in activities, as Quizizz's game-like atmosphere gives them a sense of fun and achievement. Quizizz makes grammar lessons more engaging by adding game elements like points, leaderboards, and team tournaments. (Zhang & Crawford, 2023), students who used Quizizz instead of traditional exercises showed better levels of intrinsic motivation in English tests.

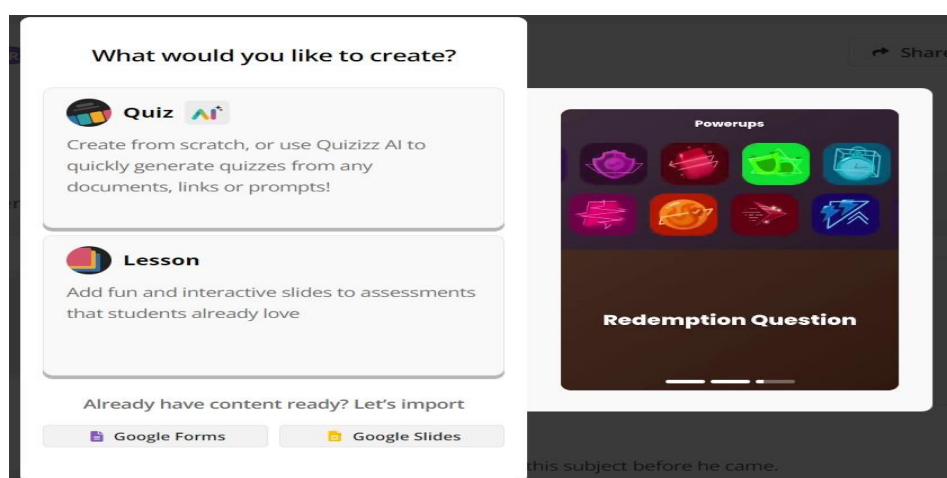
Quizizz platform, which has the opportunity to personalize students to meet their expectations and needs, offers the opportunity to use various question forms such as open-ended questions, multiple choice and fill-in-the-blank questions by adding visual and audio elements if desired. Apart from traditional presentation, these tests bring high advantages in the learning process with their gamification capacity. However, what makes Quizizz unique is its multimodal nature, combining linguistic and visual elements (Andriani et al., 2023).

Compared to available technology, by adding game content, combining different learning styles, and stimulating desirable competition, Quizizz provides a more intriguing and dynamic learning experience. Students can be impressed by each other's achievements in a dynamic learning environment built around team competitions and real-time platforms. Unlike individual grammar tasks that do not encourage students to progress, this social learning component encourages group collaboration. According to Rivas-García and Magadán-Díaz (2022), who investigated gamified learning through the use of Quizizz, Quizizz was highly regarded by the students as an appealing and entertaining platform, and competition was found to be a crucial factor that fuelled the students' intrinsic motivation. It's no surprise that Quizizz, when used carefully with other teaching strategies, can provide a personalized learning experience for every student. In addition to traditional games, the use of Quizizz, one of the online-based gamified tools, helps students to efficiently assess their foreign language level and track their progress, providing an experience that is compatible with the modern education system in learning grammar in a fun and lasting way.

### ***Efficacy of Quizizz***

Because of the positive competitive climate, students are motivated to keep moving forward. To create exams and lessons, you can choose from more than ten question types and add videos or images to the content. With Quizizz, instructors may create quizzes with multiple choice, open-ended, and image-based question forms on an intuitive platform. These tests may be made to match certain learning goals and curricular requirements, which promotes focused practice and retention of information.

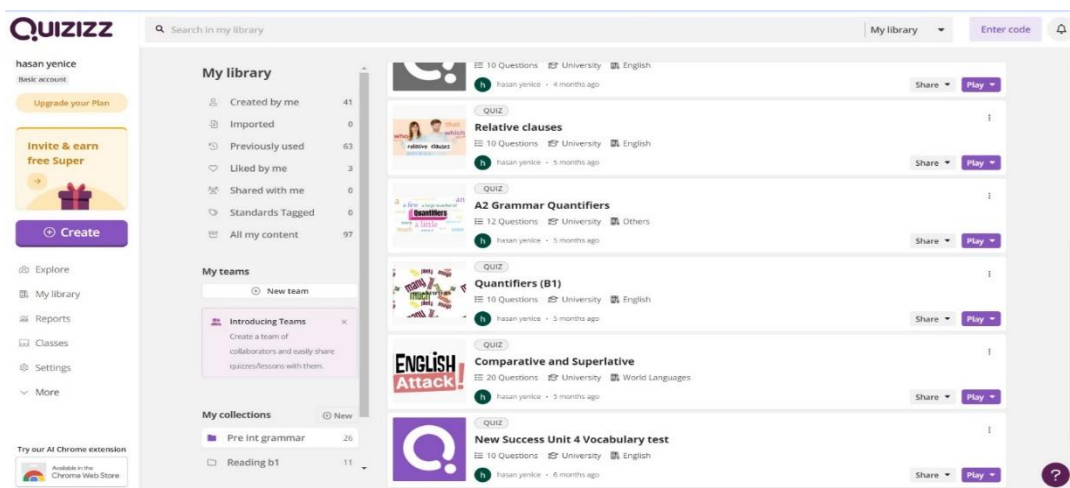
**Figure 1.** A Screenshot of Quizizz (Content Creation)



The practicality of Quizizz is greatly enhanced by its gamification components. There are many game modes to perform activities. You can choose depending on need and situation with

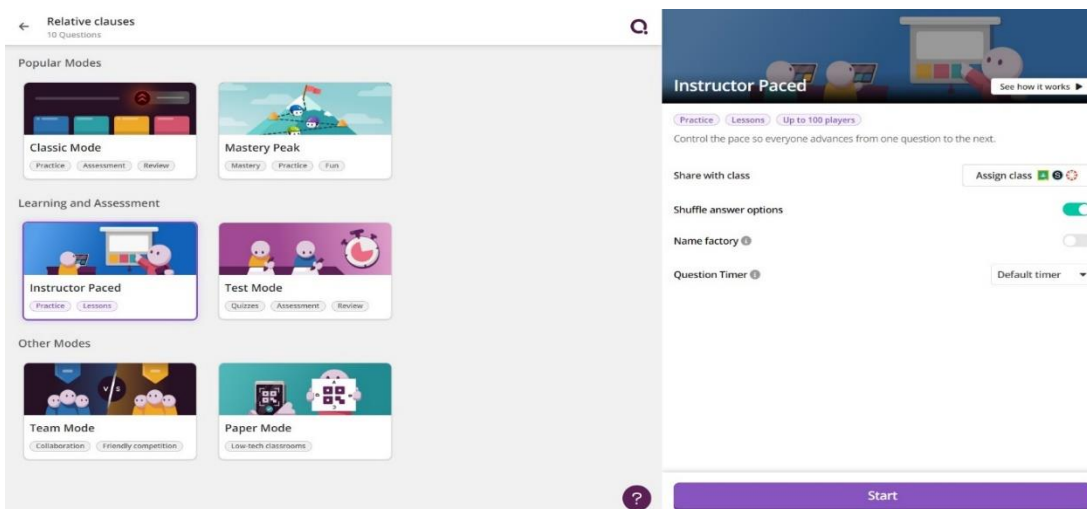
interesting modes such as instructor-paced, student-paced, live, classic and paper mode. Real-time leaderboards that display student success foster a competitive environment and motivate students to participate actively. In a web-based gamification atmosphere, rewards which escalates the emotion of achievement have a favourable impact on intrinsic motivation. As a requirement of the student-centered teaching system, active participation in class and creating a competitive environment.

**Figure 2.** A Screenshot of Quizizz (Publicly Available Materials)



In addition, Quizizz allows creating tests at different difficulty levels, taking into account the individual differences of students. You can also easily access the publicly available material collections of educators who are already members. You can use it as unchanged or customize into your own activities. It supports the learning environment of students with a very rich variety of tests and subject explanations. Every student will be challenged and assisted in their learning process thanks to this flexibility.

**Figure 3.** A Screenshot of Quizizz (Various Game Modes)

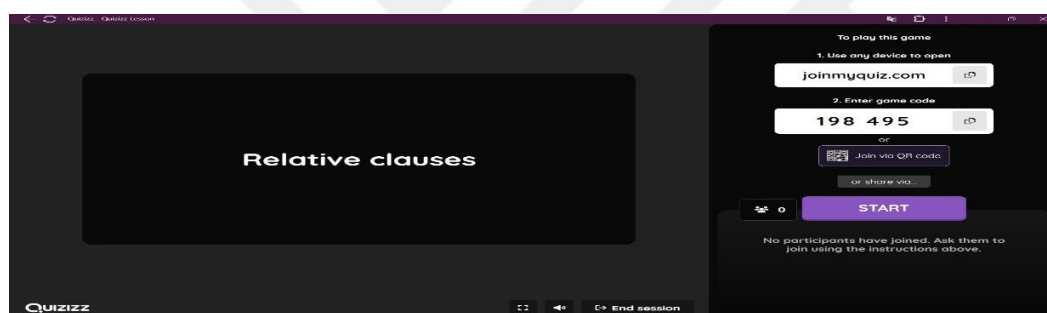




Quizizz appears as a very efficient and appropriate resource with its intermittent repetition techniques to remember grammar and vocabulary for a long time and keep it in mind. Stimulus is defined as using mobile tools to transmit the teaching resources or targeted questions; getting students' responses is regarded as a response; and reinforcement happens when suitable feedback is given—by generating "drill and feedback" exercises (El Hariry, 2015). While educators can conduct live tests on the subject, they can offer a useful solution to reinforce the subject by giving these tests as homework and later having the opportunity to solve and review the tests again.

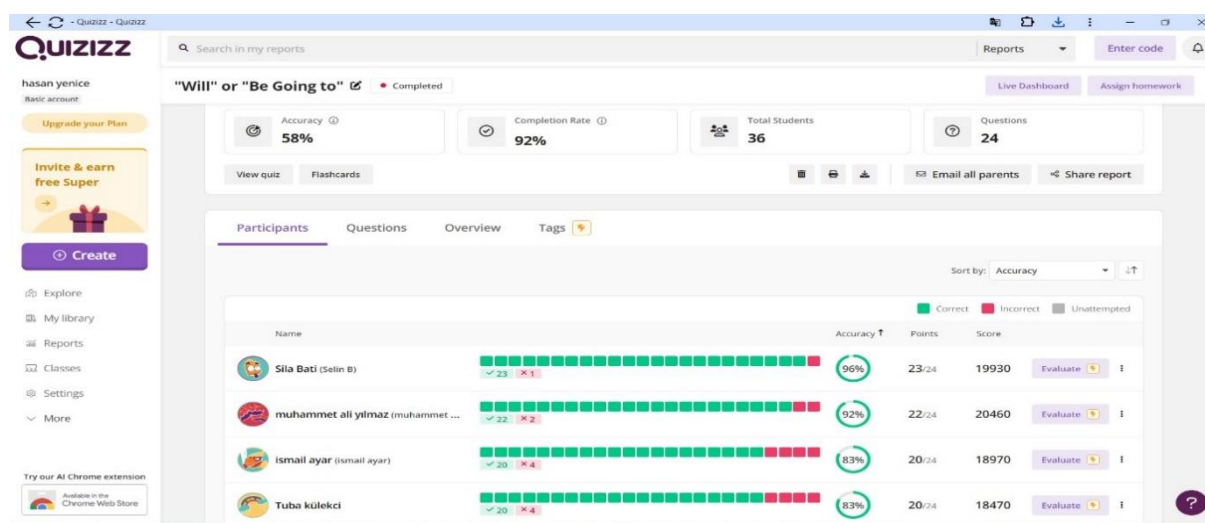
To begin with, there is no cost associated with signing up or installing any applications on mobile devices with Quizizz. All you really need is the student's own cell phone and an internet connection. Students can take part in the quiz game by using a link and a code provided by the mobile tool, as seen in the image below:

**Figure 4.** A Screenshot of Quizizz (A Simple Code to Access)



## Assessment of Quizizz

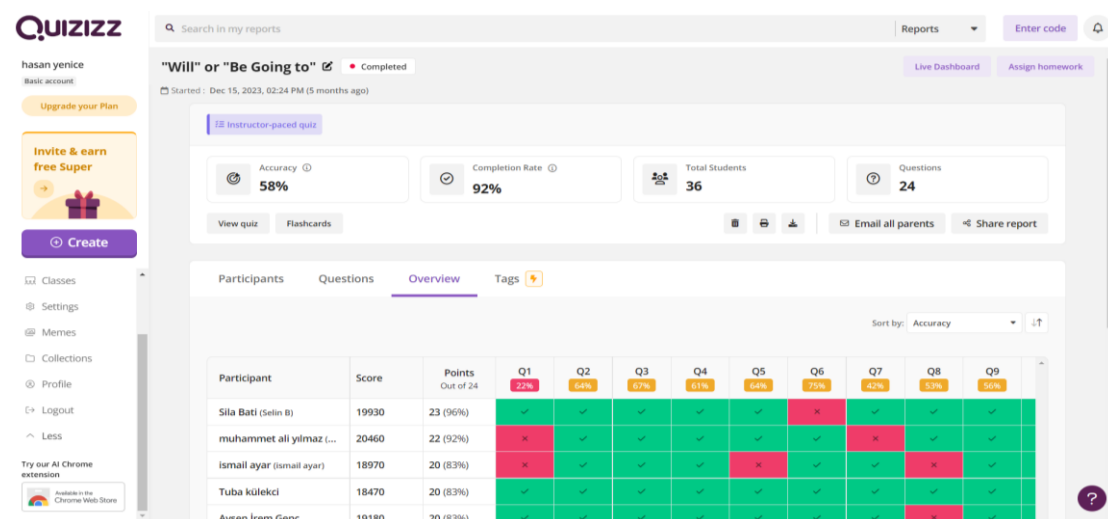
**Figure 5.** A Screenshot of Quizizz (Assessment Chart)



The students overwhelmingly felt that Quizizz is superior to traditional offline tests because it has an eye-catching display, is engaging and entertaining, prohibits cheating, and fosters a

competitive environment in the classroom (Amalia, 2020). Quizizz stands out as a gamified language teaching tool with its ability to evaluate grammar level and proficiency. First of all, in case of difficulty with the question, it provides immediate feedback, revealing how many people made mistakes on which questions and providing the opportunity to correct the mistake immediately. It also provides an advantage in focusing on grammar rules with its feature of creating open-ended answers and using multiple choice tests. Another feature is that the leaderboard, which highlights the sense of competition, appears on the screen and is updated after each question, allowing students to instantly follow their success positions among their classmates.

**Figure 6.** A Screenshot of Quizizz (A Detailed Score Chart)



### **Motivation in Quizizz**

Its fun approach, which includes components such as points, leaderboards, and friendly competition, increases success by encouraging students to win and stay with the flow. Quizizz's instant feedback system also allows students to visually track their progress while remaining aware of their level. In addition to practicality, Quizizz also adds fun components to the learning process by using music, sound effects and even memes. Quizizz, a mobile platform that turns lessons into interactive tests, is a powerful tool that increases students' desire to learn a foreign language. Using mobile app features for the classroom can greatly increase student motivation. Thanks to mobile applications, students can monitor their progress in real time and receive instant feedback, which increases their self-efficacy (Hamari et al., 2014). These apps often include gaming features such as dashboards, prizes, and prizes that can encourage peer competition and a sense of achievement (Alam et al., 2023).

## **Gamification via Mobile Tools and Grammar Learning**

The benefits of using an online game-based platform on foreign language grammar acquisition have been globally the focus of numerous studies in various situations. Results indicate that gamification has a beneficial impact on people of all ages' grammatical knowledge when the relevant literature is taken into account. According to the survey, students view mobile phone-assisted learning as a useful tool for enhancing their grammar and reading comprehension (Ekinici, 2020).

Öztürk (2004) investigated the effects of games in teaching grammar to young adults. The researcher made an assumption based on her experience in the classroom: games would help adult learners acquire grammar. She conducted an experiment to see if playing games with adults would be a useful teaching strategy. The experimental groups played a variety of games, while the control group received traditional instruction. It was found that the group that was taught via games received higher mark from three of the five structures. These results suggested that, provided the objectives of the games were made clear to players, both children and adults could benefit from playing games. In addition to the outcomes, the researcher observed that the group of students that exercised structures through games exhibited higher levels of motivation and curiosity.

Rahayu and Purnawarman (2019) examined the impact of gamified learning using Quizizz on ESL learners' grammar achievement. After utilizing Quizizz for 10 weeks, an investigation of 14 students in 11th grade from a senior high school in Bandung revealed a considerable increase in their grammatical proficiency. This study additionally showed the steps students follow when evaluating their own performance while utilizing Quizizz prompts: they take the first quiz, get feedback, examine it, repeat it, and then take the following quiz.

Pham (2023) mentioned that implementing Quizizz could help students learn more effectively and participate in class activities to a certain level. The purpose of the study was to investigate how grammar success among English as a second language (ESL) students was affected by gamified learning using Quizizz. The pre-/post-test control group design was used to conduct the study on 63 freshmen who majored in English. Over the course of a 10-week intervention period, the results showed that although children from both groups made gains on the post-test compared to the pre-test, kids from the treatment group performed considerably better on the achievement exam than students from the control group. The results of this study suggested that Quizizz can improve the grammar exam results of ESL students. The result adds to the body of research on the effects of Quizizz use on first-year students majoring in English and the breadth of grammatical topics covered in the course.

These results should be taken into account while figuring out how to increase students' understanding in a variety of disciplines, not only grammar for English language.

Another study on the academic achievement of Kahoot! students in 6th grade was conducted by Sütçü (2022). The results demonstrated that consistent usage of old approaches may lose its effectiveness due to emerging technology and attitudes about teaching. Traditional approaches and utilising content-based strategies may decrease learning with the implementation of technology. In her study, it was shown that the experimental group's students who learned grammar using Kahoot! scored higher on achievement tests than the control group's students who learned grammar using content-based language education.

In conclusion, the investigations in the literature show that a lot of studies have been conducted regarding gamification at different levels, in the form of in-class, and online education. It is clear that the studies primarily pay attention to factors like student motivation, achievement, and attitude toward the course, all of which are positively impacted by gamification.

## **CHAPTER THREE**

### **Methodology**

#### **Introduction**

The goal of this study is to investigate how a MALL tool affects students' motivation and proficiency in English grammar. The research design, study environment, participants, data collecting instruments, validity and reliability assessments and data analysis are all presented in this chapter. The following research questions were taken into account while choosing the chapter's titles:

RQ 1: Does a MALL tool (Quizizz) affect students' motivation during grammar learning?

- RQ 1.1: After a MALL tool is used, is there a statistically significant difference in the students' motivation between the control and experimental groups?
- RQ 1.2: After a MALL tool is used, is there a statistically significant difference in the control group's students motivation?
- RQ 1.3: Does the experimental group's motivation for English grammar change significantly as a result of the MALL tool's implementation?

RQ2: Is there a statistically significant difference within and between the experimental and control groups' grammar test scores prior to and following the use of a MALL tool (Quizizz)?

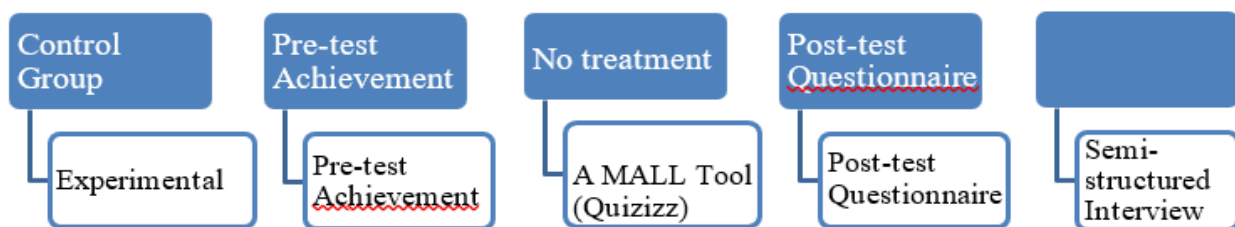
- RQ 2.1: Before a MALL tool is used, is there a statistically significant difference in the students' grammar success between the control and experimental groups?
- RQ 2.2: Regarding students' pre- and post-test results on grammar tests, is there a statistically significant difference within the control group?
- RQ 2.3: Regarding students' pre- and post-test results on grammar tests, is there a statistically significant difference within the experimental group?
- RQ 2.4: After a MALL tool is used, is there a statistically significant difference in the students' grammar success between the control and experimental groups?

RQ3: What are the particular reasons and experiences regarding obtained patterns of achievement and motivation?

## Research Design

The purpose of the study is to investigate the effects of a MALL tool on students' English grammar learning and motivation in learning English as a foreign language studying at Tourism Faculty at a state university in Erzurum, Turkey. In the current study, qualitative and quantitative research design were adopted. To measure the success of the students, quantitative data collection tools contained pre-tests and post-tests, and to learn motivation level, a motivation questionnaire was employed. In order to get sufficient data for the study, a qualitative design was also employed. After the seven-week implementation period, a semi structured interview with the students was conducted to find out what they thought about Quizizz effect on their motivation when learning grammar. In the fall semester of the academic year 2023-2024, the study was implemented at the Tourism Faculty of Atatürk University (ATAUNI) in Turkey. Each unit's target grammar in the main course book and New Success coursebook was taught by the course teacher for grammar instruction. In general, vocabulary and reading were combined into the context-based instruction of grammar. Grammar was also taught through a range of interactive exercises connected to grammar that were chosen from the progress tests of the teacher's book.

**Figure 7.** *Research Design of the Study*



## Participants and Settings

Students enrolled in Gastronomy and Culinary Arts Department at Faculty of Tourism at Ataturk University took part in the study. The researcher himself instructed the class of students, which made the research that needed to be done pertinent to the study's purpose. The procedure involved randomly assigning the experimental group and the control group. There were 29 students registered in a class and 35 in the other class for this department. The research was conducted with participants comprising 64 students, with 35 required for the experimental group and 29 required for the control group to attend lessons. Ten voluntarily participating students from the experimental group were chosen at random for interviews by the teacher. To

ensure that graduates have a sufficient level of English, the Faculty offers various English courses. In their first, second, and fourth years at the Tourism Faculty, students take 8 hours of English lessons each week, and in their third year, they take 4 hours of Business English sessions. Assuming that they are in the first grade, the participants in this study were expected to be at the A2 level. Their levels were almost basic in terms of grammar and vocabulary. Occasionally, they expressed their disinterest about grammar learning in informal conversations before the intervention. They lacked the enthusiasm to focus on grammar, and many of them consistently failed to complete grammar tasks, it could indicate a lack of motivation. As a result, the researcher, who also taught these sessions, strived to influence their attitudes and enhance their desire and accomplishment. Both classrooms included a computer, projector, and projection screen. The environment established during the Quizizz process for 7 weeks was suitable for carrying out technology-based activities.

### **Data Collection Instruments**

This study investigated the effectiveness of a MALL tool in boosting student motivation and achievement. An experimental and control group were part of the semi-experimental design used by the researcher. Data was gathered through a combination of quantitative (pre- and post-tests for achievement and a Likert type motivation questionnaire) and qualitative methods (and a semi structured interview). To enhance the findings through data triangulation and to approach the topic from a wider angle, a range of data gathering tools were used.

Pre-tests and post-tests play a crucial role in assessing the impact of treatments and enhancing the reliability of research findings. Pretest-posttest comparison group design is one of the most often utilized techniques for study evaluation (Gliner et al., 2003). Prior to beginning the MALL technique, students' proficiency with the target grammar was assessed using an instructor-prepared grammar exam consisting of 20 multiple-choice questions. Post-test was prepared in parallel with the pre-test. Put differently, the post-test had alternative sentences to complete and meanings for the same grammar items. Then domain professionals took part to ensure that the post-test was comprehensible and clear.

Using the second research question as a basis, the MALL motivation questionnaire was employed to the students as pre and post questionnaire to measure students' motivational change when learning grammar via Quizizz. There were initially 20 items on 5-point Likert scale. Students' motivation to study English grammar was assessed using a 17-item questionnaire in addition to the grammar test. The questionnaire was taken from Usmar (2020) study called

“Students' Perception on the Use of Kahoot! as motivation in learning grammar”. Prior to the procedure, a different set of students participated in a pilot study of the MALL motivation questionnaire to ensure the reliability of its items. The entire scale of Cronbach Alpha value was 0.71. Three items were removed as they were below 0.50 and the value increased to 0.86. Following the MALL method, an identical questionnaire and a parallel post-test to the pre-test were administered.

The main goal of these studies is not to make assumptions, but rather to draw as many specific inferences as possible about the present phenomenon. Abbott (2009) states that a qualitative study uses data collection methods, such as observation and interviews, to acquire comprehensive and detailed insights into a particular phenomenon.

The main aim of this study was to examine the effects of a MALL tool in boosting student motivation and achievement. In order to conduct the qualitative aspect of the study, a semi-structured interview method was used. The interview questions were also adapted from Usmar (2020) the study called “Students' Perception on the Use of Kahoot! as motivation in learning grammar”. Ten volunteer students participated in semi-structured interviews in addition to tests and questionnaires. For internal validity, expert opinion was consulted throughout the development of the interview questions. Semi-structured interviews use open-ended questions that are grouped by topic categories to promote depth and investigation. By encouraging dialogic interchange, the semi-structured interview adds depth to that provided by the questionnaire or fully structured interview (Husband, 2020).

Furthermore, ten students were chosen at random to participate in interviews, and they were questioned on the following topics:

1. What is your opinion about learning grammar?
2. To what extent do teaching methods and instructional materials influence students' perceptions of the difficulty or accessibility of grammar topics in language learning?
3. Have you used Quizizz previously? If so when and where?
4. What factors influence students' attitudes towards Quizizz as a grammar learning platform, such as ease of use, engagement, and interactivity?
5. In your opinion, what role does gamification and competitive elements in Quizizz play in enhancing students' motivation to actively participate in the learning process?
6. What challenges did you experience when using Quizizz in grammar learning?
7. Is it necessary to use Quizizz as a means of increasing motivation in grammar subject?



8. Have you become more interested in learning grammar after using Quizizz?
9. Do you have any further suggestions for using Quizizz as motivation in grammar?

Usmar (2020).

Turkish was the language of choice for the interviews in order to ease the students' nerves and get more precise and understandable answers from them. Following the data gathering process, the researcher translated and transcribed the recorded interviews from Turkish to English. By going over each question each one in turn, the researcher provided each interviewee the opportunity to express their perspectives. After getting verbal comments from students, content analysis was done and open coding approach was applied in the assessment of students' replies.

### **Data Collection Procedure**

The researcher collected data for this study using three separate instruments: the Grammar Achievement Test (GAT), a motivation questionnaire, and a semi-structured interview. The researcher created two instruments (GAT and semi-structured interview) with the exception of the motivation questionnaire, which was a modified version. The GAT was utilized in the pre- and post-test stages to address the first research question, which was to assess the effect of the Quizizz application on grammar acquisition. Grammar exercises were created and put into use on the mobile app Quizizz in order to enhance grammar instruction in English language classrooms. The third (Growing up), fourth (Create and Inspire), and fifth (A Place Called Home) units of the New Success course book were used for the study. During the academic year 2023–2024, the research took seven weeks. To answer the second research question, a post-treatment motivation questionnaire and open-ended interviews were utilized to investigate the students' motivation level in relation to using Quizizz.

**Table 1.** *Overview of Research Questions and Data Analysis*

| <i>Research Questions</i>   | <i>Data Collection Instruments</i> | <i>Data Analysis</i>      |
|---|------------------------------------|---------------------------|
| RQ1: Does a MALL tool (Quizizz) affect students' attitudes motivation during grammar learning?  | Questionnaire                      |                           |
| · RQ 1.1: Does the experimental group's motivation for English grammar change significantly as a result of the MALL tool's implementation?  | Questionnaire                      | Paired Sample T-test      |
| · RQ 1.2: After a MALL tool is used, is there a statistically significant difference in the control group's students motivation?  | Questionnaire                      | Paired Sample T-test      |
| · RQ 1.3: After a MALL tool is used, is there a statistically significant difference in the students' motivation between the control and experimental groups?                             | Questionnaire                      | Independent Sample T-test |
| RQ2: Is there a statistically significant difference within and between the experimental (Quizizz) and control groups' grammar test scores prior to and following the use of a MALL tool? | - Pre-test and Post-test           |                           |
| · RQ2.1: Before a MALL tool is used, is there a statistically significant difference in the students' grammar success between the control and experimental groups?                        | - Pre-test and Post-test           | Independent Sample T-test |
| · RQ2.2: Regarding students' pre- and post-test results on grammar tests, is there a statistically significant difference within the control group?                                       | - Pre-test and Post-test           | Paired Sample T-test      |
| · RQ2.3: Regarding students' pre- and post-test results on grammar tests, is there a statistically significant difference within the experimental group?                                  | - Pre-test and Post-test           | Paired Sample T-test      |
| · RQ2.4: After a MALL tool is used, is there a statistically significant difference in the students' grammar success between the control and experimental groups?                         | - Pre-test and Post-test           | Independent Sample T-test |
| RQ3: What are the particular reasons and experiences regarding obtained patterns of achievement and motivation?   | - Semi-Structured Interview        | - Content Analysis        |

## Data Analysis

This study was employed using a qualitative and quantitative study, in accordance with the previously mentioned goal. A pre-test and post-test design with a control group and an experimental group was applied for quantitative analysis. Grammar achievement of each group's mean score was calculated with Independent sample T-test using SPSS program. A quasi-experimental methodology was employed in the study to investigate if the use of Quizizz resulted in a statistically significant difference in the two groups' grammatical achievement levels.

**Table 2.** Kolmogorov-Smirnov- Normality Distributions of the Scales of Control Group

| Number | Statistic | P |
|--------|-----------|---|
|--------|-----------|---|

|                  |    |      |      |
|------------------|----|------|------|
| Pre-test         | 29 | .157 | .061 |
| Post-test        | 29 | .161 | .054 |
| Motivation Scale | 29 | .134 | .197 |

The Kolmogorov-Smirnov (K-S) test yields p values that are used to assess how well the data correspond to a normal distribution.

**Table 3.** *Kolmogorov-Smirnov- Normality Distributions of the Scales of Experimental Group*

|                  | Number | Statistic | P    |
|------------------|--------|-----------|------|
| Pre-test         | 35     | .183      | .248 |
| Post-test        | 35     | .114      | .274 |
| Motivation Scale | 35     | .105      | .200 |

The findings demonstrated that the data from the post-test ( $p = .200$ ) and the questionnaire ( $p = .134$ ) were normally distributed.

64 university students were then sent the questionnaire using Google Forms. Subsequently, the researcher analysed the questionnaires by calculating the mean scores of participants' answers. To determine whether there was a notable distinction in students' motivation levels between the experimental and control groups prior to and after the treatment, as well as between the experimental and control groups' pre- and post-tests, a Paired Sample T-test was used.

Semi structured interviews including nine open-ended questions as qualitative data were adapted and applied to the experiment group for after 7 weeks (See Appendix 2). Then they were analysed through content analysis in order to reach the goals of the third and fourth research questions of this study which were the benefits of Quizizz for utilizing English grammar and the change possibility of grammar-learning habits as a result of Quizizz use. Thus, primary themes, categories and codes were identified through content analysis. Once coding was completed, the data of the experiment group was interpreted.

## **Role of the Researcher**

The researcher's goal in this study was to determine if there was an improvement in the participants' English grammar achievement as well as their opinions regarding English grammar learning via Quizizz have changed. The researcher's responsibilities included:

- teaching the class;
- planning the pre-test and post-test;
- establishing the Quizizz process;
- conducting Quizizz;
- conducting the tests as pre and post;
- gathering data; and
- analysing data.

## **Reliability and Validity**

To ensure reliability, qualitative as well as quantitative data were gathered, and several analysis techniques were employed.

Participants may demonstrate better performance on the post-test if it is easier than the pre-test merely because the test is less difficult, rather than as the intervention was successful (McCarthy et al 2017). Before implementing the tests, domain professionals were involved to eliminate the risk of non-parallelism. To ensure participants understand the questions and respond accurately without being influenced by leading or confusing language, a thorough review process was scrutinized on data collection tools.

Finally, to ensure validity and reliability, reliability tests were used, and domain professionals were contacted to obtain the most correct findings based on the study's research objectives. It was carefully described in regard with the participants, setting, and research design. After that, the tools and techniques for gathering data as well as the particular web-based games that were employed in the gamification and assessment process. The data was carefully examined once these processes were followed, which prepared the basis for the study's findings to be presented in the next chapter.

## CHAPTER FOUR

### Results

#### Introduction

Quizizz, which is a mobile application, was applied to the 1st grade day and evening classes of the Gastronomy Department of Atatürk University Faculty of Tourism in the last 10 minutes of each course for 7 weeks in 2023-2024 Fall Semester. The results aimed at investigating the effects of students on English grammar learning and English learning motivation are presented in this section. Before the application, the pre -test measuring the grammar level and the post -test measurement was performed after the application. It turned out whether there was a significant difference in the averages through SPSS.

#### Findings about the Differences in Students' Grammar Improvement Following the Use of Quizizz, a Mobile Application, and Traditional Grammar Instruction

SPSS 22.0 program was used to analyse the data. Descriptive statistics, including mean and standard deviation values, are presented to summarize the data. An independent samples t-test was conducted to see if there was a significant difference in the means between the experimental and control groups. In this analysis, a p-value less than 0.05 is considered statistically significant. The detailed results of this comparison between the two groups are provided.

#### Findings on the Differences in the Two Groups' Pre-Tests Scores

To assess the effectiveness of the implementation on grammar development and compare results across the two groups, a crucial first step was determining their starting grammar levels. This involved analysing the relationship between the pre-test scores of both groups. To illustrate this, a table and figure is presented below, highlighting the pre-test score differences between the groups.

**Table 4.** *Independent Sample T-test for the Pre-Test Scores of the Two Groups*

| Groups       | N  | Mean  | SD    | Mean Diff | t    | df | p    |
|--------------|----|-------|-------|-----------|------|----|------|
| Control      | 29 | 36.55 | 13.76 | -2.26     | 1.12 | 62 | 0.21 |
| Experimental | 35 | 34.29 | 16.00 |           |      |    |      |

The pre-test scores between the experimental group (34.29) and the control group (36.55) appeared a slight difference in mean scores. However, this difference was not statistically significant ( $p = 0.21$ ). This suggests that the two groups started at similar levels on the pre-test. The results imply that it strengthens the validity of any future comparisons of the post-test scores.

### Findings About the Differences of Post-Test Scores Between the Two Groups

To analyse the post-test scores between the two groups, an Independent Sample t Test was conducted. The results of this test are presented in Table 5.

**Table 5.** *Independent sample T-test for Post- Test Scores of the Two Groups:*

|  | Groups       | N  | Mean  | SD    | Mean Diff | T    | df | P    |
|--|--------------|----|-------|-------|-----------|------|----|------|
|  | Control      | 29 | 39.14 | 18.37 | -4.72     | 1.12 | 62 | 0.27 |
|  | Experimental | 35 | 43.86 | 15.29 |           |      |    |      |

The mean difference (-4.72) represents the average difference in post-test scores between the groups, with a positive value indicating the experimental group scored higher. However, the calculated t-value (-1.12) and corresponding significance level (0.27) indicate that the difference in mean post-test scores between the experimental and control groups is not statistically significant ( $p = 0.27$ ,  $p > 0.05$ ). The experimental intervention did not produce a statistically meaningful difference in performance compared to the control group. As a result, the results demonstrate that applying the MALL technique with the Quizizz app doesn't have a major positive impact on students' comprehension of grammar.

### Findings Pertaining to Differences in the Experimental Group's Pre- and Post-Test Scores

The following table illustrates the test score statistics for both the pre-test and post-test:

**Table 6.** *Paired Sample T test of Pre and Post-Test of the Experimental Group*

| Before MALL |       |       | After MALL |       |       | Mean Difference | T   | Df | P    |
|-------------|-------|-------|------------|-------|-------|-----------------|-----|----|------|
| N           | Mean  | SD    | N          | Mean  | SD    |                 |     |    |      |
| 35          | 34.29 | 16.00 | 35         | 43.86 | 15.29 | -9.57           | .82 | 19 | .001 |

The data shows a statistically significant difference in the scores of the experimental group between the pre-test ( $M = 34.29$ ,  $SD = 16.00$ ) and the post-test ( $M = 43.86$ ,  $SD = 15.29$ ). The p-value for this comparison is statistically significant ( $p = 0.01$ ). This suggests that the use of Quizizz with the experimental group was effective to learn and practice grammar on the post-test. It is crucial to take into account additional variables that could have impacted this shift, including but not limited to practice effects, or external situations.

### Findings About the Differences of Pre- and Post-Test Scores of the Control Group

To assess the effectiveness of traditional grammar instruction, student learning and practice were investigated for a seven-week period. Students were given a pre-test and a post-test to measure their progress. The following table presents the relevant statistical data.

**Table 7.** *Paired Sample T test of Pre and Post-Test Scores of the Control Group*

| Before MALL |       |       | After MALL |       |       | Mean Difference | t   | Df | p    |
|-------------|-------|-------|------------|-------|-------|-----------------|-----|----|------|
| N           | Mean  | SD    | N          | Mean  | SD    |                 |     |    |      |
| 29          | 36.55 | 13.76 | 35         | 39.14 | 18.26 | -2.59           | .76 | 32 | .015 |

The data in the study shows that there is not a statistically significant difference in the scores of the control group between the pre-test ( $M = 36.55$ ,  $SD = 13.76$ ) and the post-test ( $M = 39.14$ ,  $SD = 18.26$ ). The p-value for this comparison is not statistically significant ( $p = 0.15$ ). This suggests that the traditional grammar teaching in control group was not effective to learn and practice grammar on the post-test.

### Findings Concerning the Motivation of Students Prior to and Following the Use of a MALL Tool (Quizizz)

In this section, the study titled "The Effects of the Application of Quizizz, a Web-Based Platform Tool for Gamification, on Students' English Motivation to Learn English as a Foreign Language," aims to lay out how Quizizz is used to efficiently engage in the steps involved in learning grammar as well as to analyse student motivation during the learning process. The MALL motivation questionnaire was used to gather the data, and it was administered to the students both before and after the lesson.

Additionally, the study made an effort to learn what the participating students thought about learning, and practicing English using the mobile tool, Quizizz. The study's research topics are addressed in the sections on quantitative and qualitative findings that follow. The

results of second and third research questions in this study are also presented. In an effort to ensure the reliability of the questionnaire's items, a pilot study of the MALL motivation questionnaire was conducted prior to the procedure with a different set of students. With a Cronbach's alpha of 0.86, it was determined to be quite adequate reliability score. The motivation questionnaire responses, which sought to determine how much people's motivation had improved following Quizizz's adoption, were then examined.

A 5-point Likert scale was incorporated in the 17 items. Examining the p values of the research group's pre-post-tests, it is evident that the data are normally distributed ( $p>.05$ ). For the analysis, parametric tests were employed since the normality assumptions were achieved.

### **Findings About the Difference Within the Control Group in Terms of Students' Motivation Towards English Grammar Before And After A MALL Tool**

Table 8 displays the data from the paired sample t test analysis that was done to see if there was a significant difference between the control group students' motivation levels before the intervention and their motivation levels after it was over.

**Table 8.** *Paired Sample T-test of Motivation for Pre and Post Tests of Control Group*

| Before MALL |       |      | After MALL |       |      | Mean Difference | T   | Df | P   |
|-------------|-------|------|------------|-------|------|-----------------|-----|----|-----|
| N           | Mean  | SD   | N          | Mean  | SD   |                 |     |    |     |
| 29          | 59.20 | 5.12 | 29         | 60.59 | 6.63 | -1.39           | .94 | 28 | .35 |

There was no significant difference between the attribution components ( $t=0.94$ ,  $p>.05$ ). It can be said that before and after the seven-week procedure, the control group's students motivation levels were the same.

### **Findings About the Difference Within the Experimental Group in Terms of Students' Motivation Towards English Grammar Before and After MALL**

The data obtained as a result of the paired sample t test analysis conducted to determine whether there is a significant difference between the motivation levels of the experimental group students before the intervention and their motivation levels at the end of the intervention are presented in Table 9.



**Table 9. Paired Sample T-test of Motivation for Pre and Post Tests of Experimental Group**

| Before MALL |       |      | After MALL |       |      | Mean Difference | T     | Df | P    |
|-------------|-------|------|------------|-------|------|-----------------|-------|----|------|
| N           | Mean  | SD   | N          | Mean  | SD   |                 |       |    |      |
| 35          | 58.59 | 8.35 | 35         | 64.46 | 7.15 | -5.86           | -3.05 | 34 | .004 |

When Table 9 is examined, according to the paired sample t test results, the students' post-test success scores (= 64.46, SD = 7.15) are statistically higher than their pre-test success scores (= 58.59, SD = 8.35);  $t(69) = -3.05$ ,  $p < .05$ . The students' motivation levels varied before and after the MALL process, leading to infer that the seven-week MALL intervention altered the experimental group's attitudes about studying English grammar.

### **Findings about The Difference between Control and Experimental Groups in terms of Students' Motivation towards English Grammar After MALL**

The data obtained as a result of the independent sample t-test analysis, which was conducted to determine whether the post-test mean scores of the students to whom the Quizizz platform was applied and the students who were taught traditionally were different, are presented in Table 10.

**Table 10. Independent Sample T-test Results of Post Tests of Two Groups**

| Groups       | N  | Mean  | SD   | Mean Diff | T     | df | P     |
|--------------|----|-------|------|-----------|-------|----|-------|
| Control      | 29 | 60.27 | 5.04 | -4.18     | -2.64 | 62 | 0.010 |
| Experimental | 35 | 64.46 | 7.15 |           |       |    |       |

When Table 10 is examined, according to the independent samples to test results, a statistically significant difference was seen between the post-test motivation scores of the control group students (= 60.27, SD = 5.04) and the post-test motivation scores of the experimental group students (= 64.46, SD = 7.15);  $t(62) = -2.64$ ,  $p < .05$ . The difference was statistically significant with a mean difference of -4.18,  $t(62) = -2.64$ ,  $p < .05$ . It indicates that the Quizizz platform has a great impact on students' motivation levels in grammar lessons.

In this part, the items agreed and strongly agreed by the participants and featuring extrinsic motivation will be dealt to analyse and determine the role of extrinsic motivation of students in learning grammar via mobile assisted tool. Table 11 shows the items, answers featuring extrinsic motivation in the MALL process.

**Table 11. The Mean of Answers Featuring Motivation**

| The Item Name  | Mean |
|--|------|
| 3-Using Quizizz as motivation helps me improve in learning.  | 4.26 |
| 5-Using Quizizz as motivation helps me understand more about the learning material.                        | 4.23 |
| 4-Using Quizizz in grammar subject makes me interested more and motivated into the next learning material. | 4.20 |
| 2-Motivation is needed in Grammar subject.   | 4.14 |
| 8-Quizizz is a good program to interest students' motivation in learning grammar.                          | 4.09 |

Items 3, 5, and 4 all have means above 4,2. The most highly regarded factor for extrinsic items is improve in learning with Quizizz. Modern advancements in technology and mobile tools have made learning English easier in classroom environment. Students desire to learn a foreign language with a versatile methods and teaching devices that can aid their comprehension. Comprehension of learning materials through Quizizz is one of the other most valued extrinsic motivations for EFL learners. It's possible that you won't be able to understand the learning material. It is vital to endeavour to tackle the problems from diverse angles by utilizing an array of educational materials. Quizizz provides a range of slides and test with games that engages students.

Other items on the table numbered as 2 and 8 both have scores above 4,0. The essential opinion behind motivation is vital for grammar learning is to mastering grammar is boring and it does not aid in create to communicate. However, gaining proficiency in grammar will make writing skills in the target language more engaging and accurate. Particularly the item 8 features extrinsic motivation that Quizizz is a good program to interest students' motivation in learning grammar. Gamification can also increase motivation and engagement in learning. Making language learning enjoyable and interesting increases the likelihood that students will continue to use the language over time. In addition, they are more likely to practice consistently and make progress toward their language learning goals. Even when presenting complex ideas or challenging tasks, the prompts and feedback of a game can help keep students motivated and engaged. Language learning apps can help students succeed and learn a new language by making the process enjoyable and rewarding.

### **Analysis of Qualitative Data Gained by Open Ended Survey Questions**

To address the third research question of this study, which asked about students' opinions of using Quizizz for grammar practice and learning, semi-structured interviews were used as qualitative data, and thematic coding was used to analyse the data. After seven weeks, the experiment group was subjected to interviews. Primary themes and subsequently smaller categories were identified in the students' data using content analysis. After coding was finished, the researcher compared and analysed the group's data.

To get qualitative data on the views of students about Quizizz to practice aimed grammar which is the subject area of this study, nine open-ended survey questions were asked to 10 of 35 participants in the experimental group. Expert and colleague opinions were taken into consideration before conducting these survey questions to the participants. Content analysis was used to review and evaluate the interviews in the next parts of this section.

The results of the learner interviews are examined in this phase of the study using six primary categories. Principally, the questions were about experience of learning English grammar and learning material, previous Quizizz experience, benefits of Quizizz as motivation, using Quizizz as motivation in learning grammar, the difficulties of using Quizizz in learning grammar, and opinions and recommendations for the game application tool.

### **Finding about The Students' Opinions of Experience of Learning English Grammar and Learning Material**

The first two of nine open-ended survey questions were on the experience of learning English grammar and learning materials in English. Indeed, it was aimed to get the main and broad perspective and evaluation of them for grammar subject. They were asked the questions as the following: — 1. What is your opinion about learning grammar? 2. To what extent do teaching methods and instructional materials influence students' perceptions of the difficulty or accessibility of grammar topics in language learning? —. In accordance with thematic analysis, the answers of participants were divided into categories as perception about grammar subject enjoyment and perception about learning material. The participants' comments can be stated with some codes and sub titles such as learning English through enjoyable activities, engagement with English outside of formal education, efforts to address language deficiencies independently, the difficulty of learning English grammar, preference for interactive and technology-based learning resources. Most of the participants pointed out the impact of teaching methods and materials on students.

To support their ideas that enjoyment and engagement is important in learning English grammar, most of them affirmed that they learning English through enjoyable activities (e.g., games, series) is very effective. The following quotations can provide a glimpse into the opinions of the participants:

**Table 12.** *Theme for Learning Experience*

| THEME 1: LEARNING EXPERIENCE                   |  |
|--|--|
| CATEGORIES                                     | CODES  |
| Category 1: Perception about Grammar subject   | Learning English through enjoyable activities<br>The difficulty of learning English grammar<br>Engagement with English outside of formal education<br>Self-directed learning |
| Category 2: Perception about Learning Material | Efforts to address language deficiencies independently<br>Preference for interactive and technology-based learning resources   |

*"I enjoy learning English, but I don't put in a lot of effort from any specific source. I learn more through playing games or watching series; learning this way is fun for me." Participant 1*

*"Overall, I don't struggle much, but I study English from games, series, etc., or by translating sentences myself." - Participant 5*

*"Personally, it is very effective for me; after a while, it becomes boring if you stick only to the book, but it gets even better after doing other fun activities in English classes." - Participant 9*

According to students' points of view, self- directed learning was also a very important factor in learning process. Based on this they engage with English outside of formal education

and make efforts to address language deficiencies independently. The following quotes from the interview highlight the consequences of self-directed learning grammar:

*"I last had English education about a year and a half ago, but due to my interest in English, I constantly interact with it outside of class or on social media. I'm particularly good at grammar, although I may have some gaps in vocabulary, which I plan to fill." - Participant 2*

*"After a while, I can recognize the patterns used in past tense sentences. When you know the topics, but when it comes to activities like filling in the blanks according to a rule in the third activity, we just fill it in directly because we know it's based on that rule." - Participant 7*

Some of them have opinions about the difficulty of learning English grammar and the effectiveness of different teaching methods and materials. The following excerpts can provide examples of the participants' opinions:

*"I find it difficult to learn grammar and it doesn't stick in my mind; I just study by writing, and it only helps me remember enough to pass the exam." Participant 4*

*"I'm struggling, I'm not denying it. I have more difficulty with grammar in traditional education. I don't have any problems with my vocabulary, but I struggle a lot with grammar." Participant 6*

The learner's inclination for technology integration was an additional component of their educational experience. They advocate for incorporating technology into language instruction and prefer interactive and technology-based learning resources as it is stated in the following comments:

*"I would prefer a bit more emphasis on technology; more technological options should be offered because nowadays everything is learned through technology, and learning from books only takes you so far." - Participant 4*

*"Using different activities within the lesson, such as applications like Quizizz, would be more effective for learning and practicing." - Participant 5*

*"Since I had the questions, I wondered what contribution English could make to me. For example, when there is a projection in Atatürk University now, using tools like Quizizz seems more efficient and contributes to students." - Participant 10*

*"Learning a language becomes both fun and productive when class materials are based on technology or engaging games. The impact of mobile language learning tools like Quizizz or Duolingo can be significant'' Participant 6*

The elements students mentioned also included attitudes towards grammar learning. Students' ideas about personal attitudes towards learning English grammar (e.g., enjoyment, boredom) and strategies employed to overcome difficulties in grammar learning are shown in the following examples:

*"Because grammar alone doesn't make much sense in my mind, or it feels boring to learn, I need constant repetition." Participant 4*

*"While some have good visual memory, others have better auditory learning. In our education system, I think this is the biggest flaw." Participant 10*

### **Finding about The Students' Opinions of Previous Quizizz Experience and Perception of Using Quizizz**

**Table 13.** Theme for Previous Experience of Quizizz

| THEME 2: PREVIOUS EXPERIENCE OF QUIZIZZ |  |
|---|--|
| CATEGORIES                              | CODES  |
| Category 1: Experience with Quizizz     | Perception of its effectiveness and benefits<br>Effectiveness for different proficiency levels<br>Influence on motivation and engagement<br>Role in increasing interaction and competition |
| Category: Convenience and Accessibility | Influence on class dynamics and success<br>Convenience of joining Quizizz<br>Comparison with other learning platforms regarding ease of access   |

The participants were asked if they used Quizizz previously and what factors influence students' attitudes towards Quizizz as a grammar learning platform, such as ease of use, engagement, and interactivity. As to the experience of Quizizz, some students stated that they previously used Quizizz and similar platforms as the next quotes make evident:

*"In our high school preparatory class, we used a different application like Kahoot. It had features similar to Quizizz, and I found it effective. ... Actually, I think Quizizz is good as a platform, or more precisely, in terms of its interface "* - Participant 1

*"Similarly, I used it for the first time in your English class; we haven't used any other English learning platform or application before."* - Participant 5

*"I used this application a few times at the English institute in my previous city. There isn't much difference between its usage then and now."* - Participant 6

*'We used Quizizz in high school and I find it quite beneficial. We can't find proper materials in other lessons, but Quizizz, from my perspective, is quite efficient and enjoyable. ...For example, when we did the first Quizizz, during the pre-test, I didn't remember the topics well because we hadn't used the Quizizz platform about seven weeks ago. However, in today's Quizizz application, when we played Quizizz, I remembered that the teacher mentioned about this subject, and I did it accordingly, doubling my score It was useful for me; at least, it left a more permanent memory in my mind.'* - Participant 7

Relevant information about the beneficial effects of Quizizz on student participation, competitiveness and learning outcomes is provided by participants 6 and 8. Participant 6 highlights Quizizz's contribution to encouraging greater student participation, linking this situation to the greater competition that the platform brings to the classroom. Students are encouraged to strive for success with the competitiveness of the platform and participate more actively in the learning process. Their views also highlight how learning and fun can coexist, suggesting that Quizizz combines fun activities with learning materials to increase student engagement. Thanks to the competitiveness of the platform, students are encouraged to strive for success and participate more actively in learning. Their views also highlight how learning and fun can coexist, and show that Quizizz combines fun activities with learning materials to increase student engagement.

- *"Using Quizizz has a positive impact; it increases interaction. It offers easier learning by increasing competition within the class, providing an incentive to strive for success."* - Participant 6

*"It creates competition among students, so they focus more on not falling behind their classmates, and they start to get better at grammar."* - Participant 8

*"Another thing is that it doesn't affect the exam grade, so it doesn't increase anxiety. Both fun and learning happen together."* Participant 6

Taken together, these findings suggest that Quizizz creates a dynamic learning environment where competition serves as a stimulus for greater participation, communication, and academic skill development. Adding fun features will keep learning relevant and engage students, making them more successful in their studies.

Quizizz is a popular and effective learning tool because of its accessibility and simplicity, as emphasized by Participants 9 and 10. Participant 9 emphasizes how easy it is to join the game, noting that players only need to enter a code, which eliminates the need for labour-intensive processes such as creating accounts or remember passwords. This simplified procedure makes it more convenient for teachers and students as well, allowing for smooth participation. Participant 10 also emphasizes how simple it is to use the program online, stressing that it can be accessed from anywhere there is an internet connection. Quizizz's accessibility makes certain that it may be easily incorporated into different learning situations, such as classrooms or distant locations. The comment further emphasizes Quizizz's captivating quality by pointing out that students are driven by the game's competitive element, which makes them want to see how they stack up against their friends.

*"You only need to enter a code to join the game. This, in my opinion, provides convenience, as there is no long procedure like creating an account or entering an account with a password."* - Participant 9

*"Opening and entering the application from the internet is easy, as long as there is internet." "...Thoughts like who will be first this time, or how will I finish in what place, become everyone's concerns."* - Participant 10

In fact, apart from being accessible and convenient, Quizizz enhances the learning process by promoting enthusiasm and engagement. All things considered, these results demonstrate the importance of accessibility and ease of use to the widespread acceptance and



successful application of educational technology solutions such as Quizizz.

### **Finding about The Students' Opinions of Benefits of Quizizz as Motivation**

**Table 14.** *Theme for Benefits of Quizizz as Motivation*

| THEME 3: BENEFITS OF QUIZIZZ AS MOTIVATION      |   |
|---|---|
| CATEGORIES                                      | CODES   |
| Category 1: Impact of Competition on Motivation | Motivation through competition<br>Awareness of progress and shortcomings<br>Students' curiosity and determination<br>Participation and engagement in learning |
| Category 2: Perception of Gamification          | Increase in class participation<br><br>Positive impact on learning experience<br><br>Comparison of traditional methods with gamified learning                 |

The presented points reflect remarkable views on how competition affects students' motivation in learning English. There is general agreement among participants that competition increases interest and persistence. This is consistent with theoretical frameworks that suggest that competition can increase intrinsic motivation by giving people a standard against which to measure themselves and a sense of pressure to perform well. Participant 1 emphasizes how the presence of competitors sparks curiosity, proving that people are prompted to actively seek out knowledge and talent acquisition in order to surpass their peers in a competitive atmosphere.

Similarly, participant 4 emphasizes how competition boosts motivation through comparison with others, highlighting in particular the significance of potential risks to one's reputation or position. This means that the competition, in addition to promoting individual desire, also develops group participation in the learning community. In addition, by encouraging and striving for continuous growth, participant 6 emphasizes the motivating force

of competition.

*"To be honest, I become more curious about learning English when it comes to surpassing my rivals. If a competitor is behind or gains an advantage, it fuels my determination..." - Participant 1*

*"It really increases motivation; the competition there really motivates. When others in the class compare themselves, especially when someone you don't like surpasses you, that competition triggers even more motivation." - Participant 4*

*"Competition is very effective; I get the urge to work harder, saying I can't stay behind this, I have to surpass." – Participant 6*

When taken as a whole, these remarks provide solid proof in favour of the theory that competition shapes students' motivation in three key ways: it increases curiosity, it nurtures determination, and it encourages active engagement in the learning process.

The participant perspectives mentioned provide a glimpse into how gamification is believed to motivate learners in educational settings. Participant 2 highlights how gamified apps may help people become more engaged and self-aware by pointing them in the direction of their areas of growth and using competitive components. This implies that gamification techniques improve motivation by creating a sense of advancement and success in addition to facilitating skill improvement. In line with this idea, Participant 8 underlines the motivating power of competition in gamified settings, where an eagerness to succeed and beat peers acts as an agent for higher levels of engagement and effort. This is consistent with theoretical claims that gamification can tap into intrinsic motivation by adding features such as challenges and incentives, thus encouraging people to actively participate in educational activities. In addition, Participant 10 emphasizes the social component of gamification, where group experiences increase motivation by sharing wins and failures. This assumes that play not only supports personal development, but also creates an inviting learning environment where people feel ready to take risks and take on learning challenges.

*"This application makes me aware of my shortcomings and draws me in with its guiding role in what I need to work on, along with its competitive feature." - Participant 2*

*"In my opinion, it increases student participation because the student wants to rise to the top like other classmates; this motivates the student to work." – Participant 8*

*"Being in a group, you don't feel bad about yourself because sometimes, we rise, and sometimes, we fall. It's like playing a game, but for me, it's an application that increases learning." - Participant 10*

Taken together, these participant perspectives serve as compelling evidence in support of the theory that gamification can be a powerful tool in education, using collaboration, self-directed learning, and competition to enhance student performance and engagement. The opinions presented demonstrate how crucial self-awareness and feedback systems are for fostering motivation in learning environments.

The importance of self-awareness and feedback systems in motivating individuals in learning environments is highlighted by the opinions presented. Participant 2 emphasizes that technology-enabled platforms can help individuals reflect on their progress by providing them with perceptions, thereby allowing them to take control of their educational pursuits by offering personalized guidance and highlighting areas of improvement. Participant 3 notes the importance of self-awareness in motivation, knowing that failure can help progress. This is similar to the concept of autonomy, where inner drive is stimulated by feelings of power and independence. Furthermore, Participant 8 points out the importance of fun and participation in maintaining motivation, and considering learning experiences to be fun and interactive, students are more likely to engage in participation in the learning process.

*"This application makes me aware of my shortcomings and draws me in with its guiding role in what I need to work on, along with its competitive feature." - Comment 2*

*"I get motivated when I see where I had a decline in a lesson just to know myself better." - Comment 3*

*"It makes the student enjoy the class and ensures their participation." - Comment 8*

The remarks made shed light on how competition is seen to affect students' engagement in the classroom in educational environments. According to Participant 8, the introduction of competitive components in the classroom encourages students to strive for excellence and surpass their colleagues, which in turn boosts their level of engagement and involvement. This is consistent with the notion of social comparison, which holds that people are driven to improve their performance when they believe they are lagging behind others. In the same way,

participant 7 backs up this claim by pointing to an increase in participation rates and attributing it to the competitive nature of the classroom setting. Quizizz has successfully managed to increase student engagement and participation by combining educational content with engaging activities. This is demonstrated in the comment. The platform's competitive nature is also highlighted by Participant 8, who emphasizes that it aims to improve students' grammar and encourage them to excel beyond their peers.

*- "In my opinion, it increases student participation because the student wants to rise to the top like other classmates..." - Participant 8*

*- "Honestly, I think the participation rate in the class has increased. According to my observations, at least, competition in the class environment increases motivation..." - Participant 7*

*- "Wherever there is competition, there is something good. People always want to be the first. Here, there is competition, and I say I want to surpass this friend." - Participant 10*

When considering together, these points of view offer solid evidence in favour of the theory that competition may successfully increase student involvement in class by giving them a feeling of challenge and motivating them to perform at their best.

The statements mentioned convey enlightening details about the benefits of competition and gamification for learning. Participant 7 draws attention to the motivational aspect of a quiz application, and argues about gamified learning settings as a means of raising student interest and engagement levels. This is consistent with views of self-motivation, which argue that engaging in rewarding and pleasurable activities can boost perseverance and effort. Participant 10 also highlights the social aspect of gamification, pointing out how collaborative activities may increase satisfaction and lessen feelings of inferiority. It indicates how educational platforms including gamification encourage a community of individuals who are willing to take risks and participate in active learning. Additionally, participant 9 highlights how gamification and competition can enhance comprehension and retention of lesson material. The feedback loop that is a natural part of gamified activities, coupled with the competitive pressure to perform well, can improve learning outcomes by providing opportunities for reinforcement.

*- "I think the Quiz application is a motivating one...generally, it increases*

*motivation for me." - Participant 7*

*- "Playing a game on your phone alone may become boring after a while, but when you play with people, the situation can become more enjoyable. Being in a group, you don't feel bad about yourself because sometimes, we rise, and sometimes, we fall. It's like playing a game, but for me, it's an application that increases learning." - Participant 10*

*- "But when we come here, there's gamification and competition, and you learn something. For example, when I don't understand a question, you explain it in detail, and reinforcement on the question increases." - Participant 9*

In a broader sense these remarks propose the idea that competition and gamification enhance learning by boosting motivation, encouraging teamwork, and promoting more profound acquisition.

### **Findings about The Students' Views of The Difficulties of Using Quizizz in Learning Grammar**

The comments provide an overview of the challenges that can be encountered when using Quizizz, a quiz platform. Participant 1 felt that background music can increase stress and create a very competitive environment, which negatively affects performance and accuracy when answering questions. This circumstance emphasizes how crucial it is to take the surroundings into account when designing gamified learning platforms in order to create a warm atmosphere for learning. Participant 2 draws attention to a platform technological flaw whereby the touch-based interface might result in accidental selections and not having the ability to correct mistakes, which would negatively impact the user experience and perhaps lead to dissatisfaction. Furthermore, participant 4 points out a number of technical issues that might interfere with the quiz's flow and lower user interest, such as delays in question delivery and response detection. This is particularly noteworthy in relation to understanding grammatical structures. Statement 6 raises the possibility that time constraints during questioning can lead to hasty decisions and the selection of incorrect answers. This information will direct you to any problems you may have. This means you have to respond quickly and your answers will be less accurate. This shows the need to consider the power of decision making in user interface design to balance the speed of interaction and improve the usability and effectiveness of Quizizz as an educational tool.

*- "During this process, although I was good at the grammar part, there were times when I stressed and gave the wrong answer... I think the background music leads to an overly competitive atmosphere." - Participant 1*

*- "I sometimes mark it wrong due to excitement, and since it's touch-based, we can't change the answer... it's a bit of a problem." - Participant 2*

*- "Specifically for the application, the late detection of answers, late delivery of questions, are difficulties for me... But in terms of grammar, the complexity of the questions can also be considered a difficulty." - Participant 4*

*- "Because we are racing against time, and sometimes pressing the wrong option suddenly with the excitement of that can make us want to change it later." - Participant 6*

We can summarize with the comments above that gamified learning platforms should be more useful in the field of education and training and have the power to support teaching by making the environment compatible with environmental and technological issues and achieving the desired efficiency. The technical problems experienced in Quizizz, a mobile game and evaluation tool, were expressed by participants 4, 6 and 7. Participant 4 points out that he finds short asynchronous question delays and sometimes late confirmation of options worrying about disrupting the flow of the exam. In addition, participant 6 points out that even if the answers are correct, entering them incorrectly by the system will cause misleading results in the score results, and this will create unpleasant and tense feelings in the students. Likewise, participant 7 discussed the technical problems caused by this platform sometimes making calculation errors in experiencing inequalities in scoring.

*- "Specifically for the application, the late detection of answers, late delivery of questions, are difficulties for me." - Participant 4*

*- "Sometimes, the options do not detect even if we press them...Not in every question, but in every test, this option should be available once or twice." - Participant 6*

*- "Well, the only problem I've had so far is the late detection of the phone and the fact that even though we give the same number of correct or incorrect answers, the points we get can be very different from our friends." - Participant 7*

Optimum validity in the test evaluation process will eliminate the technological

problems mentioned by the participants and ensure that this platform is effective in its intended use.

**Table 15.** *Theme for Perception of the Difficulties of the Tool*

| THEME 4: PERCEPTION OF THE DIFFICULTIES OF THE TOOL      |  |
|--|--|
| CATEGORY   | CODES  |
| Category 1: Difficulties Encountered while Using Quizizz | Disability to correct accidental mistakes<br>Delays in question delivery<br>Time constraints with questions<br>Anxiety with background music |
| Category 2: Technical Issues                             | Late detections of questions<br>Calculation error of scores  |

### **Finding about The Students' Perception of Using Quizizz as Motivation in Learning Grammar**

**Table 16.** *Theme for Quizizz as Motivation*

| THEME 5: QUIZIZZ AS MOTIVATION                                 |   |
|--|---|
| CATEGORY   | CODES   |
| Category 1: Effectiveness of Quizizz in Motivation Enhancement | Positive contribution to motivation<br>Stay at the forefront of the competition<br>Dynamic and interactive features<br>A tool for increasing engagement |
| Category 2: Applicability of Quizizz Across Subjects           | Implementing it beyond language learning<br>A versatile tool applicable to various subjects   |
| Category 3: Impact on Learning Progress                        | Less complicated process<br>Increased language proficiency<br>A positive classroom atmosphere<br>Better retention in memory                             |

According to students' points of view, the instrument has a beneficial effect on

motivation. Participant 4 discusses that using the tool successfully increases the desire to advance, pointing to a self-reinforcing cycle of motivation. In the same way, participant 6 suggests that the wider use of this motivating impact in a variety of topic areas and emphasizes that it is not restricted to any specific branch. Moreover, participant 8 highlights the tailored aspect of the tool's influence, implying that it makes a substantial contribution to individual motivation.

*- "I think it has a completely positive contribution to motivation... If you succeed, of course, the desire to progress further increases." - Participant 4*

*- "It has a motivating effect, and I really think it should be used in other classes as well, not just for English." - Participant 6*

*- "I felt its individual contribution. In my opinion, it has a significant impact..." - Participant 8*

Factors that increase motivation include the fact that this mobile platform encourages the desire to advance and be at the forefront of the competition and contributes to the overall learning experience.

While emphasizing that the Quizizz platform can increase the ability to comprehend course topics and keep them in mind for a long time, participants 5, 7 and 10 underline that this platform can also be adapted not only to one course but also to different disciplines. While participant 5 states that this platform can be adapted and diversified into other courses as well as English education, participants 7 and 10 also emphasize that this platform contributes to long-term learning. These two participants also add that the information acquired during the game helps to remain effectively in long-term memory thanks to the platform.

*- "When I examined Quizizz's content and the opportunities it offers, I saw that it not only applies to English but also to different lessons, providing explanations and instructor-paced quizzes in the same way." - Participant 5*

*- "It provides reinforcement and better retention in memory. I think it ensures permanence in learning." - Participant 7*

*- "We can reinforce what our teacher has explained later in the questions and understand it better, providing permanence in our memory." - Participant 10*

These views suggest its adaptability as an additional teaching resource that can improve



the educational experience of students, and it is possible to conclude that this platform is an additional teaching resource that can increase comprehension and retention in various subjects and therefore improve the educational experience of students.

Quizizz's ability to create a conducive learning environment is among the factors mentioned by participants 8, 3, and 9. Participant 8 emphasizes the distinct advantage of this practice in the educational environment, arguing that it plays a role in improving the overall atmosphere. Similarly, participant 9 emphasizes the necessity of using this platform and states that it strengthens the learning environment while expressing its beneficial effects on classroom success and motivation. In addition, participant 3 put forward the necessity of exercising with this application after the lecture that will significantly affect the standard of instruction.

*- "I think it's necessary; I felt its individual contribution... Right now, I think it has risen, thanks to this application." - Participant 8*

*- "It would be more sensible to use the application after the teacher explains by writing to reinforce learning and increase motivation." - Participant 3*

*- "I think it's necessary. It fosters learning atmosphere." - Participant 9*

Participants 1, 3 and 4 attribute the increased interest in learning grammar to Quizizz's facilitating learning feature. According to Participant 1, this application not only increased interest in the course but also provided ease of learning. He also stated that this makes learning grammar less complicated. Similarly, Participant 3 highlights how Quizizz's dynamic and interactive features make studying grammar fun, with the effect of increasing student motivation and engagement. Moreover, according to participant 4, although this platform does not provide a rapid learning progress instantly, it is undeniable that it arouses interest and demand after a certain period of time.

*- "Yes, I became a bit more curious about English... Quizizz increased my interest in learning grammar; I used to enjoy learning grammar, but this method makes it less complicated and more memorable." - Participant 1*

*- "I started liking learning grammar because it completes the deficiencies... The interactive and dynamic nature of the application turns grammar learning into an enjoyable experience, ultimately increasing student engagement and motivation." - Participant 3*

*- "Look, interest was increasing. Quizizz started to have an effect slowly... I began*

*to understand all of this slowly, getting better." - Participant 4*

### **Findings about Suggestions for Game Application Tool**

Participants 1, 2 and 5 provide suggestions for the development and future use of Quizizz. Participant 1 suggests adding short solution explanations, especially regarding the accuracy of the answers. This recommendation highlights the importance of providing feedback to improve learning outcomes. Furthermore, participant 2 proposed classifying the questions according to varying degrees of difficulty. This is predicated on the notion that learning styles can be modified in accordance with the ability to more accurately assess students' performance levels. Furthermore, Participant 5 suggests removing target ambiguity by splitting the Quizizz grammar and vocabulary components. Overall, participants also emphasize Quizizz's versatility, emphasizing how it may be utilized for purposes other than English language instruction to capitalize on its capacity to boost motivation and offer immediate feedback.

*- "Technical issues need to be addressed... The correct answers and why they are correct should be explained immediately." - Participant 1*

*- "Questions can be divided into sections according to the difficulty level... by dividing into sections, information about difficulty can be provided." - Participant 2*

*- "Grammar and vocabulary can be treated separately... it should be used in many subjects due to its success in motivation and instant feedback." - Participant 5*

Together, participants 10, 3, and 7 offer recommendations for enhancing the online platform. Participant 10 suggests giving consumers more time to grasp and provide more time for intricate questions by increasing the response duration. This change ensures that students have enough time to properly process complicated questions. Participant 3 recommends using the application after the teacher gives a written explanation, emphasizing the importance of reinforcement and motivation in learning. Participant 7 views the issue of ranking as a challenge to be overcome, expressing a competitive mindset and emphasizing the possible impact of competition on motivation and engagement in educational settings. Overall, these comments touch on different aspects of the learning experience, including time management, technical issues, learning reinforcement, and the impact of competition on motivation.

*- "My advice is for longer and more detailed questions to have a longer answering time, and the technical problem which is about late appearing questions on the*

*screen.' - Participant 10*

*- "It would be more sensible to use the application after the teacher explains by writing to reinforce learning and increase motivation." - Participant 3*

*- "I see the problem of working on this ranking issue when my classmate just surpasses me with just one question as a challenge to be overcome." - Participant 7*

These recommendations offer similar insights into potential improvements that could optimize the effectiveness of the online platform in supporting learning outcomes and encouraging student engagement.

Participants 8 and 9 suggested that learning outcomes should be optimized by integrating comments and explanations into the Quizizz. Rather than showing the correct answer as it is, Participant 8 suggests that correct answers be accompanied by an explanatory section that emphasizes the importance of understanding why a particular answer is correct. In this case, using questions and retention to help students learn learning material is consistent with the principles of good feedback to promote learning and improve performance. Similarly, Participant 9 suggests using visual cues or notes during game to prevent players from rushing and carelessly entering without understanding the purpose of the questions, thereby promoting engagement and understanding.

*- "Instead of just showing the correct answer to a question when we make a mistake, it can also explain in a small way why the correct answer is correct." - Participant 8*

*- "For example, by adding a small note or visual, you can't skip a question like that." - Participant 9*

*- "So, I think it can be a small footnote." - Participant 8*

These recommendations highlight the importance of incorporating an instructional feedback system into your quizzes to promote material retention and deeper understanding. By incorporating visuals and relevant explanations, the platform can improve the user experience and contribute to greater learning outcomes.

**Table 17.** *Theme for Enhanced Mobile Tool*

| THEME 6: ENHANCED MOBILE TOOL                        |   |
|--|---|
| CATEGORY   | CODES   |
| Category 1: The Effectiveness of the Online Platform | Technical improvements<br>Suggestions for improvement and future use<br>Time management   |
| Category 2: Expected Productive Learning Outcomes    | Learning reinforcement<br>The impact of competition on motivation<br>Including relevant explanations<br>Immediate feedback<br>Incorporating visuals |

## **CHAPTER FIVE**

### **Discussion and Conclusion**

The aim of the study was to investigate the effects of a MALL tool (Quizizz) on students' English grammar learning and motivation in learning English as a foreign language studying at Tourism Faculty at a state university in Erzurum, Turkey. The qualitative and quantitative data collection tools were used in the research. A grammar exam that was administered both before and after the research, a MALL motivation questionnaire, and an interview conducted following the implementation. A thorough explanation of each research question's findings will be given. The following section of the study discusses the research findings in light of previous studies that have been done in the literature and offers recommendations for more research.

#### **Effects of Gamification of MALL on Achievement**

One key focus of the study centered around examining the impact of gamification implemented on a game-based platform on the English grammar learning of university students. To assess the students' English grammar proficiency, the initial phase involved administering pre-tests. Prior to the introduction of gamification, the pre-test results revealed no significant difference between the two groups. The equality was presumed essential to effectively evaluate the influence of gamification on grammar learning. With the absence of significant difference in pre-test scores, it was claimed that more reliable conclusions could be drawn from the subsequent post-test assessments. Nevertheless, it was discovered that the two groups' final post-test results did not differ much when the gamification activities were applied. At this stage, which aims to measure academic success, the experimental group's use of Quizizz did not contribute more to grammar learning than the traditional teaching methods in the control group.

The students' pre- and post-test scores for the control group did not differ significantly, according to a comparison of their results. It indicates that the traditional approach contributes to students' success by improving their English grammar proficiency to a moderate extent.

The difference in the experimental group's students' pre- and post-test results following gamification in MALL was another research issue in the study. According to the relevant question's result, there was a significant difference with a substantial impact size, meaning that

the experimental group's students' scores improved significantly from the pre-test to the post-test.

Nonetheless, it was discovered that there was no statistically significant difference in the post-test results between the experimental and control groups ( $p = 0.27$ ). Since the previous results indicated that the traditional method did not significantly raise students' grammar proficiency, it can be said that gamification in MALL was not as successful as anticipated. Additionally, the fact that there was no difference in the two groups' final scores suggests that Quizizz may not be a powerful enough intervention on its own to produce a statistically significant advantage over the traditional methods utilized in the control group. This is consistent with studies (Chen et al., 2020) showing that when compared to traditional instruction, MALL activities alone did not always result in better learning results.

On the other hand, the experimental group's notable improvement suggests that Quizizz might have some beneficial effects on grammar learning. The experimental group's pre- and post-test differences provide evidence for this. Similar results were reported by Inayati and Waloyo (2022), who demonstrated that gamified learning systems such as Quizizz increase student engagement and result in better learning outcomes. These results can be explained in a number of ways. Compared to the control group, Quizizz might be creating a more dynamic learning environment for the experimental group. According to Razali et al. (2020), there is a possibility that the competitive aspect of the platform and the interactive quizzes may improve concentration and focus.

Several reasons can be claimed for the lack of significant difference in academic outcomes when using Quizizz for English grammar instruction. One possible reason may be the limited provision of individualized feedback. While Quizizz provides immediate feedback on correct and incorrect answers, it often lacks detailed explanations or guidance on why an answer is correct or incorrect. This lack of individualized feedback may hinder students' understanding and ability to improve their grammar skills. Therefore, providing detailed individualized feedback to help students to understand their mistakes and improve grammar skills has great importance regarding the effectiveness of MALL.

Sustained engagement is a critical factor in effective learning. However, some studies have found that Quizizz may not consistently engage students over time, leading to a lack of statistically significant difference in academic outcomes. During prolonged use of Quizizz, students might become easily distracted and overlook the importance of focusing on grammar

rules (Hui et al., 2021). The gamified nature of Quizizz initially captures students' attention and motivation, but this enthusiasm may wane over time, particularly if the quizzes become repetitive or lack novelty. Instructors could consider diversifying the Quizizz activities, incorporating multimedia elements, or periodically introducing new quiz formats to maintain students' interest and motivation.

However, the absence of a significant difference between the two groups' final results points to the possibility that Quizizz would work better as a supplement rather than as an individual solution. Perhaps substantial learning improvements could result from incorporating Quizizz into a more comprehensive teaching framework along with more grammar practice and teacher guidance. The real-time, game-show-style gaming makes the assessment process more exciting. Students can compete in teams or individually, responding to questions on their mobile devices and getting instant feedback on how they did.

Further research is needed to explore additional strategies that can optimize the use of Quizizz for English grammar instruction and improve academic outcomes. Future studies could look into Quizizz's efficacy in conjunction with other teaching techniques. Studies might look into the consequences of various integration strategies on learning outcomes, such as interval repetition, post-lesson review, and pre-lesson warm-up. Furthermore, studies could concentrate on particular grammatical themes to see whether Quizizz is more useful for a given set of learning goals.

Combining the results of current research with relevant academic literature makes it clear that gamification enhances students' proficiency with English grammar. Gamification does not immediately increase the knowledge and skills of learners. Rather, positive changes in their learning habits and active engagement in learning activities may be the source of the knowledge and skill development of learners.

One possible explanation for the outcomes associated with the utilization of the Quizizz application tool is its ability to distinguish between incidental and intentional learning processes. Through its implicit approach to teaching vocabulary, Quizizz facilitates the seamless and natural acquisition of grammar skills. This means that grammar is absorbed and reinforced through activities such as sentence completion and gap filling, resulting in the integration of language fragments with the target grammar (Kapp, K. 2012). Consequently, the platform encourages the development of cohesion, coherence, and strategic language competency.

## Effects of Gamification of MALL on Motivation

The research question in this section was examined to determine whether there was a significant difference between the experimental group and control group motivation levels both before and after Quizizz. Using Quizizz, a gamified language learning platform, motivation levels in the process of learning English grammar were revealed through comprehensive data analysis.

The integration of mobile-assisted language learning (MALL) tools, such as Quizizz, has gained immense attention in recent years for its potential to enhance student motivation and learning outcomes. "Teachers may prefer utilizing gamification both in classroom and out of classroom and make learners play vocabulary games with their mobile devices during or after the course. This will help increase their motivation and learn with fun" (Okumuş, 2023, p. 14). Quizizz, a game-based learning platform, has been widely adopted by educators due to its interactive and engaging features.

The research has shown that the use of Quizizz can have a positive impact on student motivation. The control group not using Quizizz showed no significant difference in motivation. In contrast, in the experimental group using Quizizz there was a statistically significant difference in motivation, with the mean motivation score increasing from 58.59 ( $SD = 8.35$ ) before using Quizizz to 64.46 ( $SD = 7.15$ ) after using it. In contrast, according to the study by Vu (2024), the experimental group that utilized Quizizz for 17 weeks of grammar instruction showed superior performance compared to the control group.

When comparing the post-test results between the control and experimental groups, the independent sample T-test revealed a significant difference. The control group had a mean motivation score of 60.27 ( $SD = 5.04$ ), while the experimental group using Quizizz scored 64.46 ( $SD = 7.15$ ), indicating that the use of Quizizz had a statistically significant positive impact on student motivation.

The interactive and gamified features of Quizizz, such as customized feedback, point systems, power-ups, and leaderboards, have been shown to increase student engagement and participation. Rahayu and Purnawarman (2019) assert that their research advances innovative self-assessment methodologies, prioritizing comprehension rather than just the use of gamified quizzes. These elements create a more enjoyable and immersive learning experience, which can foster greater motivation and enthusiasm for language learning. Hernanz et al (2024) found that when the learning approach is closely matched with the skills needed for the degree, university



students exhibit higher motivation levels after engaging in a learning. This indicates that students are more likely to feel involved and motivated in their studies when they get instruction that directly ties to and supports their academic objectives. These components can be explained such as the degree of a person's motivation, determination, and excitement towards accomplishing a specific objective or assignment. Enhanced motivation frequently results in more effort and better output. Teachers may optimize the benefits of gamification in the classroom by taking into account elements like the active engagement of the students, the content's relevance to their future jobs, and the nature of each field.

Compared to other MALL tools, Quizizz's game-based approach appears to be particularly effective in enhancing student motivation. Studies have found that Quizizz's immediate feedback, competitive elements, and ability to retry quizzes make the learning experience more engaging and motivating for students.

In addition to its impact on motivation, the use of Quizizz has also been linked to improved learning outcomes. A study found that the experimental group using Quizizz showed a statistically significant increase in their learning outcomes, as evidenced by higher post-test scores compared to pre-test scores (Jiemsak, 2020). This suggests that the interactive and engaging nature of Quizizz can positively influence students' academic performance.

Overall, the research indicates that the integration of Quizizz, a MALL tool, can significantly enhance student motivation and learning outcomes in language learning. The gamified and interactive features of Quizizz appear to be particularly effective in fostering student engagement and improving academic performance compared to traditional learning methods and other MALL applications.

Some of these items where there is an increase are the benefit of Quizizz in facilitating learning, increased interest in learning tools and equipment (materials) and improvement in the learning process. In line with the data obtained from the participants, the use of Quizizz as a motivation tool had a desired effect and provided a positive attitude in learning grammar.

The common opinion of many participants was that Quizizz played an effective role in increasing motivation by creating a competitive environment. For this reason, students claimed that they were encouraged to make up for their shortcomings. The inclusion of competitive elements is seen as a driving force in maintaining attention and focus. Moreover, the necessity of the mobile tool is perceived as an important motivational factor in terms of being ahead of

one's classmates, reaching or maintaining the leadership level during the game, and comparing one's own performance with others.

One aspect that contributed to increased motivation was obtaining personalized feedback and being aware of the individual level. In this way, it can be seen as an important educational element in choosing this platform, as it allows the individual to take responsibility in the learning process, allows setting goals in personal development and makes the individual aware of his/her weaknesses in grammar.

Another factor that increases the tendency to learn is the level of pleasure the student gets from the process. Most of the participants realized that when the Quizizz platform was integrated into the lessons, they achieved intrinsic motivation by learning with great enthusiasm, without feeling forced or pressured, just like the enjoyment of the game.

Students are more likely to practice consistently and make progress toward their language learning goals. Even when presenting complex ideas or challenging tasks, the prompts and feedback of a game can help keep students motivated and engaged. Language learning apps can help students succeed and learn a new language by making the process enjoyable and rewarding. The results of the study, which show that it can have a positive impact on the motivation levels of students learning English grammar, necessitate that it is important to include gamified learning platforms such as Quizizz in teaching environments. As a result of survey analysis and interview analysis, it became apparent that Quizizz increased the desire to participate in class thanks to its interaction, competition and teamwork features.

In the interview, participants generally stated that Quizizz is an effective tool for encouraging individualized and interactive learning. The platform's adaptive feature which includes targeted reinforcement and quick feedback were mentioned as being very helpful in supporting personalized learning paths. The teacher's primary responsibility during the practice phase of the course is to assist or mentor students as they make their initial attempts to apply the newly established structure in context. Following the activity, the instructor should address any common pronunciation and grammatical mistakes made by all of the students (Savage, 2010). By accommodating a wide range of learning styles and demands, Quizizz gave students the freedom to be in charge of their learning experience and go at their own speed.

Participants in the interview stated that Quizizz has a gamified style that encourages focus and sustained attention on grammar topics, making learning more interesting. According to Rodríguez (2009), during a communication action, instructors encourage students to

concentrate on form incidental, which arises spontaneously at any time. They can either explicitly teach these forms and provide opportunities for meaningful practice, or they can create a task to encourage students to recognize forms in the input. Participants in the interview stated that Quizizz had a gamified style that encourages focus and sustained attention on grammar topics, making learning more interesting. Moreover, this platform which offers many activities such as drag and drops, reorder and multiple choices would be very useful with its user-friendly interface in terms of grammar practice and evaluation.

Hwang and Chen (2011) report that the findings imply that familiarization techniques might greatly enhance EFL learners' performance when they are in new settings on learning performance, in the context of mobile-assisted language learning. Crucially, participants acknowledged Quizizz as a flexible tool that may be used outside of conventional classroom environments. Integration into mobile devices makes it possible for students who want to learn grammar and take tests to access this platform outside class hours. Thanks to this advantage, students can be supported in terms of self-learning and learning autonomy.

One major emotional component impacting the learning of English as a foreign language is thought to be foreign language anxiety. Shadiev et al (2022) express that the online simulation game helped the students with low, moderate, and high anxiety levels reduce their foreign language anxiety more successfully than the teacher in person did. The findings also revealed that Quizizz served as a motivational tool that helped students understand the learning material better. Most of the participants agreed that the Quizizz platform made them feel comfortable and their anxiety decreased because it offered gamified elements. Additionally, they stated that this platform provided an environment in which they felt comfortable before learning grammar from the textbook.

Millennial EFL learners may be able to acquire greater levels of critical thinking and problem solving in addition to language acquisition through the successful implementation of a technology-aided project-based training Arabloo et al (2021). Grammar rules must be repeatedly practiced and learned; they cannot be learned in a single lecture. In order to get better in grammar, learners should practice frequently. Students can be assigned homework or providing materials from online grammar platforms, which will motivate them to revise frequently.

One of the elements that provide efficiency in the learning process is blended education. Blended learning is an instructional approach that integrates traditional location-based

classroom techniques with online resources and interactive learning opportunities. Bawaneh (2011), concluded that adapting this approach to education brought positive effects to students' performance in cognitive and emotional domains. Because Quizizz includes elements of racing against time, participants stated that they agreed that their thinking speed increased and grammar topics remained fresh in their memories. Based on this, it can be concluded that this platform facilitates performance in cognitive processes.

The results of the study highlight the many advantages of using Quizizz for English grammar training. It offers advantages that improve the learning experience, from the learning outcome serving the purpose to problem-solving skills. These results highlight the potential of Quizizz as a flexible and useful tool in language learning environments. Quizizz emerges as a useful tool for aiding efficient grammar practice and reinforcement, from raising student motivation and engagement to fostering interactive and individualized learning experiences. To fully utilize Quizizz and other technologically enhanced learning platforms in language instruction, further research and creative teaching methods are required.

Whether using Quizizz would cause students' grammar learning habits to change was the main research issue this study investigated. Data on perceived changes in students' motivation, interest, and involvement in grammar learning after Quizizz was implemented was obtained by analysing interview replies.

According to Reinders (2017), a number of studies have illustrated the positive impacts of gaming on a number of language learning components, counting inspiration, affinity for communication, and language integration in social circumstances. The findings of the questionnaire appeared that once Quizizz was executed, students' views toward learning language structure had altogether changed.

This study suggests that Quizizz may have positively impacted students' perceptions toward grammar education. The beneficial effects of Quizizz on their comprehension and educational experience were also emphasized by the participants. They observed that a deeper comprehension of grammatical principles was assisted by the tool's fast feedback and thorough explanations of right answers. This feature turned mistakes into learning opportunities, fostering a sense of continuous improvement and enhancing the overall learning experience. Frost et al. (2008) demonstrate the utilization of metalinguistic skills by learners during discourse about their game activities. Language serves as a tool for learners to organize and comprehend the significance of their experiences and emotions, as well as to identify and

interpret their sensory perceptions. In essence, game, language utilization, language advancement, and the broader cognitive and social development of learners are intricately interconnected.

Gui et al. (2023) define educational games as software that aids students learn the material for the course or strengthen their problem-solving abilities through the use of games. Based on the interview responses, it appears that using Quizizz has changed the way students study. Participants talked on how the application's dynamic and interactive features changed their perspective on grammar instruction from one of passive to active engagement. They saw that Quizizz made participants feel more proactive and engaged in the process of learning, which resulted in a more engaging and productive learning environment.

Effectively prepared competitive learning exercises may encourage student collaboration and create a positive learning atmosphere in the classroom Corell et al. (2018). The competitive elements within Quizizz emerged as a significant factor driving students' motivation and engagement with grammar learning. Participants emphasized how fun and excitement were added to the learning process by having the chance to compete against classmates, set high scores, and take part in a quiz-like setting. Students were encouraged to strive for success and improve their performance due to this competitive element, which in turn increased their interest in and trend of grammar acquisition.

The qualitative findings from the interviews align with the quantitative results regarding students' motivation for learning English grammar using the mobile-assisted language learning (MALL) tool, Quizizz. The analysis shows that students perceived Quizizz as a motivating tool due to its competitive and gamified nature. This motivation was driven by features like real-time feedback, leaderboards, and dynamic interaction, which made the learning experience more engaging and enjoyable.

In the qualitative data, themes emerged that highlighted the positive impact of competition and gamification on students' motivation. Students expressed that the interactive features of Quizizz kept them engaged and curious, increasing their participation in grammar lessons. This was reflected in the quantitative data, where the experimental group showed significantly higher motivation levels compared to the control group. The gamified elements of Quizizz created a sense of competition and progress tracking, which contributed to enhanced learning motivation.

Overall, both the qualitative and quantitative findings consistently suggest that Quizizz has a significant positive effect on motivation, primarily by making grammar learning more enjoyable and engaging, which ultimately led to better classroom participation and retention. The findings suggest that Quizizz, with its game-like features, immediate feedback, and social interaction, can effectively enhance motivation for grammar learning.

### **Implications and Future Research**

The results of this study have a number of relevance for how grammar is taught in educational settings. Quizizz's execution resulted in a favourable shift in students' attitudes and interests towards grammar learning. This indicates that gamified learning platforms have the ability to increase student engagement and motivation. By provoking interactive and competitive elements, Quizizz has the capacity to transform traditional grammar learning experiences into dynamic and engaging activities that foster active participation and comprehension.

The participants of the research were first grade students attending day and evening classes at the Faculty of Tourism at Ataturk University. Different categories of students can participate in this study and produce different results regarding the subject.

Future studies should investigate the connection between questions and users' interaction with MALL tools, as well as how the use of them affects users' subject proficiency. Additionally, more studies can be conducted on comparing different MALL tools to investigate their efficiencies on academic success or motivation.

MALL offered a number of benefits over the conventional classroom format. It could be used in EFL grammar classes to help students be in competition and become more willing to learn language items as well as to boost their learner autonomy. This approach could encourage students to practice grammar both within and outside of the classroom, even the ones who would rather keep quiet in class. Going forward, educators and curriculum developers can use the implications from this study to inform the design and implementation of effective grammar learning interventions.

With the increasing interest in game applications, it seems that game-based English teaching has been integrated into education and training activities. The basis for this is that these platforms have the features of being up-to-date and accessible everywhere. Considering the results of data analysis and content analysis, it seems quite possible that these platforms will

become widespread in education, as they facilitate the teaching of grammar skills and motivate them to learn and participate in the lesson.

The same survey questions can be asked participants from all public institutions who study under identical conditions such as class size, classroom technology, and other physical elements. Additionally, schools are expected to offer computers and internet connectivity so that instructors might enhance the appeal and utility of their teachings.

In summary, even though there was no statistically significant difference in the groups' final test results, the experimental group's pre- and post-test scores showed an improvement, indicating that Quizizz may be able to improve grammar learning. However as compared to regular classes, the study's qualitative findings also demonstrated that students in the experimental group had greater motivation to show up and engage in the lessons.

It is advised to conduct more research with bigger sample sizes and longer intervention times to conclusively ascertain Quizizz's efficacy as a MALL platform for grammar learning. Whereas Quizizz has a moderate power in learning grammar in this study, further research is recommended, taking into account the need for more participants and a longer-term application. Apart from this, it may also be necessary to investigate the participants' previous learning levels in a foreign language in order to obtain an inference about the benefits of Quizizz.

Some suggestions can be made regarding the length of the study. There is an option to extend the duration of the research. Because of this long duration, future research could look at the long-term advantages of the procedures by which Quizizz influences students' grammar learning practices and develop methods to maximize its effectiveness in a variety of educational settings. To improve intrinsic motivation, teachers can use Quizizz to facilitate group problem solving and discussion as students work on answers. Quizizz tests that require more than memorization can be created by adding questions that encourage higher-level thinking, analysis and application.

The efficiency of various gamified language learning applications (such as Quizizz vs. Kahoot) in enhancing grammar and general language competency may be compared by the researchers. For instance, they may attempt to ascertain which aspects of gamification—such as points, levels, and rewards—are most useful for maintaining student interest and improving academic results.

The influence of language exchange applications, like HelloTalk, on conversational skill and grammatical accuracy may be investigated by the researchers. For instance, they can assess how learners' interactions with native speakers affect their fluency and usage of grammar.

They can research the variables that affect users' motivation and engagement with mobile language learning applications. They can determine, for instance, which features—such as progress monitoring and social components are most useful for sustaining learner motivation and improving outcomes.





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## APPENDIX-1. GRAMMAR PRE-TEST

### Pre-test questions for the treatment.

1. We \_\_\_\_\_ along the street when we heard a strange noise.  
a. passed                      b. are passing                      c. pass                      d. were passing
2. The radio was on but nobody \_\_\_\_\_.  
a. was listening                      b. wasn't listening                      c. listens                      d. listened
3. She was playing tennis when she \_\_\_\_\_ her arm.  
a. broke                      b. did break                      c. breaking                      d. was breaking
4. While I \_\_\_\_\_ for the taxi, I \_\_\_\_\_ my school project.  
a. waited / was remembering                      c. waited / remembered  
b. was waiting / was remembering                      d. was waiting / remembered
5. I lost the flash memory but \_\_\_\_\_ I found them in my leather jacket.  
a. finally                      b. first                      c. next                      d. the last
6. \_\_\_\_\_ any friends when you were at secondary school?  
a. Were you made                      b. Did you make                      c. Were you make                      Did you made
7. As I was \_\_\_\_\_ a book, somebody \_\_\_\_\_ the door.  
a. read / knocked                      c. read / were knocking  
b. reading / knock                      d. was reading / knocked
8. Choose the sentence that has a similar meaning to the sentence.  
'The white car is more expensive than the green car.'  
a. The green car is cheaper than the white one.  
b. The green car is not as cheap as the white one.  
c. The white car is as expensive as the green one.  
d. The green car is less expensive than the white one.
9. Which was \_\_\_\_\_ the book you have read?  
a. better                      b. well                      c. good                      d. the best
10. The city walls \_\_\_\_\_ were demolished 90 years ago because of 'no air' are being repaired these days.  
a. which                      b. where                      c. whose                      d. what
11. Diyarbakır City Walls, which are nearly nine thousand years old, are \_\_\_\_\_ defensive wall in Turkey.

- a. more large      b. large      c. larger      d. the largest

**12.** The city walls opened to the public again - and it wasn't just \_\_\_\_\_ pretty as before.

- a. some      b. more      c. as      d. most

**13.** Galata Tower is one of \_\_\_\_\_ popular tourist attractions in Istanbul.

- a. more      b. the      c. most      d. the most

**14.** There are about two million people \_\_\_\_\_ visit it each year.

- a. which      b. why      c. who      d. whose

**15.** Only the Mount of Palandöken receive \_\_\_\_\_ visitors than Double Minaret Madrasah.

- a. a few      b. much      c. more      d. most

**16.** There is an online platform \_\_\_\_\_ you can buy concert tickets.

- a. whose      b. which      c. that      d. where

**17.** When you get to the city walls, there are only a few tour conductors \_\_\_\_\_ job is to tell the perfect history of this fascinating castle.

- a. when      b. whose      c. which      d. where

**18.** Did you buy \_\_\_\_\_ fruit juice?

- a. many      b. any      c. a      d. a few

**19.** How \_\_\_\_\_ slices of bread do you eat every day?

- a. much      b. any      c. many      d. some

**20.** \_\_\_\_\_ any salt in the cupboard?

- a. Has got      b. Is there      c. How much      d. Are there

Answer Key

d    2. a    3. a    4. d    5. a    6. b    7. d    8. d    9. d    10. d    11. a    12. C

13. d    14. c    15. c    16. d    17. b    18. b    19. c    20. B

## APPENDIX-2. GRAMMAR POST-TEST

### Post test questions for the treatment.

1. She \_\_\_\_\_ along the road when she heard a weird noise.  
a. passed                      b. is passing                      c. pass                      d. was passing
2. \_\_\_\_\_ people are coming to the party?  
a. Has got                      b. Is there                      c. How many                      d. Are there
3. The musician \_\_\_\_\_ song topped the charts is releasing a new album.  
a. when                      b. whose                      c. which                      d. where
4. Which was \_\_\_\_\_ the movie you have watched?  
a. better                      b. well                      c. good                      d. the best
5. Choose the sentence that has a similar meaning to the sentence.  
*'The red car is more expensive than the black car.'*  
a. The black car is cheaper than the red one.  
b. The black car is not as cheap as the red one.  
c. The red car is as expensive as the black one.  
d. The black car is less expensive than the red one.
6. The TV was on but nobody \_\_\_\_\_.  
a. was watching                      b. wasn't watching                      c. watches                      d. watches
7. He was playing basketball when he \_\_\_\_\_ her finger.  
a. broke                      b. did break                      c. breaking                      d. was breaking
8. While I \_\_\_\_\_ for a bus, I \_\_\_\_\_ my work project.  
a. waited / was remembering                      b. waited / remembered  
c. was waiting / was remembering                      d. was waiting / remembered
9. I lost my car key but \_\_\_\_\_ I found them in my green jacket.  
a. next                      b. first                      c. finally                      d. the last
10. \_\_\_\_\_ any friends when you were at primary school?  
a. Were you made                      b. Did you make                      c. Were you make                      d. Did you made
11. As I \_\_\_\_\_ to the radio, somebody \_\_\_\_\_ the door.  
a. listen / knocked                      b. listen / were knocking  
c. listening / knock                      d. was listening / knocked

12. Which was \_\_\_\_\_ the movie you have watched?  
a. better      b. well      c. the best      d. good
13. The city walls \_\_\_\_\_ were established in 1440 are visited by many tourists today.  
a. which      b. where      c. whose      d. what
14. The city walls opened to the public again - and it was \_\_\_\_\_ beautiful than before.  
a. some      b. more      c. as      d. most
15. Maiden Tower is one of \_\_\_\_\_ famous tourist attractions in Istanbul.  
a. more      b. the most      c. most      d. the
16. There are about three million people \_\_\_\_\_ visit it each year.  
a. which      b. why      c. who      d. whose
17. This chair is \_\_\_\_\_ comfortable \_\_\_\_\_ that one.  
a. as / as      b. much / as      c. more / than      d. most / so
18. The city \_\_\_\_\_ I was born is very big.  
a. whose      b. which      c. that      d. where
19. Did you buy \_\_\_\_\_ vegetables?  
a. much      b. a      c. any      d. a little
20. How \_\_\_\_\_ money do you have in your wallet?  
a. much      b. any      c. many      d. some

### Answer Key

1. d    2. c    3. b    4. d    5. d    6. a    7. a    8. d    9. c    10. b    11. d    12. c  
13. a    14. b    15. b    16. c    17. a    18. d    19. c    20. A

## APPENDIX-2. QUESTIONNAIRE

Dear participants, the goal of this study is to learn more about the motivational benefits of playing the online game Quizizz for grammar practice. This list of statements has no right or wrong answers. All that matters is what is real for you.

Your responses will be a great asset to the research. Additionally, kindly confirm that the responses you provide will remain private. Please carefully read each statement, then select the one that best expresses your viewpoint.

Name :

Student number :

Gender :

Please give check (✓) on the degree of agreements that represent your opinion on the statement below.

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

| No.                 | Statement   | Degree of agreement |   |   |   |   |
|---------------------|---|---------------------|---|---|---|---|
|                     |   | 1                   | 2 | 3 | 4 | 5 |
| External motivation |   |                     |   |   |   |   |
| 1.                  | Grammar subject is fun.   |                     |   |   |   |   |
| 2.                  | Motivation is needed in Grammar subject.  |                     |   |   |   |   |
| 3.                  | Using Quizizz as motivation helps me to improve in learning.  |                     |   |   |   |   |
| 4.                  | Using Quizizz in Grammar subject makes me interested more and motivated me into the next learning material. |                     |   |   |   |   |

|                     |   |  |  |  |  |  |
|---------------------|---|--|--|--|--|--|
| 5.                  | Using Quizizz as motivation helps me more understand about the learning material. |  |  |  |  |  |
| 6.                  | The media used to carry out Quizizz in Grammar subject is already qualified.      |  |  |  |  |  |
| 7.                  | The use of Quizizz as motivation is not complicated.                              |  |  |  |  |  |
| 8.                  | Quizizz is a good program to interest students' motivation in learning grammar.   |  |  |  |  |  |
| 9.                  | Quizizz makes me relax before facing the material                                 |  |  |  |  |  |
| 10.                 | Using Quizizz is confusing.   |  |  |  |  |  |
| 11.                 | I became more interested in Grammar subject because of Quizizz as motivation.     |  |  |  |  |  |
| 12.                 | Quizizz helps to solve many problems in the classroom.                            |  |  |  |  |  |
| 13.                 | Quizizz Effect my interest in learning grammar.                                   |  |  |  |  |  |
| 14.                 | Quizizz helps me a lot through the process of learning grammar.                   |  |  |  |  |  |
| Internal motivation |   |  |  |  |  |  |
| 15.                 | I become more interested in grammar subject.                                      |  |  |  |  |  |
| 16.                 | I am comfortable when discussing of grammar learning material.                    |  |  |  |  |  |
| 17.                 | Think faster and refresh memories about grammar.                                  |  |  |  |  |  |

(Usmar, 2020)

### APPENDIX-3. INTERVIEW

| Interview aspects  | Interview Questions number   |
|--|--|
| Perception about Grammar subject and learning material.        | <p>10. What is your opinion about learning grammar?</p> <p>11. To what extent do teaching methods and instructional materials influence students' perceptions of the difficulty or accessibility of grammar topics in language learning?</p> |
| Perception of using Quizizz                                    | <p>3. Have used Quizizz previously? If so, when and where?</p> <p>4. What factors influence students' attitudes towards Quizizz as a grammar learning platform, such as ease of use, engagement, and interactivity?</p>                      |
| Benefits of Quizizz as motivation                              | <p>5. In your opinion, what role does gamification and competitive elements in Quizizz play in enhancing students' motivation to actively participate in the learning process?</p>   |
| The difficulties of using Quizizz in learning grammar          | <p>6. What challenges did you experience when using Quizizz in grammar learning?</p>   |
| Perception of Using Quizizz as motivation in learning grammar. | <p>7. Is it necessary to use Quizizz as a means of increasing motivation in Grammar subject?</p> <p>8. After using Quizizz as motivation, have you become more interested in learning grammar?</p>   |
| Suggestions  | <p>9. Do you have any future suggestions for using Quizizz as motivation in learning grammar?</p>  |

(Usmar, 2020)

## **CURRICULUM VITAE**

### **PERSONAL DETAILS**

**Name Surname :** Muhammet Hasan YENİCE

**Nationality :** Turkish

**Date /Place of Birth :**

**Marital Status :** Married

**E-mail :**

### **EDUCATIONAL BACKGROUND**

2022 – 2024: MA, Atatürk University, Faculty of Education,

English Language Teaching 2007 – 2011: BA, Marmara University, Faculty of Education,

English Language Teaching

### **WORK EXPERIENCE**

2012-.... : Atatürk University (Instructor)