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INVESTIGATING STUDENTS' EXPERIENCES WITH ONLINE ASSESSMENTS: THE USE OF QUIZIZZ IN ESP COURSE

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ABSTRAK

Perangkat lunak kuis gamifikasi semakin populer dalam pengajaran Bahasa Inggris untuk Tujuan Tertentu (ESP) karena kemampuannya untuk meningkatkan keterlibatan dan motivasi siswa. Namun, efektivitas dan pengalaman pengguna alat gamifikasi seperti Quizizz dalam konteks ESP masih kurang dieksplorasi. Studi ini mengeksplorasi pengalaman siswa dengan Quizizz di kelas ESP, dengan fokus pada keuntungan, kemudahan penggunaan, dan tantangannya. Menggunakan desain survei kuantitatif, data dikumpulkan dari 77 mahasiswa Pendidikan Fisika melalui kuesioner skala Likert yang didistribusikan secara daring pada akhir Semester Ganjil 2024/2025 dan dianalisis secara deskriptif. Hasilnya menunjukkan bahwa 86,9% siswa setuju atau sangat setuju bahwa fitur gamifikasi meningkatkan motivasi mereka, dan 73,3% merasa lebih percaya diri menjawab pertanyaan setelah menggunakan Quizizz. Antarmuka yang ramah pengguna dan aksesibilitasnya juga memfasilitasi partisipasi. Namun, tantangan seperti batas waktu, koneksi internet yang tidak stabil, dan kesulitan teknis memengaruhi pengalaman mereka. Beberapa siswa merasa tertekan oleh kuis berbatas waktu, sementara stabilitas jaringan yang buruk menghambat partisipasi mereka. Temuan ini menyoroti manfaat pedagogis sekaligus keterbatasan penilaian gamifikasi dalam pembelajaran ESP. Untuk meningkatkan nilai pedagogis, studi ini merekomendasikan penyesuaian waktu kuis, peningkatan infrastruktur teknis, dan penyesuaian gamifikasi untuk mengurangi kecemasan sekaligus mempertahankan keterlibatan. Penelitian lebih lanjut perlu mengkaji efek jangka panjang dari pengujian gamifikasi terhadap hasil pembelajaran ESP dalam berbagai konteks pembelajaran.

Kata Kunci: *Penilaian Berbasis Gamifikasi; Pembelajaran Daring; Keterlibatan Mahasiswa; Survei*

ABSTRACT

Gamified quiz software is increasingly popular in English for Specific Purposes (ESP) instruction due to its ability to enhance student engagement and motivation. However, the effectiveness and user experience of gamified tools like Quizizz in ESP contexts remain underexplored. This study explores students' experiences with Quizizz in an ESP class, focusing on its advantages, ease of use, and challenges. Using a quantitative survey design, data were gathered from 77 Physics Education students through a Likert-scale questionnaire distributed online at the end of the 2024/2025 Odd Semester and analyzed descriptively. The results show that 86.9% of students agreed or strongly agreed that gamification features increased their motivation, and 73.3% felt more confident answering questions after using Quizizz. Its user-friendly interface and accessibility also facilitate participation. However, challenges such as time limits, unstable internet connections, and technical difficulties affected their experience. Some students felt pressured by timed quizzes, while poor network stability hindered their participation. These findings highlight both the pedagogical benefits and limitations of gamified assessments in ESP learning. To enhance pedagogical value, the study recommends adjusting

quiz timing, improving technical infrastructure, and tailoring gamification to reduce anxiety while sustaining engagement. Further research should examine the long-term effects of gamified testing on ESP learning outcomes in various instructional contexts.
Keywords: *Gamified assessment; online learning; students' engagement, survey*

INTRODUCTION

English language proficiency is especially crucial for university students, especially future English language proficiency is a critical asset for university students, particularly for pre-service teachers, as it significantly contributes to academic achievement and future career readiness. English, being the global academic language, enables access to up-to-date teaching materials and scholarly resources (Y. Li, 2023; Lipaev & Alekseeva, 2018). In line with the rise of English Medium Instruction (EMI) even in non-native English-speaking countries, students are expected to demonstrate advanced English skills for meaningful content comprehension and class participation (Kovrizhnykh, 2022). Moreover, English proficiency enhances employability by preparing graduates to function effectively in multilingual work environments (Hidayat, 2024; Y. Li, 2023). For teacher candidates, proficiency in English is essential not only for professional interaction but also for facilitating instruction, managing classroom discourse, and supporting learners (Berger, 2021; Kareva, 2019).

Alongside immediate teaching and course responsibilities, English proficiency is equally important for long-term career development. It empowers teachers to use international pedagogical materials, take international conferences, and share practice with other international professionals (Kareva, 2019; Song, 2023). There nevertheless also lies a usual gap between English proficiency needed from employers and held by graduates, indicating increased need for good quality English instruction in the universities (Hidayat, 2024). Research suggests that integrating traditional learning with online learning has the potential to enhance students' English proficiency to a great extent and equip them better for professional needs (Tretyakova et al., 2023). This shows that new and technology-driven learning models have a significant role to play in addressing the linguistic and pedagogical needs of future teachers.

Technology has been the driving force behind English for Specific Purposes (ESP) learning by providing flexible and interactive learning experiences. Learning Management Systems (LMS) such as Moodle have been shown to improve students' reading, writing, and communication skills through facilitating structured learning environments (Suhardiman et al., 2024). Mobile-Assisted Language Learning (MALL) has proved to be successful in ESP environments by offering mobility and accessibility, which allow the learner to engage in continuous learning with mobile tools like Superstar and LINE that have been shown to promote vocabulary acquisition and motivation (Chen & Sitthiworachart, 2023; Shih, 2017). MALL also supports ubiquitous learning so that learners can practice language skills anytime and anywhere (Chirobocea, 2019).

Gamification has been a foremost approach to online learning that enhances motivation and participation in language learning. Online websites and mobile apps with gamified features like quizzes and interactive tasks have been proven to promote learning retention and student motivation (García-Sánchez, 2016; Rafiq et al., 2021). Literature emphasizes that gamified quizzes have the potential to make learning fun and offer real-time feedback, which is essential for language learning (Chirobocea, 2019; Lyu & Li, 2022). Quizizz, being a popular gamified quiz tool, has high potential for ESP classrooms by combining evaluation with appealing digital

experiences. Yet, while gamified tests are increasingly being adopted, research on their effectiveness in ESP learning, especially from students' points of view, is still limited. More research should be conducted to examine how tools such as Quizizz enhance engagement and learning achievement in ESP contexts. Despite the widespread adoption of gamification in general English learning, its application in English for Specific Purposes (ESP) remains under-researched. In particular, studies focusing on the student experience of gamified assessment tools such as Quizizz within ESP physics courses are scarce.

Gamification in learning has been universally embraced due to its capacity to promote learner motivation and engagement by integrating game design elements within learning contexts (Abdelhamid et al., 2023; Limantara et al., 2023; Upadhyaya & Garg, 2019). In ESP classrooms, where learners tend to be demotivated and disengaged, gamification offers an engaging and entertaining way of acquiring language. Features like points, rewards, and leaderboards provide a competitive but encouraging environment that motivates students to engage actively (Abdelhamid et al., 2023; Rahmi et al., 2025). Advancing through levels also provides an aspect of achievement, which encourages ongoing learning and retention of specialized terminology and forms of language applicable to their fields of work (Rahmi et al., 2025).

Online assessment tool development has also revolutionized ESP learning through the availability of various and flexible channels of assessing student performance (Karagoz & Bangun, 2023; Pushmina, 2021). Online platforms facilitate formative assessment that not only tests understanding, but also involves learners in critical discussions and peer assessments (Karagoz & Bangun, 2023). Particularly, adaptive e-learning platforms have been designed to promote motivation and engagement through personalized testing to meet individual student needs (Pushmina, 2021) Integrating gamification into e-assessment platforms has also increased their effectiveness insofar as students respond positively to elements of games embedded in assessments, which make them less overwhelming and interactive (Phuong, 2020; Vukšić et al., 2024).

In ESP, gamified testing has also been of immense potential in solving learning issues. It has been shown through research that students find gamified learning platforms helpful in vocabulary acquisition and general engagement (Phuong, 2020). Tools such as Quizizz, which incorporate gamification in testing, enable students to get immediate feedback, reinforcing learning outcomes while making it an enjoyable and engaging process. However, despite such advantages, there are difficulties in making sure gamified activities support learning goals and provide an enjoyable game-like environment (Vukšić et al., 2024). This research attempts to investigate student experiences of gamified quizzes, in this case, using Quizizz in an ESP class, to determine its effect on student motivation, engagement, and perceived learning effectiveness.

In the context of ESP, gamified assessments have demonstrated significant potential in addressing learning challenges. Research indicates that students perceive gamified learning environments as beneficial for vocabulary acquisition and overall engagement (Phuong, 2020). Platforms like Quizizz, which integrate gamification into assessments, allow students to receive instant feedback, reinforcing learning outcomes while maintaining a fun and dynamic experience. However, despite these benefits, challenges remain in ensuring that gamified activities align with educational objectives while maintaining an engaging game-like experience (Vukšić et al., 2024). This study seeks to explore student experiences with gamified

assessments, specifically the use of Quizizz in an ESP course, to assess its impact on student motivation, engagement, and perceived learning effectiveness.

Gamification of language learning has been ever more popular because of its potential to increase motivation and interest, and Quizizz is a suitable platform for the application of gamified testing in English for Specific Purposes (ESP) classes. One of the prominent features of Quizizz is leaderboards, which allow students to receive real-time scores, fostering competitiveness and motivation (Mohamad et al., 2020). Besides, live quizzes facilitate instant interaction, rendering class sessions more interesting and promoting active learning (Yunus & Hua, 2021). Another of its fundamental features, instant feedback, gives learners instant feedback on their responses, allowing them to identify errors and reinforcing learning in a fun manner (Mohamad et al., 2020). features render Quizizz especially suitable for language learning environments, where motivation and instant correction are extremely important for skill acquisition.

The effect of Quizizz on language learning achievement has been extensively documented. ESL students who practiced grammar using Quizizz outperformed their peers who used conventional methods (Pham, 2023). Likewise, research on young learners reported better retention of English irregular verbs after they practiced with Quizizz (Yunus & Hua, 2021). It also supports independent learning, in a way that students learn at their own pace by doing quizzes, hence making learning less stressful and more personalized (Mohamad et al., 2020). Additionally, student reception of Quizizz has been very well, as they consider it enjoyable and supportive of improving their engagement with the subject content (Zuhriyah & Pratolo, 2020). With such benefits, Quizizz offers a worthwhile opportunity for the incorporation of gamified quizzes in ESP classes, enhancing not just academic achievement but also continued motivation in learning languages.

While it is increasingly popular to utilize gamified tests, there has been limited research on their use in ESP. The majority of the research that does exist has been on general English learning or other subjects, meaning that there is not much understanding of how gamified sites like Quizizz function for ESP physics learning (Helvich et al., 2024; C. Li et al., 2024; Waluyo et al., 2023). Besides, most of the available studies have limited methodologies, with overreliance on flawed experimental designs and without stringent testing of their effectiveness (C. Li et al., 2024; Waluyo et al., 2023). This calls for an empirical and theory-based intervention to examine the effect of gamified learning on ESP learners, specifically in technical and scientific fields. Previous studies have not investigated students' perceptions of gamified assessments in ESP physics courses using Quizizz, creating a clear research gap. This study aims to address this gap by evaluating students' attitudes and experiences with Quizizz in a Physics ESP course.

Another area that has been less studied is students' attitude towards gamified testing in ESP courses. While there have been some investigations into students' experience of gamified learning, fewer have investigated their attitude towards particular tools like Quizizz for specialized language courses (Helvich et al., 2024; Lytovchenko et al., 2022; Waluyo et al., 2023). Understanding students' attitudes is necessary to be able to get the most out of gamification and ensure these tools are indeed enhancing learning. Additionally, the majority of studies to date have been in university contexts and could overlook the other levels and types of learning environments (C. Li et al., 2024; Waluyo et al., 2023). Considering the reality that

ESP students, and particularly those for physics studies, could have specific needs and issues, it is vital to study how gamified assessments can be applied in various educational contexts.

With the potential of gamified testing for stimulating vocabulary learning and motivation, the purpose of this research is to investigate the effectiveness of gamified tests in a physics ESP class (C. Li et al., 2024; Lytovchenko et al., 2022; Waluyo et al., 2023). Literature has indicated that gamified learning stimulates motivation and enjoyment, both of which are essential for effective language learning (Tayeh et al., 2024; Waluyo et al., 2023). Yet, empirical research examining the contribution of such variables to ESP students, more critically in technical fields where linguistic competence plays an invaluable role to intellectual and professional achievement, remains to be lacking. This study investigates students' perceptions of Quizizz in an ESP Physics course by focusing on three main indicators: motivation, usability, and learning effectiveness. These dimensions have been adapted from established models on educational technology acceptance and gamification in language learning (e.g., Deterding et al., 2011; Zainuddin et al., 2020).

Finally, this research claims to present empirical evidence of students' attitude toward Quizizz in ESP learning, which addresses the research gap by investigating its strengths and weaknesses from the students' perspective. With its application in a pre-service teachers' ESP class, this research can provide enlightened perspectives on the contribution of Quizizz with its gamification to language learning in specialized contexts and serve as a basis for further pedagogical innovations in ESP teaching.

RESEARCH METHOD

This study adopts a quantitative survey design aimed at investigating students' perceptions of using Quizizz in an ESP course. The focus is on student experiences concerning engagement, motivation, ease of use, and challenges associated with the platform. Data were collected using a Likert-scale questionnaire distributed online at the end of the 2024/2025 Odd Semester, specifically in late December 2024. The participants of the research were 77 students of two classes in the Undergraduate Program of Physics Education who were taking the ESP. The course aims to provide the students with the capacity to comprehend and use English in learning physics. The lectures were delivered online for half a semester through synchronous and asynchronous modes. Synchronous sessions were conducted through Google Meet, where students were given material explanations, group presentations, and discussions. Asynchronous sessions, on the other hand, were done through Moodle, which offered learning materials, instructional videos, and assignments to be done independently. The participants comprised 77 students enrolled in two classes of the Undergraduate Physics Education Program, all taking the ESP course. The course is designed to equip students with English language skills relevant to understanding physics content. Instruction was delivered through a blended format over half a semester, using both synchronous (via Google Meet) and asynchronous (via Moodle) modes.

As part of the assessment of learning, students undertook four online quizzes via the Quizizz app. The quizzes were given at the conclusion of every main topic, with 10 to 20 multiple-choice questions that students had 10 to 20 minutes to respond to. The use of Quizizz in this course was purposed to engage students more, prepare them better for the content of the course, and create a more interactive and fun testing experience than traditional quizzes. To enhance learning engagement, four online quizzes were administered using the Quizizz app, each given after the completion of a major topic. Each quiz contained 10 to 20 multiple-choice

questions with a 10- to 20-minute time limit. This gamified approach was intended to increase motivation, provide instant feedback, and make assessment more interactive than conventional formats. A diagram illustrating the timing and integration of the quizzes within the course schedule could improve comprehension.

The instrument used in the study was a quantitative questionnaire to measure students' perceptions of different facets of Quizizz application in education, such as whether the use of Quizizz is beneficial, how easy and simple it is to use, and problems faced in using Quizizz. The data were collected using a 5-point Likert scale. The instrument was subjected to validity and reliability tests prior to administration. The Pearson validity test also corroborated all 11 items with values ranging from 0.296 to 0.704, which was above the r-table critical value of 0.227. The Cronbach's Alpha reliability test also yielded a value of 0.73, which indicated high reliability. The instrument consisted of an 11-item questionnaire designed to assess perceived usefulness, ease of use, and encountered issues when using Quizizz. Responses were rated on a 5-point Likert scale. The questionnaire was adapted from previous research but not explicitly cited—future versions should reference the original scale source. Pearson correlation values ranged from 0.296 to 0.704, exceeding the r-table value of 0.227, confirming item validity. Reliability testing using Cronbach's Alpha yielded a score of 0.73, indicating acceptable internal consistency.

The data gathering was carried out after all lectures for the Odd Semester of the 2024/2025 academic year were finished, that is in late December 2024. The students were explained the research aims and requested to provide consent to be involved in an informed consent procedure. The questionnaire, which was made up of a mix of Likert-scale and open-ended questions, was sent out online, and the students had one week to fill it out. Data were collected maintaining participant anonymity and confidentiality. No personal data, including names, student registration numbers, or gender, were collected to facilitate frank responses free from academic pressure. Quantitative data were analyzed applying descriptive statistics, such as mean value calculation, standard deviation, frequency, and percentage distributions, in order to comprehend the response pattern of students. Data collection occurred online after the conclusion of the semester, following an informed consent process ensuring confidentiality and anonymity. Although the questionnaire included open-ended items, the analysis of qualitative responses was not discussed—this should be clarified or the items removed. Only descriptive statistics (mean, standard deviation, frequency, percentages) were employed, which aligns with the exploratory nature of the research. A brief rationale for excluding inferential statistics could strengthen methodological transparency.

RESULT AND DISSCUSSION

Result

Students' responses regarding the use of Quizizz in an ESP class were categorized into three themes: (A) Benefits, (B) Ease of Use, and (C) Challenges. Most students expressed positive attitudes, especially in terms of increased enjoyment, motivation, and real-time feedback. Gamification features such as leaderboards and time-based challenges were effective in fostering engagement. However, students also reported limitations including technical issues and internet connectivity problems. Quantitative data supported these findings: for example, 86.9% of students agreed or strongly agreed that gamification increased motivation

Table 1. Distribution of Students' Response

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No.	Statement	Students' Response [n (%)]				
		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A	***Benefits of using Quizizz***					
1	Having tests with Quizizz make learning more interesting	1 (1.3%)	2 (2.7%)	11 (14.7%)	28 (37.3%)	33 (44.0%)
2	I enjoy the competitive aspect of Quizizz, such as rankings and time-based challenges	0 (0.0%)	1 (1.3%)	17 (22.7%)	31 (41.3%)	26 (34.7%)
3	Gamification elements in Quizizz (such as leaderboards and points) increase my motivation	0 (0.0%)	0 (0.0%)	12 (16.0%)	29 (38.7%)	34 (45.3%)
4	I feel more confident answering questions after using Quizizz	0 (0.0%)	3 (4.0%)	14 (18.7%)	21 (28.0%)	37 (49.3%)
5	Quizzes on Quizizz help reinforce my understanding of the material	0 (0.0%)	0 (0.0%)	20 (26.7%)	39 (52.0%)	16 (21.3%)
6	Instant feedback from Quizizz helps me understand my mistakes	0 (0.0%)	1 (1.3%)	20 (26.7%)	37 (49.3%)	17 (22.7%)
7	Quizizz is effective for reviewing and reinforcing learning	1 (1.3%)	1 (1.3%)	17 (22.7%)	35 (46.7%)	21 (28.0%)
Average		0.4%	1.5%	21.1%	41.9%	35.0%
B	***Ease of use and navigation***					
1	Quizizz is easy to use and navigate	1 (1.3%)	2 (2.7%)	20 (26.7%)	29 (38.7%)	23 (30.7%)
C	***Challenges of using Quizizz***					
1	Quizizz has many technical issues (such as lag, app crashes, etc.)	3 (4.0%)	9 (12.0%)	24 (32.0%)	24 (32.0%)	15 (20.0%)
2	I often experience internet connectivity issues when using Quizizz	2 (2.7%)	14 (18.7%)	24 (32.0%)	22 (29.3%)	13 (17.3%)
3	I often get distracted or tempted to use other apps while using Quizizz	44 (58.7%)	18 (24.0%)	8 (10.7%)	4 (5.3%)	1 (1.3%)
Average		21.8%	18.2%	24.9%	22.2%	12.9%

Discussion

The results show that Quizizz was efficient in facilitating engagement, motivation, and understanding in an ESP learning context. Most of the learners considered the platform effective

in reinforcing content through game-like features such as leaderboards, immediate feedback, and competition on time. Besides, the usability and availability of Quizizz enabled effortless quiz taking. Nonetheless, the learners also experienced a range of challenges, which were mainly time-dependent, internet connection, and technical problems. Most considered strict time constraints to be pressuring and impacting their capacity to respond to questions correctly, and connectivity issues often interrupted quiz sessions. Some students also experienced technical issues like app crashes, especially on older phones. Though Quizizz has obvious pedagogical advantages, these issues point to areas of refinement in the utilization of digital evaluation. The rest of this paper situates these findings within current gamification, e-assessment, and ESP learning research. The findings confirm Quizizz's role in enhancing learner engagement and comprehension in ESP instruction. Gamification features, including leaderboards and instant feedback, contributed to motivation and active participation. The platform's intuitive design and mobile accessibility were praised, aligning with prior studies on technology-enhanced learning. Nonetheless, challenges—especially rigid time constraints, unstable internet, and app crashes—hampered the learning experience. These limitations indicate areas for pedagogical and technical improvement.

The fact that Quizizz has a positive impact on student engagement and motivation is consistent with existing literature on gamified learning. Earlier research has established that game elements like points, leaderboards, and instant feedback can greatly increase students' engagement with learning activities (Deterding et al., 2011; Zainuddin et al., 2020). The present study confirms those results in that students reported that competition and instant feedback motivated them to engage more with learning ESP-based material. | This outcome aligns with previous studies that link gamified tools to enhanced engagement and learning motivation (Deterding et al., 2011; Zainuddin et al., 2020). In particular, the use of real-time scoring and rankings in Quizizz supports learner involvement in ESP activities.

One of the greatest benefits was improved understanding and recall. Since students were repeatedly exposed to key concepts through interactive quizzes, they could remember information more readily than with traditional tests. This corroborates research on retrieval-based learning, explaining how regular low-stakes testing strengthens memory recall and long-term learning outcomes (Karpicke & Blunt, 2011). Specifically, the students in this study suggested that Quizizz allowed them to revise content efficiently and consolidated their mastery of physics-related lexis in English, which is a fundamental component of ESP learning. Repetitive exposure to key content through interactive quizzes enhanced recall, supporting retrieval-based learning theories (Karpicke & Blunt, 2011). Students found Quizizz particularly useful in reviewing technical vocabulary relevant to physics, reinforcing ESP-specific language acquisition.

Further, Quizizz appears to support self-paced learning, which is particularly relevant in ESP classrooms where learners must develop linguistic proficiency alongside specialist subject matter knowledge. Some students reported that they were able to access Quizizz quizzes outside of class, which allowed them to practice at their convenience. This feature is especially handy in blended learning contexts, where students balance synchronous and asynchronous learning activities (Sun, 2023). Furthermore, the ability to revisit quizzes and receive immediate feedback reinforces metacognitive skills by allowing students to identify areas where they need to catch up. Students appreciated Quizizz's asynchronous accessibility, enabling practice outside class hours—particularly beneficial in blended ESP instruction (Sun, 2023). This

feature allowed learners to revisit quizzes, supporting metacognition by identifying knowledge gaps.

Unlike normal paper-based testing, which, in most cases, offers untimely feedback, Quizizz allows students to understand their mistakes in real-time. This supports formative assessment principles emphasizing the role of timely feedback in supporting richer learning (Calimeris & Kosack, 2020; Maraza-Quispe, 2024). A majority of students supported the notion that receiving instant feedback after each response allowed them to improve their learning more effectively compared to conventional testing. Instant feedback provided by Quizizz aligns with best practices in formative assessment (Calimeris & Kosack, 2020; Maraza-Quispe, 2024), enabling learners to adjust their understanding immediately.

Students enjoyed the simplicity and usability of Quizizz, as indicated in the survey results. Most of the students found the platform user-friendly and easy to navigate, which allowed them to engage in quizzes without experiencing any complications regarding the interface design. This corroborates research that suggests digital learning platforms that are easy to use enhance engagement through the reduction of distractions and cognitive load (Fahada & Asrul, 2024; Hue, 2024). Quizizz's simple design allows students to concentrate on the learning material itself and not on how to use the platform, which makes it an efficient tool for formative assessment in ESP learning. | User-friendly design was highlighted as a key strength, minimizing cognitive load and maximizing focus on content (Fahada & Asrul, 2024; Hue, 2024).

The other main benefit is that Quizizz facilitates mobile learning, allowing students to play quizzes on different devices, from smartphones and tablets to computers. Such flexibility is particularly helpful in online and blended learning environments, where students may need to remotely access learning materials (Hue, 2024). Additionally, instant scoring and the automated grading system were features that most students appreciated, as they made assessment easier and provided instant feedback on performance. The efficacy of this feature benefits both teachers and learners by reducing the workload of grading manually and enabling real-time monitoring of student performance (Mohamad et al., 2020; Santika et al., 2024).

While most of the students responded positively to Quizizz, they also experienced some major issues, particularly with time limits, internet connectivity, and quiz format. Among the most frequent issues reported was the time limit for every question. Most of the students felt rushed in responding, thereby leading to anxiety and failure to process the questions fully prior to selecting an option. However, providing more time for quizzes is not necessarily connected to better performance. One study showed that providing additional time was not linked to higher test scores (Portolese et al., 2016). While some students liked the game-like aspect of the quizzes, they reported that they found the countdown timers to be stressful and that they got in the way of their ability to focus and remember content effectively. To fix this, teachers can distribute time differently based on question complexity or offer untimed practice quizzes. Literature supports that flexible timing in gamified assessments can enhance understanding and reduce test anxiety (Zhao & Shute, 2019). Despite overall positive reception, time pressure was a significant issue. Countdown timers were perceived as stressful by many students, affecting concentration and performance. Flexible timing settings, based on question complexity, are suggested for improved learning outcomes (Zhao & Shute, 2019).

Another major problem was unstable internet connectivity, which disrupted the students' quiz completion. The majority of the students complained of sudden disconnections, slow

loading, or being ejected from quizzes due to network instability. Since Quizizz is a real-time internet-based platform, these technical issues disrupted their seamless participation. These findings have been the same in studies on online exam tools, where poor internet connection is enumerated as a barrier to active engagement (Akmad & Abatayo, 2024). Considering these concerns, teachers might provide other exam options, such as downloadable quizzes or asynchronous assignments, to accommodate students with connectivity issues (Akmad & Abatayo, 2024; Onuh et al., 2022). Connectivity problems also hindered participation, especially in low-bandwidth settings. Suggested improvements include offering low-data quiz formats or offline alternatives to enhance inclusivity (Akmad & Abatayo, 2024; Onuh et al., 2022).

In addition, some students also thought that Quizizz's gamification elements were distracting. Anon, animations, and background music, although designed to enhance engagement in learning, were sometimes said to detract from concentration. This is in line with evidence that excessive gamification elements might divert cognitive resources from learning processes (Hamari et al., 2016). Some students also experienced stress due to the leaderboard feature when scores were displayed to all. While competition can foster learning, it will also bring anxiety to self-paced learners (Liu et al., 2022). Instructors can mitigate this by allowing students to customize gamification elements, for instance, disabling animations or using personal performance dashboards instead of open rankings. | Overuse of gamification features such as animations or public leaderboards was perceived by some as distracting. Literature suggests offering customization options to maintain learner focus while preserving motivational benefits (Hamari et al., 2016; Liu et al., 2022).

Results of some of this study mention some pedagogical points to keep in mind when using Quizizz within ESP learning settings. While Quizizz optimizes engagement, motivation, and learning retention, addressing the identified challenges can also enhance its application. The principal issue was pressure created by inflexible time constraints, which usually hindered students from undertaking more profound cognitive processing. Based on studies, inflexible time constraints might lead to surface-level learning rather than conceptual deep understanding. Instructors can also think of modifying time allotments by question difficulty, providing untimed test versions, or employing adaptive timing settings for differing learning needs. | The discussion reinforces Quizizz's pedagogical value but emphasizes the need to tailor features—such as timing and gamification intensity—to the needs of diverse learners.

Another significant factor is ensuring equitable access to online tests. Given that the majority of students experienced connectivity and technical issues, higher priority should be accorded to infrastructure support for conducting online tests. Some of these possible solutions include offering low-bandwidth quiz modes, offline support, and alternative assessment systems such as Moodle quizzes for students who experience ongoing technical difficulties.

Moreover, while gamification boosts engagement, certain aspects, including public leaderboards and background effects, can lead to distraction or anxiety. Enabling students to customize gamification settings may serve to balance engagement with cognitive concentration. Teachers could also differentiate the intensity of gamification for formative and summative tests, maintaining high-engagement features for low-stakes quizzes but minimizing them for high-stakes tests. Teachers are encouraged to implement differentiated gamification strategies—maximizing engagement during low-stakes tasks and minimizing distractions during summative assessments.

CONCLUSION

This study provides empirical confirmation of students' attitudes towards Quizizz as a gamified assessment tool in an ESP course. The findings demonstrate Quizizz's effectiveness in promoting motivation, engagement, and understanding through gamification features such as leaderboards, instant feedback, and mobile accessibility. However, persistent challenges—particularly time pressure, connectivity issues, and technical disruptions—underscore the importance of adjusting implementation strategies to meet learners' needs.

While it has been beneficial, this study does have some limitations. Firstly, the study employed only self-reported survey data, and hence might not reflect students' actual learning performance or retention in the long run. Secondly, the study was done at a single institution and single ESP course only, which limits the generalizability of the findings to other disciplines or educational contexts. Lastly, external factors such as various internet infrastructure and device capabilities of the students were not accounted for and could have influenced their experience on Quizizz. In relation to the research objectives, the study successfully captured students' perceptions of engagement, usability, and learning effectiveness. Nonetheless, several limitations remain: (1) reliance on self-reported data, which may not reflect actual performance; (2) limited scope to one institution and course context; and (3) unmeasured variables such as digital device quality and internet access.

Future research should adopt a more integrated perspective towards the assessment of gamified tests through the use of experimental or longitudinal design to follow learning performance over time. Further, study of adaptive quiz settings to address diverse cognitive requirements and students' experiences with other gamified platforms would provide better understanding about the contributions of electronic testing towards ESP acquisition. Addressing these will aid in developing more effective and equitable gamified learning processes. | Future research should consider experimental or longitudinal approaches to assess the impact of gamified tools on long-term learning outcomes. Exploring adaptive gamification settings and cross-platform comparisons can further advance instructional design and policy development in ESP pedagogy.

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