

**EFL Students' Engagement, Retention, and Collaboration through Quiz Games
in Classes of Linguistics: The Case of Second-Year Students at the University of
Constantine 1**

*** Dr. Mouna FERATHA**

University of Frères Mentouri, Constantine 1.(Algeria)

feratha.mouna@umc.edu.dz

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Abstract

Quiz games have gained attention as an effective teaching tool to enhance EFL students' motivation, retention, and collaboration, particularly in content-based courses like linguistics. This study aims to explore the attitudes of second-year students in the Department of Letters and the English Language at the University of Constantine 1 towards using quiz games in language learning, and to uncover whether they find them satisfactory and beneficial. It specifically investigates their use of quiz games to learn the subject of linguistics and their effectiveness in enhancing such learning, while considering three key aspects: engagement, retention, and collaboration. Data were collected using an online questionnaire, which was completed by a sample of second year students of English. The findings revealed that students held positive attitudes towards the use of quiz games, as they found that these games create a relaxing atmosphere and help enhance their knowledge of linguistics as well as their communicative skills thanks to improving their cognitive abilities and encouraging collaboration. These findings highlight a need for integrating quiz games in the teaching of linguistics.

Keywords: Quiz games, engagement, retention, collaboration and linguistics

Introduction

The technological development has played a major role in improving the methods of teaching the English language at university level. University teachers have come abreast of this development and have worked to include various teaching methods and techniques, which depend on technology, and which contribute greatly to improving the academic level of students. The integration of quiz games in EFL classrooms has gained popularity as an engaging and effective instructional tool. "Game-based learning is an innovative methodology that takes advantage of the educational potential offered by videogames ... to boost training processes, thus

* FERATHA Mouna: feratha.mouna@umc.edu.dz

making it easier for users to achieve motivated learning.” (María Esther del Moral Pérez, Guzmán Duque & Fernández García, 2018, p. 31). However, in the context of Algerian higher education, particularly within the Department of English at the University of Constantine 1, the integration of such interactive techniques, particularly in content based subject such as linguistics remains limited and underexplored. Learning linguistics often poses significant challenges for EFL students due to the abstract nature of its concepts and the limited opportunities for practical application. Consequently, many learners perceive linguistics as a difficult and uninteresting subject, leading to decreased motivation and limited classroom participation.

This study aims at investigating the attitudes of second year students at the department of Letters and the English Language, University of Constantine1, towards using quiz games in language learning and uncovering whether they find them satisfactory and beneficial. It attempts particularly to investigate their points of view concerning the benefits of learning linguistics via quiz games and quiz game competition. The study seeks to answer the following questions:

1. How do second year students define the role quiz games and quiz competitions play in increasing their engagement during classes of linguistics?
2. How do second year EFL students describe the role of quiz games and quiz competitions in helping them retain the concepts of linguistics?
3. What are students' perceptions of how quiz games and quiz competitions boost their motivation to learn linguistics?

1. Literature Review

This section reviews the literature about gamification in an EFL context and particularly the use of quiz games for teaching linguistics.

1.1. Gamification

Approaching the teaching of foreign languages through gamification is not new. Especially in higher education, teachers have always used innovative methods to motivate students to learn and develop their language skills. In some ways, it is considered as a teaching method that has transformed traditional approaches by making learning more student-centred than teacher-centred. Approaching foreign languages learning via the integration of games is supposed to help students improving their motivation, memory and collaboration. Kapp, (2012, p. 23) affirms

“Gamification can create an engaging learning environment by incorporating competition, rewards, and interactivity, making learning more immersive and enjoyable”. In other words, gamification in academic settings plays an important role. It increases learners’ motivation and help develop their communicative competence. Indeed, gamification provides a relaxing and entertaining atmosphere that engages learners in the learning process.

According to Werbach and Hunter (2012), the integration of games into education is not simply for fun; it also helps increase students’ engagement and enhances their learning proficiency. They stated that “Gamified learning experiences can enhance student motivation, provided they align with meaningful educational goals rather than mere entertainment” (Werbach and Hunter, 2012, p. 56). This is also supported by Nicholson (2015, p. 47), who stated that “the use of game mechanics in education is not just about fun; it leverages intrinsic motivation to encourage students to persist in challenging tasks.”

1.2. Quiz Games in Classes of English as a Foreign Language

Scholars such as Wang (2020), Sun and Hsieh (2023), Pham (2023), and Dupont and Leclercq (2024) noted that quiz games become very popular lately due to its effectiveness as an engaging tool in EFL classrooms. Quiz games are brief recurring assessments designed to evaluate students’ understanding and retention of specific language content. They provide an interactive way for students to reinforce their language skills while making learning entertaining and motivating.

The effectiveness of quiz games in increasing motivation, retention and collaboration among EFL learners can be further explained through Self-Determination Theory (SDT), constructivism, and Vygotsky’s (1978) sociocultural theory. According to Deci & Ryan (2000), learners’ self-regulation enhances their motivation. This can be observed during the use of quiz games in classes of linguistics which provides students opportunities to make meaningful choices in the quiz (self-directed learning), in addition to instant feedback that helps them reinforce their knowledge. From a constructivist point of view, learners actively construct meaning through experience and reflection rather than passively receiving information (Piaget, 1970). The communicating and problem-solving nature of quiz games illustrates this view by engaging learners to apply prior linguistic knowledge, build new understandings based on previous experiences. According to Vygotsky (1978), learning is a socially oriented process. He assumed that cognitive development occurs through interaction with more knowledgeable people, such as teachers, peers, or adults, and through engagement in culturally meaningful

activities. Quiz games create such socially rich learning environments where language learning is better achieved through collaboration, exchange of ideas, and immediate feedback. Therefore, these three main theoretical frameworks highlight the crucial role that quiz games play in facilitating the process of learning English as a foreign language.

1.2.1. Using Quiz Games in Classes of Linguistics

According to Lyons (2012) "Linguistics is concerned with the systematic, scientific study of human language in all its aspects, including structure, meaning, and context."(p33). That is to say, linguistics deals with the systematic investigation of the properties of particular languages as well as the characteristics of language in general. Linguistics is required in English language teaching because it helps teachers explain the English components and structures to the students. As a language, English has a system or linguistic rules that can be learned in terms of phonology, morphology, syntax and semantics. Learning it includes other fields such as psychology and education- cognitive science. Therefore, learning linguistics allows learners to analyse how meaning is created through sound, structure, and context (communication). Additionally, learning it enhances cognitive ability and helps link language to society and culture.

The integration of quiz games in Algerian universities remains limited in comparison with its implementation in EFL contexts worldwide, particularly, in subjects like linguistics. Designing quiz games in the subject of linguistics helps students learn the core concepts of phonology, morphology, grammar, and semantics. Furthermore, they simplify the key linguistic notions and help students gain knowledge about language evolution and its use in society.

1.3. Previous Studies

Numerous studies on the benefits of using quiz games in higher education were conducted by several academics. Munday (2018), for instance, discovered that games foster collaboration, peer interaction, and communicative competence in his research work on 'Quiz Games and Collaborative Learning' in EFL contexts. In addition, Wang and Tahir (2020) found that the quiz game 'Kahoot' improves learning outcomes, retention, and classroom interaction; they found that effective feedback boosts motivation in their study on 'Digital Quiz Games in Learning.' Doe and Smith (2024) conducted a study that focuses on game-based student response systems like 'Kahoot'. They confirmed that those systems increase EFL learners'

engagement and motivation. The findings of these research works affirmed that the social, cognitive, and motivational advantages of quiz games seen in typical EFL situations are similarly applicable and useful in classrooms of linguistics as it will be shown in this study. In line with some of the previous studies, the findings indicate that quiz games contribute to increasing learners' engagement, retention, and collaboration.

2. Methodology

This study adopts a descriptive qualitative research design; it aims to explore students' attitudes toward the use of quiz games in classes of linguistics regarding their engagement, retention, and collaboration.

2.1 Sampling

The sample consists of 43 second-year students enrolled in the Department of Letters and English Language at the University of Constantine 1 during the academic year 2023–2024. These students had prior experience with quiz-based learning, as quiz games were regularly used throughout their courses of linguistics during their third and fourth semesters. At the end of the fourth semester, they participated in a quiz game competition organized under the supervision of their teacher of linguistics. The participants' familiarity with this teaching approach made them a relevant and informed group for investigating perceptions of the pedagogical value and effectiveness of quiz games in EFL linguistics instruction.

2.2 Data Collection Tool

An online structured questionnaire (accessible via the link: https://docs.google.com/forms/d/1TpASgGfROo64P7gJq_mB9e8BDdSnNgJYKOV_OLE6GYw/edit) was used to investigate the participants' experiences with using quiz games in linguistics and to determine whether they found them satisfactory and beneficial. It comprises fifteen questions, open-ended and closed-ended ones, and is divided into three sections. The first section consists of eight questions exploring the participants' attitudes towards the use of quiz games in the classes of linguistics. The second section includes six questions investigating their attitudes towards participating in a quiz game competition organized by one of the teachers of the department. The third section contains an open-ended question aimed at gathering the participants' positive and negative attitudes regarding the use of quiz games and quiz game competitions in their EFL classes in general and those of linguistics, in particular.

The collected data were analysed both quantitatively and qualitatively, based on the nature of the questionnaire, which included a mix of closed-ended questions that necessitate quantitative analysis and open-ended questions that require thematic interpretation.

2.3. Findings

This section presents an analysis of the participants' reactions. It is divided into two parts: the first part is an analysis of three questions regarding the use of quiz games in classes of linguistics covering three learning aspects which are: engagement, retention and collaboration, while the second examines the participants' attitudes towards their involvement in the quiz game competition.

In order to ensure an accurate interpretation of the findings, the collected data have been analysed both quantitatively and qualitatively.

Participants' attitudes towards the use of quiz games

Reactions to the question: **Do you practice quiz games in your class of linguistics?**

Options	Number of Informants	Percentage
Yes	42	97.7%
No	1	2.3%
Total	43	100%

Table 01: Informants' Practice of Quiz Games in Classes of Linguistics

This question seeks to find out whether the participants practice quiz games in their linguistics classes, relying on their personal experience. The analysis shows that the vast majority (97.7%) have participated in quiz games in classes of linguistics. The only exception is one student who answered negatively; he or she may have been absent during those sessions.

Reactions to the statement: **‘Learning linguistics using quiz game is enjoyable’**

Options	Number of Informants	Percentage (%)
Strongly agree	27	62.8%
Agree	15	34.9%
Neutral	1	2.3%
Disagree	0	0%
Strongly disagree	0	0%
Total	43	100%

Table 02: Informants' Appreciation of Using Quiz Games

The statement in the survey aims to assess the extent to which students find learning linguistics through quiz games enjoyable. The majority (62.8%) strongly agree that it is, and 34.9% simply agree. The remaining participants are neutral. Findings advocate the participants' preferences of a motivating, interactive learning atmosphere over a traditional one. A relaxing and exciting atmosphere plays a crucial role in enhancing student engagement and improving learning outcomes. Integrating quiz games in EFL settings can be highly effective in developing students' interactive learning.

Participants' reactions to the statement: **‘Learning linguistics using quiz game creates good atmosphere in the classroom’**

Options	Number of Informants	Percentage (%)
Strongly agree	25	58.1%
Agree	15	34.9%
Neutral	3	7%
Disagree	0	0%
Strongly disagree	0	0%
Total	43	100%

Table 03: Quiz Games Creating a Good Classroom Atmosphere

The statement highlights the effectiveness of quiz games in fostering a dynamic, interactive and exciting learning environment. The results show that 93% of the participants believe that using quiz games in learning linguistics contributes to a positive classroom atmosphere (strongly agree + agree). Only a small portion (7%) remains neutral, while no participant disagreed. This suggests that quiz games create a good and motivating environment, making learning more entertaining and less dependent on traditional teacher-centred methods.

Participants' reactions to the statement: **Learning linguistics using quiz games helps me memorize the lessons easily**

Options	Number of Informants	Percentage (%)
Strongly agree	20	46.5%
Agree	19	44.2%
Neutral	3	7%
Disagree	1	2.3%
Strongly disagree	0	0%
Total	43	100%

Table 04: Informants' Memorisation of Lessons of Linguistics through Quiz Games

This statement examines students' ability to memorize lessons. Table 04 reveals that 46.5% of participants strongly agree that learning linguistics through quiz games enhances their retention. 44% of the participants agree that quiz games facilitate smooth memorization, and only 7% remain neutral. These findings highlight the significant role of quiz games as an effective tool that helps EFL students memorize their lessons.

Participants' reactions to the statement: **Learning linguistics using quiz game makes me have good attitude towards learning linguistics**

Options	Number of Informants (N)	Percentage (%)
Strongly agree	12	27.9%
Agree	26	60.5%
Neutral	5	11.6%
Disagree	0	0%
Strongly disagree	0	0%
Total	43	100%

Table 05: Informants' Perceptions of Quiz Games in Developing Positive Attitudes towards Learning Linguistics

This statement tests the participants' attitudes towards learning linguistics through quiz games. The data in table 5 reveal that the majority of participants (60.5%) agree that quiz games are good and facilitate learning linguistics. 27.9% of the participants strongly agree. The remaining 11.6% of participants are neutral. These findings imply the necessity to integrate quiz games due to their effectiveness as instructional instruments.

Participants' reactions to the question: **Have you ever participated in a quiz game competition in linguistics?**

Response	Number of Informants	Percentage (%)
Yes	29	67.4%
No	14	32.6%
Total	43	100%

Table 06: Informants' Participation in Quiz Game Competitions in Linguistics

The results in table 06 indicate that 67.4% of the participants representing the majority have taken part in a quiz game competition in linguistics, while 32.6% have not.

Participants' reactions to the statement: **Quiz game completion helps me improve my learning skills.**

Response	Number of Informants	Percentage (%)
Agree	37	86%
Disagree	6	14%
Total	43	100%

Table07: Informants' Perceptions of Quiz Games in Improving Learning Skills

The aim of this statement is to unveil the participants' attitudes towards the role quiz game competition plays in developing language learning skills. The results in table 07 indicate that the majority of participants (86%) agree that quiz game competitions help them improve their learning skills. Only a small percentage (14%) disagrees with this statement. These findings highlight the effectiveness of quiz games as an engaging learning tool that enhances students' skills.

Reactions to the statement: **Please, feel free to argue (positively or negatively) about the use of quiz game and quiz game competition in EFL Classes.**

A total of 29 participants provided arguments regarding the use of quiz games in linguistics classes. The participants' statements show a mix of positive and negative standpoints regarding the use of quiz games in EFL learning context (see Appendix A for full statements). The reactions highlight three main factors influencing the Participants' experiences: emotional, cognitive and social. The dominant theme in the reactions is "excitement and motivation" about quiz games, some students state that quiz games stimulate analytical skills and reasoning regarding memorization, understanding, and retention of lessons of linguistics. For many students, quiz games foster collaboration and positive interactions with peers.

2.4 Interpretation of the Results

The results show that most participants had a positive attitude towards learning linguistics through quiz games. A majority strongly agreed or just agreed that learning linguistics using quiz game is enjoyable and creates a relaxing atmosphere, which helps them feel at ease and learn more effectively (Tables 2 & 3). The interactive nature of quiz games encourages active participation, making the learning process more dynamic and enjoyable.

Regarding students' cognitive abilities, the integration of quiz game in classes of linguistics provide an encouraging learning atmosphere that contribute to

the development of the students' memorisation, problem solving and good reasoning.

Students' motivation helps them retain lessons efficiently. Findings in Table 04 show the students' positive attitudes towards the impact of quiz games on their motivation and memorisation. Students' excitement helps them participate in EFL classrooms.

Students' collaboration not only enhances their communication skills but also encourages them to share their linguistic knowledge and clarify ambiguities with classmates. Consequently, they develop self-confidence in their linguistic capabilities and enhance their interpersonal skills.

To sum up, the integration of quiz games into the subject of linguistics helps in increasing language learners' motivation, improves their cognitive skills, promotes critical thinking, create an engaging and interactive learning experience. Incorporating quiz games in classes of linguistics can make language learning more effective. The attitudes of the participants may be summarized as follows:

➤ **Positive Attitudes (Majority)**

The majority of participants representing second year students at the department of Letters and the English language students expressed strong positive attitudes towards quiz games, emphasizing their role in motivating and engaging them in learning English as foreign language and helping them develop their learning skills. The most common benefits mentioned include:

Increased engagement & motivation ➡ Many students found quiz games to be fun, engaging, and a great way to stay focused in class. (emotional) as one participant noted "They can make learning fun and engaging, encourage active participation, and help students retain information" and another added "It helps students to engage more and comprehend lessons easily without getting bored" (Appendix A)

Improved lesson memorisation ➡ Quiz games were described as helping students retain information, understand lessons better, and assess their own level of knowledge.(cognitive) as it is stated by a participant "Using quiz games instead of tasks is much better; they are fun, less stressful, and help understand/memorize lessons" (Appendix A)

Encouraging teamwork & competition ➡ Several students enjoyed the competitive spirit and felt that group quiz games fostered collaboration and strategic thinking. (cognitive) As expressed by one of the participants "Grouping adds fun and encourages collaboration among students"(Appendix A)

➤ **Negative Attitudes (Minority)**

Despite the very positive feedback, some students raised concerns about quiz games regarding group work challenges as some students disliked working in groups, since they felt it could be distracting and lead to unfair advantages when some students dominated discussions. There are also students who mentioned favouritism and unequal participation, where stronger students benefit more than weaker ones. Another concern was raised which is social interaction that may not be ideal for introvert students.

➤ **Balanced View: Finding a Middle Ground (Minority)**

Few students acknowledged both benefits and drawbacks, suggesting that quiz games should be used alongside traditional learning methods to maintain balance and practicing quiz games should be an option for students who find group work instructing.

Conclusion and Recommendations

This study aimed to investigate the role of gamification in EFL classrooms, with a particular focus on students' attitudes towards the use of quiz games in their courses of linguistics. Adopting a mixed-methods approach, the research utilized a questionnaire and involved forty-three second-year students from the Department of Letters and the English Language at the University of Frères Mentouri, Constantine 1.

The findings of this study have shown that students favour the use of games in EFL classes. They perceive quiz games as effective tools in language teaching, as they help in providing a relaxed learning atmosphere that enhances EFL learners' interaction and develops their communicative skills. The study concludes that investigating the role quiz games and quiz game competitions play in EFL classrooms is fundamental. Students' positive attitudes towards the implementation of quiz games confirm their effectiveness in enhancing their learning skills.

Overall, compared to previous studies on game-based learning, which have usually focused on improving students' vocabulary acquisition, grammar practice, or general language proficiency, this study extends the use of quiz games investigation to content-based subjects such as linguistics; a field that remains underexplored in EFL contexts. While earlier findings (e.g., Del Moral Pérez et al., 2018; Permana et al., 2022) confirmed the motivational and cognitive benefits of quiz games, few have examined their impact on learners' engagement, retention, and collaboration within

courses of linguistics. This study therefore provides a different contribution by highlighting how quiz games can transform the learning experience in theoretically demanding subjects, in other words; making abstract linguistic concepts more accessible and engaging for students which helps in both fostering both cognitive understanding and communicative interaction. It also offers practical implications for EFL instructors seeking to balance academic rigor with interactive, learner-centred strategies in higher education.

- Teachers should integrate well-structured quiz games with clear learning objectives into their lesson plans to ensure students' learning skills' reinforcement. A well- designed educational game would increase the students' participation through motivation and develop their language skills effectively.
- Teachers should incorporate quiz game competitions that can be utilized as a strategy to boost student participation and create a dynamic learning atmosphere.
- Teachers should receive training on how to effectively design and implement gamification techniques in their teaching practices.

Future studies are required to investigate the long-term impact of gamification on language proficiency and explore various types of learning games in different learning contexts.

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Appendix A: Students' Open-Ended Responses

Question: Please, feel free to argue (positively or negatively) about the use of quiz games and quiz game competition in EFL

Participant	Response	Attitude
Participant 1	Quiz games rely heavily on social interaction, which can be challenging for introverted students.	Negative
Participant 2	Random grouping may lead to unfair advantages, as not all students have the same level of understanding.	Negative
Participant 3	Breaks routine, fostering a relaxed studying atmosphere.	Positive
Participant 4	Grouping adds fun and encourages collaboration among students.	Positive
Participant 5	Encourages teamwork and strategic thinking skills.	Positive
Participant 6	The arguments regarding the use of quiz games and quiz game competition may vary in EFL classes. When it comes to the positivities, incorporating such games can enhance our engagement in class, vocabulary, retention, and competition spirit as EFL students. However, the negative side of the use of these games must be regarded, including potential stress, favouritism, and lack of equal opportunities.	Mixed
Participant 7	It is rather remarkable how the effect of this game is beneficial for EFL learners; it helps to develop and encourage their passion toward linguistics.	Positive
Participant 8	I think it is helpful but I tend to dislike the quiz games that include group work. I honestly end up learning nothing from them because of the distraction.	Negative
Participant 9	Using quiz games can be a fantastic way to make learning English fun and engaging. It encourages active participation, boosts motivation, and helps students retain information.	Positive
Participant 10	Helps to understand the lesson better.	Positive
Participant 11	I agree with the use of quiz games.	Positive
Participant 12	Good luck.	Positive
Participant 13	I really enjoy it because it's different and entertaining.	Positive
Participant 14	I see the use of quiz games as the most effective and useful way to study because it is a way that makes us gain information without any effort. Acquiring information is better than learning them.	Positive
Participant 15	These quizzes helped me to determine my level of understanding the lessons.	Positive
Participant 16	When it comes to using quiz games and competitions in EFL classes, there are definitely some positive aspects. They can make learning fun and engaging, encourage active participation, and help students retain information.	Positive
Participant 17	It's something good for me to memorize more. It creates a competition between my classmates and me, and I like this.	Positive
Participant 18	Quiz games promote the development of critical thinking and reasoning skills. When I face challenging questions, I am more encouraged to analyze the options carefully. This process improves my problem-solving abilities.	Positive

classes.

Participant 19	Quiz games can be fruitful as long as they are not executed in group formation, in which case the atmosphere becomes chaotic. Some group members would neither be able to pick up new information nor properly apply what was introduced.	Negative
Participant 20	Actually, I tried quiz games with Miss Benlaksira and it was fun and beneficial because it explained more details of the lesson and showed me whether I really understood.	Positive
Participant 21	I really like quiz games and competitions because they are modern and make me feel very comfortable with my classmates and teacher. They help me memorize and understand my lessons, although sometimes the class becomes noisy.	Positive
Participant 22	Quiz games in linguistics classes make me excited and motivated. I advise every teacher to use them in their classes for fun and better understanding. ♥ □	Positive
Participant 23	It's very helpful.	Positive
Participant 24	The use of quiz games helps me understand and absorb the lessons easily.	Positive
Participant 25	I used to hate linguistics, but since I tried this method, I started loving it! I hope we continue all our lessons as quizzes. ♥ □ □ □	Positive
Participant 26	My teacher uses multiple quiz games. I like it because it helps students engage more in class and creates an atmosphere that helps them comprehend lessons easily without getting bored.	Positive
Participant 27	Using quizzes instead of tasks is much better, in my opinion. They are fun, less stressful, and help understand and memorize lessons in a very exciting way. The only problem is working with classmates who are not cooperating.	Positive
Participant 28	It's helpful to use quizzes but not the best way. I think there are funnier and more helpful ways to use.	Neutral
Participant 29	Being a person who recently has adopted using quiz games in some apps like <i>Quizizz</i> and <i>Quizlet</i> , I find them super helpful to memorize and practice knowledge. They make me more confident, happy, and excited about learning.	Positive

Appendix B: Linguistics Quiz Game Sample **Quiz game on "Morphology & Phonology"**

Game Type: Multiple-choice, Fill in the Blanks, True/False
Players: 2 or more (individual or teams)
 **Time per Question:** 30 seconds
Scoring: 1 point per correct answer

The player or team with the most points wins the Linguistics Champion title

Round 1: Morphology (Word Formation & Structure)

- **Question 1:** What is the smallest unit of meaning in a language?
- A) Phoneme
B) Morpheme
C) Syllable
D) Lexeme
□ **Answer: B) Morpheme**
- **Question 2:** Which of the following is a **free morpheme**?
- A) -ed
B) un-
C) run
D) -ing
□ **Answer: C) run**
- **Question 3:** The word "**unhappiness**" consists of how many morphemes?
- A) 1
B) 2
C) 3
D) 4
□ **Answer: C) 3 (un-, happy, -ness)**
- **Question 4:** What type of morpheme is "-s" in the word "**cats**"?
- A) Derivational
B) Inflectional
C) Bound Root
D) Free
□ **Answer: B) Inflectional**
- **Question 5: True or False:** All affixes are bound morphemes.
- **Answer: True**

Round 2: Phonology (Sounds & Pronunciation)

- **Question 6:** What is the study of **speech sounds and their patterns** called?
- A) Morphology
B) Syntax
C) Phonology
D) Semantics
□ **Answer: C) Phonology**
- **Question 7:** What is the **phonetic symbol** for the first sound in "**think**"?
- A) /θ/
B) /ð/
C) /t/
D) /f/
□ **Answer: A) /θ/**
- **Question 8:** How many **phonemes** are in the word "**ship**"?
- A) 2
B) 3
C) 4
D) 5
□ **Answer: B) 3 (/ʃ/, /ɪ/, /p/)**
- **Question 9:** What is **assimilation** in phonology?
- A) When a sound is omitted from a word
B) When two sounds become more alike
C) When a new sound is inserted
D) When a sound is emphasized
□ **Answer: B) When two sounds become more alike**
- **Question 10: True or False:** Allophones are different **realizations** of the same phoneme.
- **Answer: True**

Bonus Round (Speed Questions)

Players must answer within 10 seconds!

- What is the difference between **inflectional** and **derivational** morphemes?
□ **Inflectional:** Changes **tense, number, or case** without altering word class.
□ **Derivational:** Creates a **new word or meaning**, often changing word class.
- What is **minimal pair analysis**?
□ A test for phonemes where two words differ by **only one sound** (e.g., **bit** vs. **pit**).
- What are the **three main types of affixes**?
□ **Prefix, Suffix, Infix**