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Revolutionizing Grammar Mastery: Empowering Learners through Quizizz to Combat Social Media Language Challenges

Hoe Xin Yi¹, Ahmad Hamizan Lootfi Amir^{1,*}, Nur Hannan Zulkefli¹, Nurul Anissma Nasuha Irham¹, Melor Md Yunus¹

¹ Department of Social Studies, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

ABSTRACT

The proliferation of social media has dramatically transformed communication patterns, significantly impacting the language acquisition process among English as a Second Language (ESL) learners. With the increasing use of informal language—characterized by emojis, slang, colloquialisms, and abbreviations—students often struggle to adapt their writing and speaking skills to formal academic contexts. This study investigates the effectiveness of a 6-week multimodal approach that integrates Quizizz, a gamified online quiz platform, to improve grammar proficiency among Malaysian primary and secondary school students. Data were collected through pre- and post-tests, surveys, and semi-structured interviews involving 44 participants. The pre-test results indicated a mean score of 45.75 with a standard deviation of 15.763, reflecting a significant lack of understanding prior to the intervention. In contrast, the post-test results revealed a mean score of 93.18 and a lower standard deviation of 8.766, indicating substantial improvement and consistent performance among students after the intervention, with statistical analysis confirming significant increases ($p < .001$). Participants reported positive experiences with Quizizz, recognizing its effectiveness in bridging the gap between informal social media language and formal academic communication. Overall, this research underscores the importance of incorporating social media literacy into English education to equip students with the skills needed for effective communication in diverse contexts while leveraging informal language exposure as a learning tool.

Keywords: Multimodal; Quizizz; grammar proficiency

1. Introduction

In today's digital age, social media has revolutionized communication, particularly among Millennials and Generation Z, with the highest rates of social media usage [1]. This transformation also led to the emergence of neologisms and non-standard language use for ESL (English as a Second Language) among these generations compared to other generations [2,3]. Research indicates that while these learners are often adept with digital interfaces, extensive screen time can adversely impact social-emotional development and contribute to mental health challenges [7]. This underscores the importance of integrating digital tools in education to strike a balance between fostering engagement and nurturing interpersonal skills.

For ESL learners, the pervasive influence of social media often shapes their grasp of traditional grammar—critical for formal communication. While social media provides authentic language

* Corresponding author.

E-mail address: mizzan223@gmail.com

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practice opportunities, its excessive use can hinder academic focus and cognitive discipline, a concern explored by Ramzan *et al.*, [6]. This issue is particularly pressing for Generation Alpha, the first cohort of true digital natives, for whom achieving a balance between informal digital language and structured language learning is vital for productive educational outcomes. This study proposes Quizizz—a gamified, multimodal learning platform—as a solution to address the challenges posed by informal language patterns while enhancing grammar proficiency. By leveraging Quizizz’s engaging features, the research aims to enable ESL learners to develop their language skills in a structured, purposeful manner, helping them navigate the broader impacts of digital communication on language acquisition.

1.1 Social Media Language

Social media’s rapid rise has reshaped how young people communicate, making informal and abbreviated language the norm. While this adaptation facilitates interaction within digital spaces, it blurred the lines of conventions of language as social media does not require to be grammatical [4]. Thus, younger ESL learners are affected unconsciously of the habits of not conforming to the conventions. For educators, this presents an opportunity to harness the benefits of digital engagement while addressing its drawbacks. By incorporating tools that actively engage learners, such as Quizizz, educators can counterbalance the informal linguistic habits cultivated by social media. This approach ensures that language learning remains relevant, dynamic, and suited to the evolving preferences of Generation Alpha.

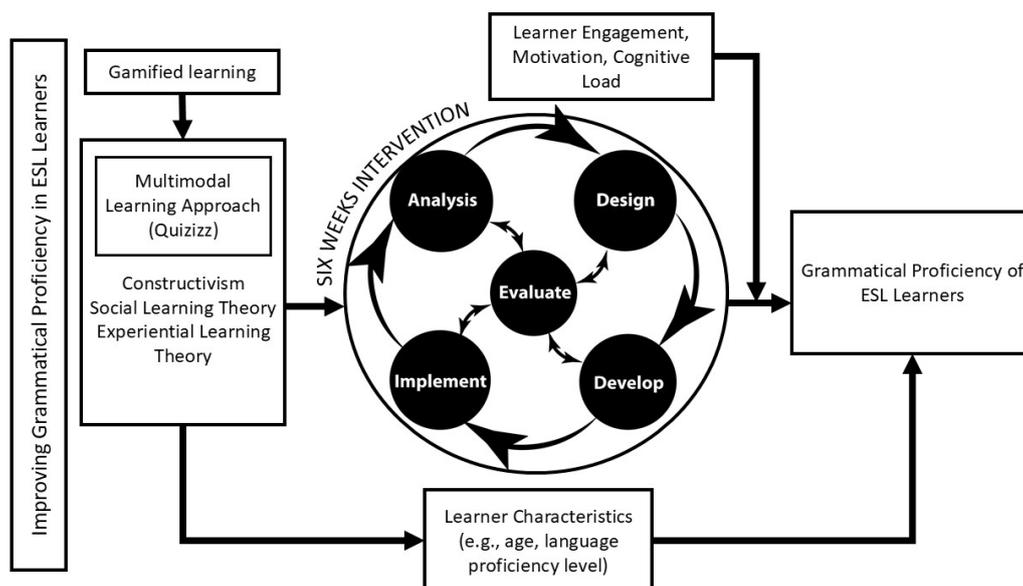


Fig. 1. Conceptual Framework

1.2 Quizizz

This research aims to examine the potential of a multimodal, gamified, AI-driven approach, specifically through the Quizizz platform, to address this issue. This research explores the potential of Quizizz as a gamified, AI-driven educational tool to reinforce grammatical skills among ESL learners. Grounded in Constructivist and Social Learning theories, Quizizz promotes active, participatory learning through interaction and experience. Gamification, a growing educational strategy, has been shown to enhance motivation and self-regulated learning, especially in online contexts where learner

engagement is often low, as demonstrated in past research [4]. To address these challenges, this study implements a six-week intervention using Quizizz to provide ESL learners with an immersive learning experience. This intervention seeks to strengthen their grasp of grammar while countering the informal language habits often developed through social media usage. The platform's gamified elements, including immediate feedback and personalized learning pathways, align with the preferences and learning styles of Generation Alpha, fostering motivation and sustained engagement, as explored by Ramzan *et al.*, [6].

In designing this intervention, the study also considers critical factors such as cognitive load, learner motivation, and engagement. Research [8] shows that tools like Quizizz make learning less stressful and more accessible, enhancing students' affective attitudes toward language acquisition. For diverse ESL populations, variables such as age, proficiency level, and individual learning characteristics will be examined to determine the tool's effectiveness. Just as sign-language videos improve mathematical communication for deaf students, gamified tools like Quizizz provide tailored support for ESL learners, helping them overcome challenges in grammar acquisition and digital communication, as observed by Maulana *et al.*, [9]. Through this research, we aim to provide insights and practical applications that can inform future ESL curriculum development, specifically for learners affected by the pervasive influence of digital communication platforms.

Research Objectives

- i. To evaluate the effectiveness of Quizizz in improving informal language skills (speaking and listening) among ESL students.
- ii. To assess the impact of Quizizz on grammar skills.
- iii. To identify student perceptions regarding the use of Quizizz as a learning tool.

Research Questions

- i. How does the use of Quizizz improve the informal language skills of ESL students?
- ii. What is the impact of Quizizz on the formal language skills of these students?
- iii. How do students perceive the use of Quizizz in their language learning process?

1.3 Literature Review

1.3.1 Impact of social media on language learning

Research shows that social media can be both beneficial and detrimental to language learning. While it exposes learners to authentic language, it often promotes informal communication styles that may confuse them, as discussed by Thorne and Black, [20]. The rise of platforms like WhatsApp, Facebook, and Snapchat during the COVID-19 pandemic has significantly influenced English language acquisition, altering writing styles and grammatical accuracy by introducing structures that lack specific syntax, spelling variations, and the use of symbols and emoticons/emojis, as noted in some studies [10] and [14]. The prevalence of internet slang can negatively impact the grammatical proficiency of ESL learners, as they may become too reliant on these informal expressions in their interactions, according to a study [5]. This trend is particularly evident among youth across cultures, where colloquial expressions have surged, as highlighted by Sikandar *et al.*, [15]. Many young individuals adopt these terms either out of ignorance of more formal vocabulary or intentionally to align with current trends, as explored by Briones *et al.*, [12]. For instance, a study found that participants frequently ignored basic grammar rules, such as capitalizing words in initial messages. The overuse of repeated punctuation marks was also common due to colloquial influences. Since colloquial language is part of informal English, its usage can lead to misunderstandings in formal

contexts, potentially hindering vocabulary development and academic writing skills. The Cambridge Dictionary defines colloquialism as an informal term more suited for speech than writing. As described in a study [17], colloquialisms lie between standard English and slang. Slang is characterized as vocabulary shared among members of the same social group. It explains that slang serves as a communication tool for specific groups to express ideas discreetly. The impact of social media on language use is particularly pronounced among Generation Alpha. The rise of slang terms like "skibidi," "ohio," "rizz," and "gyatt," which are promoted by social media algorithms. This phenomenon may distort language for identity formation, with colloquialisms often being indistinguishable from informal standard English. Proper capitalization is essential for emphasizing certain types of words in sentences—such as proper nouns—enhancing clarity in communication, as discussed in [11,13,21] emphasizes that punctuation is crucial for aiding reader comprehension.

1.3.2 Multimodal learning approaches

In addition to the challenges posed by social media, second language (L2) writers have long engaged with various multimodal texts—such as academic posters and video documentaries. Study had shown that younger generations are well-known with AI-driven technology [17]. With technological advancements, L2/multilingual writers increasingly interact with complex texts tailored for diverse purposes. For example, Quizizz—a popular online interactive platform—has gained attention for its unique features that support educators in lesson planning and classroom management, as noted by Zhao [18]. Multimodal learning incorporates different modes of communication—visual, auditory, kinesthetic—to cater to diverse learning preferences [29]. By integrating AI into this framework, personalized learning experiences can be developed. The interactive nature of Quizizz allows for real-time practice of grammar concepts, reinforcing experiential learning that enhances comprehension. Additionally, gamified learning through Quizizz enables ESL learners to engage actively with grammar concepts in relevant contexts.

2. Methodology

2.1 Research Design

This study implemented an action research design as it fits with the use of pre-tests and post-tests to evaluate the achievement in grammar skills between formal and informal languages. This selected design is defined as systematic, together with organized steps, which was mostly adopted in an educational setting for collecting data. The present study applied a mixed-method approach. The difference in scores between pre-test and post-test, together with quantifying a Likert scale, served as quantitative data. At the same time, thematic analysis was derived from interviews presented as qualitative data. The project will follow the ADDIE instructional design model to ensure a structured and effective approach to enhancing grammar understanding in ESL students using Quizizz. The methodology will be tailored to address the specific challenges posed by social media language, focusing on vocabulary, grammar, and engagement. The first and second research questions were answered by analyzing the scores of each respondent in pre-test and post-test. The scores for both tests were then translated into percentages. Descriptive statistics were used to display the data collected to answer the first research question. Mean score and mean interest of the population were obtained via the IBM SPSS Statistics Version 26 application.

Table 1
Research Design

Week	Theme	Activities	Resources	Assessment
Week 1	Understanding Social Media Language	<ul style="list-style-type: none"> - Introduction to grammar concepts affected by social media - Pre-test on current grammar skills - Group discussions on informal vs formal language 	<ul style="list-style-type: none"> - Online grammar resources - Quizizz platform - Articles on social media language 	<ul style="list-style-type: none"> - Pre-test results
Week 2	Basic Grammar Rules	<ul style="list-style-type: none"> - Interactive Quizizz quizzes focusing on parts of speech - Emoji-based sentence construction - Pair work for sentence correction 	<ul style="list-style-type: none"> - Grammar workbooks - Quizizz quizzes 	<ul style="list-style-type: none"> - Weekly quiz results
Week 3	The Role of Slang in Communication	<ul style="list-style-type: none"> - Group presentations on slang usage - Gamified role-playing scenarios using Quizizz - Creative writing incorporating slang and emojis 	<ul style="list-style-type: none"> - Slang dictionaries - Video examples 	<ul style="list-style-type: none"> - Weekly quiz results
Week 4	Formal vs Informal Language	<ul style="list-style-type: none"> - Debate on slang appropriateness in different contexts - Gamified matching games (formal vs informal) using Quizizz's analytics features 	<ul style="list-style-type: none"> - Articles on language register - Quizizz matching games 	<ul style="list-style-type: none"> - Weekly quiz results
Week 5	Advanced Grammar Concepts (HOTS)	<ul style="list-style-type: none"> - Workshops on complex sentence structures with AI assistance from Quizizz - Timed competitions using Quizizz for grammar challenges 	<ul style="list-style-type: none"> - Advanced grammar guides - Online resources 	<ul style="list-style-type: none"> - Weekly quiz results
Week 6	Review and Application	<ul style="list-style-type: none"> - Final group projects combining all learned concepts with Quizizz-assisted collaboration tools - Peer review sessions using gamified feedback tools 	<ul style="list-style-type: none"> - Review materials from previous weeks 	<ul style="list-style-type: none"> - Post-test results - Final assessment (comprehensive test)

2.2 Research Participants

The purposive sampling of 44 Year 5 students from three distinct schools—two mainstream national primary schools and one special education school—was guided by two main reasons. The first reason was the accessibility of the chosen students, aiming to select individuals who were as comparable as possible across social, cultural, economic, and academic dimensions. The second reason was the enthusiasm of the students to participate in the study. Participation was entirely voluntary for both the students and their caregivers. The research was conducted in two rural schools and one urban special education school. Among the participants, 19 out of the 44 primary students demonstrated English language proficiency levels categorized as A1-low, while the others were classified as A2-low. These proficiency levels were determined based on formative assessments conducted by the schools, in alignment with the Common European Framework Reference (CEFR) [28].

2.3 Pre-Test and Post-Test

Pre-tests and post-tests were utilized to assess the effectiveness of Quizizz in improving grammar mastery in both formal and informal language skills. To facilitate this research, the researcher developed a module designed as an intervention. This module aimed to help participants understand and distinguish the current vocabulary, slang, and colloquialisms relevant to Generation Alpha within context, thereby ensuring the test's face validity. Prior to conducting the pre-tests and post-tests, a pilot test was carried out with a random sample of six students who exhibited similar academic, social, cultural, and economic characteristics as the main participants. The test underwent validation by experts. Initially, its reliability was enhanced by calculating a difficulty coefficient. The assessment included both high- and low-frequency sight words from informal and formal language categories. Subsequently, a discrimination coefficient was applied to further refine the test. To effectively differentiate between high and low achievers, some contexts were modified into complex structures according to CEFR guidelines [28].

2.4 Data Collection Methods

A structured survey will be administered at both the beginning and end of the six-week program to assess students' perceptions regarding their grammar understanding and the influence of social media language on their learning processes. Questions will include frequency of social media use, perceived impacts on grammar understanding, and suggestions for improvement. After completing the program, an interview will be conducted with selected participants to gain deeper insights into their experiences with Quizizz and its effectiveness in addressing grammar challenges posed by social media language. Standardized grammar assessments (pre and post-test) will be administered before and after the intervention to quantitatively measure improvements in grammatical proficiency among participants.

3. Results

3.1 Data Analysis and Discussion

3.1.1 Pre- and post-test analysis

The pre- and post-test analysis answered research question 1 and 2. The pre-test had included 44 students, and the mean score was notably lower at 45.75. This result indicates that students had a significantly reduced level of understanding or performance prior to the intervention. The standard deviation for the pre-test was 15.763, demonstrating greater variability in scores compared to the post-test. This variability suggests that some students struggled more than others before the intervention, highlighting potential gaps in knowledge or engagement with the material. Furthermore, the standard error mean (SEM) for the pre-test was 2.376, indicating a larger error in estimating the population mean compared to the post-test SEM of 1.322.

In contrast, the post-test analysis also involved a sample size of 44 students who completed the assessment after the educational intervention. The mean score for the post-test was an impressive 93.18, indicating that students performed exceptionally well following the intervention. This high mean score suggests a significant improvement in their understanding and application of the material. A past study [22] shows the evidence of Quizizz's impact on improving language skills. Additionally, the standard deviation for the post-test was 8.766, which indicates that while there was some variation in scores, they clustered closely around the mean. This clustering reflects consistent

performance among students, suggesting that most learners benefited similarly from the instructional strategies employed.

The implications of these findings are substantial, as they suggest that the educational intervention was highly effective in enhancing student performance. A study by Yunus *et al.*, [24] highlights the importance of integrating technology to enhance language learning in diverse classroom settings. This significant increase in mean scores from pre-test (45.75) to post-test (93.18) confirms this effectiveness, with both tests yielding statistically significant results ($p < .001$). Moreover, the lower standard deviation in post-test scores indicates that students not only improved but did so more uniformly after the intervention, suggesting that instructional methods may have effectively addressed diverse learning needs. A previous study [20] indicates that there are potentials for digital tools to personalize learning experiences and adapt to the diverse needs of ESL learners. The confidence intervals further reinforce these conclusions, with a post-test CI of [90.52, 95.85] and a pre-test CI of [40.96, 50.54], indicating a high level of certainty regarding these mean differences and underscoring the positive impact of the intervention on student learning outcomes.

Table 2
Scores

Result	N	Mean	Std Deviation	Std Error Mean
Post Test	44	93.18	8.766	1.322
Pre-Test	44	45.75	15.763	2.376

Table 3

Confidence Interval

Test value = 0						
Result	t	df	Sig (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post Test	70.508	43	.000	93.182	90.52	95.85
Pre-Test	19.252	43	.000	45.750	40.96	50.54

3.1.2 Interview

Interviews are conducted to answer research question 2 and 3. A total of 3 participants were invited for the interview. Participants acknowledged corrections from teachers regarding informal expressions such as "wanna" and the use of emojis in academic writing, indicating a growing awareness of context-specific language use. Their experiences with Quizizz were notably positive, as they found the gamified platform engaging and effective for learning grammar and vocabulary through interactive games and collaborative group work. These responses align with findings from Pham, [19], who observed that gamified learning using Quizizz positively influences ESL learners' grammar achievement. After six weeks of using Quizizz, participants reported improvements in their English skills and increased confidence, recognizing the need to adapt their informal social media language for academic contexts. Study by Mesterjon *et al.*, [23] demonstrating that Quizizz is not only a tool for improving academic performance but also a significant medium for sustaining student engagement and fostering a positive attitude towards learning. This underscores the necessity of integrating social media literacy into English education to help students navigate the complexities of formal communication while leveraging the benefits of informal language exposure.

3.1.3 Survey

Survey is conducted to answer research question 3. The data from the five-point Likert scale indicates a highly positive perception of Quizizz as a tool for English language learning. The statement "I enjoy using Quizizz as a tool for learning English" and "I prefer using Quizizz over traditional methods of learning English" achieved the highest mean score of 5.00 with a standard deviation of 0.00, signifying unanimous agreement among participants. According to Nurfadila *et al.*, [27], Quizizz facilitates interactive and engaging learning experiences that move beyond rote memorization. Similarly, statements reflecting Quizizz's efficacy in improving informal language skills (mean 4.91, SD 0.29) and overall English skills (mean 4.95, SD 0.22) show strong consensus. Quizizz's ability to guide students in differentiating between formal and informal language (mean 4.86, SD 0.35) and encouraging participation in English language activities (mean 4.86, SD 0.35) also garnered high ratings, emphasizing its motivational aspect. A study by Hien *et al.*, [26] suggests that Quizizz encourages a competitive and fun atmosphere, making learning more enjoyable compared to traditional methods. However, comparatively lower mean scores for statements like confidence-building (4.36, SD 0.63) and grammar understanding (4.50, SD 0.58) suggest room for further refinement in addressing specific learning areas. Overall, the data strongly validates Quizizz as an engaging and effective educational tool, with minimal variation in responses indicating general agreement across participants.

Table 4
 Answer research

No	Statement	Mean	Standard Deviation
1.	I enjoy using Quizizz as a tool for learning English.	5.00	0.00
2.	Quizizz guides me to differentiate between formal and informal language skills.	4.86	0.35
3.	Quizizz makes me realize the importance of formal and informal language skills.	4.80	0.40
4.	I believe that Quizizz has improved my formal language skills.	4.61	0.49
5.	I believe that Quizizz has improved my informal language skills.	4.91	0.29
6.	I prefer using Quizizz over traditional methods of learning English.	5.00	0.00
7.	Quizizz encourages me to participate more in English language activities.	4.86	0.35
8.	I feel more confident in my language skills after using Quizizz.	4.36	0.63
9.	Quizizz helps me understand English grammar better.	4.50	0.58
10.	Overall, I think Quizizz is an effective tool for improving my English skills.	4.95	0.22

4. Conclusions

This study highlights the transformative potential of innovative, module-based learning interventions in addressing the challenges posed by informal social media language on ESL learners. Unlike reliance on standalone digital tools like Quizizz, this research focused on developing customized, gamified learning modules designed to improve grammar proficiency and engagement. These modules integrated features such as real-time feedback, collaborative activities, and personalized learning pathways tailored to Generation Alpha learners. The six-week intervention demonstrated a significant improvement in grammatical skills, with post-test scores (93.18) more

than doubling pre-test scores (45.75). The reduced variability in post-test scores underscores the effectiveness of the modules in delivering consistent outcomes across diverse learners. By embedding multimodal elements, these modules actively engaged students through interactive quizzes, debates, and creative writing tasks, countering the adverse effects of informal linguistic habits shaped by social media.

Learner feedback highlighted the modules' capacity to enhance motivation, differentiate between formal and informal language use, and provide a structured yet engaging approach to grammar acquisition. However, this study faced limitations that could impact the generalizability of its findings. Technical issues related to the technology used may have affected data collection and participant engagement, potentially leading to methodological challenges. Additionally, inconsistent attendance among participants may have influenced the representativeness of the sample, limiting conclusions about the broader population of ESL learners.

Overall, this research offers valuable insights into designing tailored learning modules that go beyond conventional tools, demonstrating their potential to transform language education. Future studies could explore scalability, long-term retention of skills, and adaptability for other language competencies and diverse educational contexts while addressing these limitations to enhance research robustness.

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