

Can Quizizz Support Legal English Learning? Evidence from Law Students and Lecturers

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Abstract: Technology-enhanced learning tools are increasingly used to support interactive and student-centered instruction in higher education, yet their role in discipline-specific English courses remains insufficiently examined. This mixed-methods descriptive study investigated law students' and Legal English lecturers' perceptions of Quizizz as a supplementary tool for Legal English instruction. The study involved 178 law students from Cohorts 46 and 47 who completed a 16-item five-point Likert-scale questionnaire and three Legal English lecturers who participated in semi-structured interviews. Quantitative data were analyzed using SPSS 26.0 to calculate item means and standard deviations. In contrast, qualitative interview data were analyzed thematically to explain lecturers' experiences of using Quizizz in Legal English lessons. The findings showed that students generally perceived Quizizz positively, especially for reviewing Legal English vocabulary and terminology, supporting flexible practice, providing immediate feedback, and increasing motivation. The highest-rated item was the effectiveness of Quizizz for learning and reviewing Legal English vocabulary and terminology, indicating that students viewed the platform as particularly useful for repeated exposure to specialized legal language. Lecturers also considered Quizizz practical for reinforcing lesson content, conducting formative assessment, monitoring students' progress, and making terminology review more engaging. However, both students and lecturers identified several limitations, including unstable internet connection, limited device access, the time required to design suitable quizzes, and Quizizz's restricted capacity to assess complex Legal English skills such as speaking, writing, legal reasoning, and argument construction. These findings suggest that Quizizz can support Legal English instruction when used as a supplementary tool for vocabulary review, grammar practice, formative assessment, and self-paced learning. However, it should be combined with the lecturer's explanation, legal case discussions, and productive language tasks to promote deeper ESP learning.

Keywords: Quizizz, Legal English, English for Specific Purposes, game-based learning, formative assessment, student perceptions, lecturer perceptions.

1. Introduction

A law student may remember the general meaning of contract, tort, or liability, yet still hesitate when these terms appear in a legal clause, a case summary, or a classroom quiz that requires quick and precise recognition. This situation illustrates a common challenge in Legal English instruction: students are not only learning English words but also entering a specialized professional discourse in which vocabulary, genre, and meaning are tightly connected to legal reasoning and institutional practice. Legal English, as part of English for Specific Purposes, requires learners to understand legal terminology, formal expressions, genre-based conventions, and context-sensitive meanings used in statutes, contracts, case reports, legal

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correspondence, courtroom communication, and international legal settings (Bhatia, 2016; Chromá, 2020; Coulthard et al., 2021). Because legal language is often dense, technical, and precise, law students may find it difficult to retain terminology and apply it meaningfully when instruction relies mainly on conventional explanation, textbook exercises, or paper-based review (Breeze, 2015; Conley et al., 2019; Gubby, 2016; Haigh, 2018; Mattila, 2016; Nhac, 2021).

The difficulty of learning Legal English is not limited to understanding isolated vocabulary. Students need repeated exposure to legal terms, opportunities to check comprehension, and feedback that helps them recognize whether they have understood legal concepts accurately. Vocabulary learning itself requires repeated encounters, retrieval, contextual use, and meaningful reinforcement (Nation, 2015; Schmitt & Schmitt, 2020; Webb & Nation, 2017). In Legal English, this becomes more demanding because terms may carry discipline-specific meanings that differ from their everyday use. For example, words such as consideration, charge, party, or remedy require students to understand the legal context rather than rely solely on general English knowledge. Therefore, Legal English instruction needs tools that support terminology review, formative checking, flexible practice, and learner engagement without reducing legal language learning to mere memorization.

This need has become more visible in the Education 4.0 era, where higher education is increasingly expected to integrate digital tools that support interactivity, flexibility, learner autonomy, and student-centered learning (Hussin, 2018; Himmotoglu et al., 2020; Miranda et al., 2021; Williams et al., 2020). Technology-enhanced language learning can expand opportunities for practice, immediate feedback, self-paced review, and engagement beyond classroom time (Chapelle & Sauro, 2017; Godwin-Jones, 2018; Kukulka-Hulme & Viberg, 2018; Shadiev & Yang, 2020). In this context, game-based learning platforms have gained attention for their ability to transform review and assessment into more interactive, motivating learning experiences. Quizizz is one such platform. It allows lecturers to create gamified quizzes, randomize questions and answers, set time limits, provide immediate feedback, and use results to monitor students' progress. These features make Quizizz potentially useful for Legal English instruction, especially for reviewing legal vocabulary, reinforcing lesson content, conducting formative assessment, and encouraging students to practise independently.

Previous studies have generally shown that Quizizz and similar game-based response systems can increase motivation, engagement, classroom participation, and positive attitudes toward learning. Research has reported that Quizizz can support English grammar learning, vocabulary review, assessment, confidence, and student satisfaction in EFL and ESP-related settings (Dhamayanti, 2021; Fadhilawati, 2021; Jiménez-Sánchez & Gargallo-Camarillas, 2020; Rahmadani et al., 2022; Rosyida et al., 2024; Zuhriyah & Pratolo, 2020). Other studies on game-based platforms also suggest that gamification can make classroom activities more enjoyable, support active participation, and provide useful learning feedback (Göksün & Gürsoy, 2019; Licorish et al., 2018; Perera & Hervás-Gómez, 2021; Plump & LaRosa, 2017; Sailer & Sailer, 2021; Zhao, 2019). However, these benefits should not be assumed automatically in specialized academic or professional English contexts. Legal English requires more than quick recognition of answers; it also involves interpreting concepts, constructing arguments, understanding legal genres, and using language in professional contexts. Thus, Quizizz may be useful for some Legal English purposes, especially review and formative checking, but is limited for assessing complex legal reasoning, writing, speaking, or argument construction.

Despite the growing body of research on Quizizz in general EFL and technology-enhanced language learning, its use in Legal English instruction remains underexplored. Existing studies have mostly focused on general English learning, grammar instruction, vocabulary practice, or learner motivation. In contrast, fewer have examined how Quizizz functions in discipline-specific English courses, where students must master specialized terminology and professional knowledge. Moreover, many studies emphasize students' perceptions, while lecturers' views are less frequently included. This creates a gap because lecturers design the quizzes, align them with course objectives, decide how to use Quizizz for formative assessment, and

manage practical constraints such as internet access, device availability, and feedback limitations. A more balanced understanding, therefore, requires evidence from both law students and Legal English lecturers.

To address this gap, the present study investigates law students' and lecturers' perceptions of Quizizz use in Legal English instruction at a law university. Specifically, it examines how students perceive the usefulness of Quizizz for Legal English learning, vocabulary and terminology review, motivation, flexibility, feedback, confidence, assessment, and the challenges of implementation. It also explores lecturers' views on the instructional value, frequency of use, and limitations of Quizizz in Legal English lessons. The novelty of this study lies in its focus on Quizizz within a Legal English/ESP context and its inclusion of both learner and lecturer perspectives. By doing so, the study offers a more critical understanding of Quizizz not only as a gamified learning platform but also as a supplementary pedagogical tool for revision, formative assessment, engagement, and knowledge evaluation in law-based English learning.

2. Method

2.1 Research Design

This study employed a mixed-methods descriptive design to investigate law students' and Legal English lecturers' perceptions of Quizizz use in Legal English instruction. The mixed-methods approach was selected because the study aimed to capture both the general tendency of students' perceptions through quantitative questionnaire data and the more contextualized explanations of lecturers' experiences through qualitative interview data. Combining quantitative and qualitative evidence is appropriate when researchers seek a more comprehensive understanding of an educational phenomenon by connecting numerical response patterns with participants' lived instructional experiences (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018; Tashakkori & Teddlie, 2010). The quantitative strand was used to identify students' perceptions of Quizizz regarding usefulness for learning, vocabulary and terminology review, flexibility, feedback, motivation, confidence, assessment, and implementation challenges. The qualitative strand was used to explore lecturers' perspectives on the frequency, instructional value, practical use, and limitations of Quizizz in Legal English lessons. The integration of these two strands allowed the study to examine Quizizz not only as a student-facing digital learning platform but also as a pedagogical tool designed, implemented, and evaluated by lecturers.

2.2 Research Context and Participants

The study was conducted at a law university during the second semester of the 2023–2024 academic year. The instructional context was Legal English, an ESP-oriented course designed to support law students' understanding and use of English in legal academic and professional contexts. Quizizz was used as a supplementary digital platform to support learning review, terminology practice, formative assessment, and knowledge evaluation. The participants consisted of two groups. The first group comprised 178 law students from Cohorts 46 and 47 enrolled in basic and advanced Legal English courses. These students completed the questionnaire, and their responses were included in the quantitative analysis. The second group consisted of three Legal English lecturers who participated in semi-structured interviews. Among the lecturers, two were female, and one was male. All three lecturers held master's degrees in English language teaching and bachelor's degrees in law, making them professionally relevant participants, as they had both linguistic and legal disciplinary knowledge. Purposeful participant selection was appropriate because the study required respondents with direct experience using Quizizz in Legal English instruction (Cohen et al., 2018; Creswell & Poth, 2018).

2.3 Instruments

Two instruments were used in this study: a student questionnaire and a semi-structured interview guide for lecturers. The student questionnaire was designed to collect quantitative data on law students' perceptions of Quizizz use in Legal English instruction. It consisted of 16 five-point Likert-scale items

administered through Google Forms. Likert-scale questionnaires are widely used in educational research because they allow researchers to measure perceptions, attitudes, and levels of agreement in a structured, quantifiable manner (Dörnyei & Taguchi, 2010; Joshi et al., 2015). The questionnaire covered students' views on the usefulness of Quizizz for Legal English learning, vocabulary and terminology review, grammar practice, lesson-content alignment, flexible practice, immediate feedback, confidence, computer-based assessment preparation, academic performance evaluation, competitiveness, expected future use, and technical challenges.

The response options used a five-point scale. Depending on the item focus, the scale represented either frequency levels, namely Never, Rarely, Sometimes, Often, and Always, or agreement levels, namely Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. This structure allowed the questionnaire to capture both students' perceived frequency of Quizizz-related experiences and their level of agreement with statements about its instructional value. The semi-structured interview guide was used to collect qualitative data from Legal English lecturers. Semi-structured interviews were appropriate because they allowed the researcher to ask predetermined questions while also giving participants space to elaborate on their experiences, provide examples, and explain their instructional decisions (Kvale & Brinkmann, 2015; Merriam & Tisdell, 2016). The interview questions focused on three main areas: lecturers' frequency of Quizizz use, their perceptions of its effectiveness in supporting Legal English instruction, and the challenges they encountered when implementing Quizizz in class.

2.4 Data Collection Procedures

Data collection was conducted in the second semester of the 2023–2024 academic year. The student questionnaire was distributed online to law students enrolled in Legal English courses. The questionnaire link was sent via email with a brief explanation of the research purpose, instructions for completion, and information about voluntary participation. Students were given 14 days to complete the questionnaire. Only completed responses that met the inclusion criteria were retained for analysis. Lecturer interviews were conducted in person at times agreed upon by the participants and adjusted to their teaching schedules. Before each interview, the researcher explained the purpose of the study and requested permission to record the conversation. Each interview lasted approximately 30 minutes. Audio recording was used to preserve the accuracy of participants' responses and allow careful review during the analysis stage, which is important in qualitative interview research (Kvale & Brinkmann, 2015; Silverman, 2020). The interview sessions explored lecturers' actual experiences with Quizizz, including how frequently they used it, which types of Legal English content they considered suitable for Quizizz, how they integrated the platform into classroom activities, what benefits they observed, and what practical or pedagogical limitations they encountered. This procedure enabled the qualitative data to complement the student questionnaire results by providing lecturer-side explanations of Quizizz implementation.

2.5 Data Analysis

The quantitative data from the student questionnaire were analyzed using SPSS version 26.0. Descriptive statistics, including mean and standard deviation, were calculated for each questionnaire item. Descriptive statistics were appropriate because the purpose of the quantitative analysis was to summarize response patterns and identify students' general perceptions rather than to test causal relationships or compare groups (Field, 2018; Pallant, 2020). The mean scores were interpreted to determine whether students tended to perceive Quizizz positively, neutrally, or negatively with respect to its usefulness, flexibility, feedback, motivation, assessment value, and technical challenges.

The qualitative data from lecturer interviews were analyzed using thematic analysis. The recorded interviews were reviewed, transcribed, and categorized according to recurring patterns of meaning. The analysis focused on themes related to the frequency of Quizizz use, perceived instructional benefits, the value of formative assessment, student engagement, feedback practices, technical constraints, preparation demands, and limitations in assessing complex Legal English skills. Thematic analysis was appropriate

because it allows researchers to identify, organize, and interpret patterns across qualitative data, especially when the study aims to understand participants' perceptions and experiences (Braun & Clarke, 2021). The quantitative and qualitative findings were integrated during interpretation. Student questionnaire results provided the general pattern of law students' perceptions. At the same time, lecturer interviews explained how Quizizz was implemented, why certain benefits were observed, and what challenges limited its instructional use. This integration strengthened the interpretation by connecting statistical trends with qualitative explanations, a central strength of mixed-methods research (Creswell & Plano Clark, 2018).

2.6 Validity, Reliability, and Trustworthiness

Several procedures were implemented to enhance the study's quality. The questionnaire items were developed based on the research objectives and focused on key aspects of Quizizz use in Legal English instruction, including vocabulary review, grammar practice, motivation, flexibility, feedback, confidence, assessment, and challenges. The use of a structured Likert-scale format supported consistency in student responses and enabled systematic quantitative analysis. For the qualitative strand, trustworthiness was supported through semi-structured interviews, audio recording, careful review of transcripts, and thematic categorization. Lecturer quotations were used to support the interpretation of the interview themes and to connect qualitative findings with questionnaire results. The inclusion of both student and lecturer perspectives also strengthened the credibility of the findings by allowing the study to compare learners' perceptions with teachers' experiences of implementation. The integration of questionnaire and interview data provided triangulated evidence of Quizizz use in Legal English instruction. Students' responses showed the perceived usefulness and challenges of Quizizz from the learner perspective, while lecturers' interviews clarified the pedagogical reasons, classroom practices, and implementation constraints behind those perceptions. This helped produce a more balanced account of Quizizz as both a learning platform and a teaching support tool.

3. Findings

The findings indicate that Quizizz was perceived as a useful but bounded digital support tool in Legal English instruction. Law students mainly valued Quizizz for reviewing legal vocabulary and terminology, accessing immediate feedback, practising more flexibly, and making Legal English learning more engaging. Lecturers shared similar views but added a more pedagogical perspective: Quizizz was useful for reinforcement and formative assessment, yet less appropriate for assessing complex Legal English skills such as legal reasoning, speaking, writing, and argument construction. The findings are presented through four thematic patterns: vocabulary reinforcement, feedback and flexible practice, engagement and classroom atmosphere, and pedagogical limits.

3.1 Quizizz as a Tool for Legal Vocabulary and Terminology Reinforcement

The clearest student response concerned the role of Quizizz in supporting the review of Legal English vocabulary and terminology. Among all questionnaire items, the statement "Learning and reviewing Legal English vocabulary and terminology through Quizizz is more effective" received the highest mean score ($M = 4.45$, $SD = 0.987$). This result shows that students strongly perceived Quizizz as helpful for reviewing specialized legal terms. Other related items also supported this pattern: students agreed that Quizizz helped them absorb knowledge more easily ($M = 3.92$, $SD = 0.975$), review grammar points more effectively ($M = 3.67$, $SD = 1.092$), and complete exercises aligned with lesson content ($M = 3.91$, $SD = 0.983$).

Table 1. Law Students' Perceptions of Quizizz in Legal English Instruction

Focus area	Questionnaire item	Mean	SD	Interpretation
Learning excitement	Quizizz makes me excited to learn.	3.73	0.975	Agree
Motivation	I feel motivated when playing Quizizz games.	3.89	1.135	Agree
Focus	Quizizz helps me focus better on learning.	3.41	1.026	Moderate agreement

Focus area	Questionnaire item	Mean	SD	Interpretation
Legal terminology	Learning and reviewing Legal English vocabulary and terminology through Quizizz is more effective.	4.45	0.987	Strong agreement
Knowledge absorption	Quizizz helps me absorb knowledge more easily.	3.92	0.975	Agree
Grammar review	Quizizz helps me review grammar points more effectively.	3.67	1.092	Agree
Lesson alignment	The exercises and assessments on Quizizz closely align with the lesson content.	3.91	0.983	Agree
Flexibility	The exercises on Quizizz allow me to be flexible in scheduling practice and test completion.	4.13	0.887	Agree
Immediate feedback	I can immediately see my practice results after completing the exercises.	4.12	0.946	Agree
Legal English confidence	I feel more confident in my Legal English knowledge when I practice regularly on Quizizz.	3.69	0.969	Agree
Computer-based assessment confidence	Practicing multiple-choice questions on Quizizz boosts my confidence for computer-based assessments.	3.92	1.103	Agree
Assessment accuracy	Quizizz results provide an objective and accurate assessment of students' academic performance.	3.28	0.975	Neutral to moderate
Academic honesty	It is difficult for students to exchange answers or use materials while doing Quizizz exercises.	3.78	0.978	Agree
Competitiveness	I maintain competitiveness in Quizizz games.	3.46	0.964	Moderate agreement
Expected use	I expect Quizizz to be used in every Legal English lesson.	4.07	1.058	Agree
Technical challenge	An unstable internet connection is the main factor causing difficulties.	4.13	0.939	Agree

Lecturers' interview data confirmed the same pattern. They described Quizizz as particularly suitable for vocabulary, terminology, and grammar review because these areas require repeated exposure and quick checking. T1 stated, "Quizizz is more suitable for vocabulary and grammar practice. However, it does not really work for speaking and writing tasks in Legal English." This statement shows that lecturers most clearly recognized Quizizz's value at the level of foundational Legal English knowledge. T2 expressed a similar view by saying, "Quizizz focuses more on surface-level knowledge, such as Legal English vocabulary and grammar drills." Thus, both students and lecturers viewed Quizizz as strongest when used to reinforce legal terms, grammar points, and lesson content rather than to assess broader communicative competence.

3.2 Immediate Feedback and Flexible Practice as Key Learning Supports

Students also valued Quizizz because it allowed them to practise Legal English flexibly and receive immediate feedback. The statement "The exercises on Quizizz allow me to be flexible in scheduling practice and test completion" received a high mean score ($M = 4.13$, $SD = 0.887$), while "I can immediately see my practice results after completing the exercises" also received strong agreement ($M = 4.12$, $SD = 0.946$). These results suggest that students appreciated Quizizz not only as an in-class activity but also as a tool for self-paced review.

Lecturers also emphasized the value of feedback. T2 explained, "It is useful because students receive instant feedback on their answers. This helps reinforce the correct use of Legal English terms and shows which areas need further review." This indicates that Quizizz helped lecturers determine whether students understood legal terms and the lesson content. T1 added, "Quizizz is very useful for checking students' understanding before moving to more complex topics, such as contract law and tort law." From the lecturer's perspective, Quizizz served as a formative checkpoint before students moved on to more difficult Legal English materials.

However, lecturers also noted that automatic feedback was not always sufficient. T3 stated, *“Quizizz gives immediate feedback, but it does not always provide detailed explanations. For in-class tasks, I usually need to discuss the answers again with the whole class so students understand their mistakes.”* This finding shows that immediate feedback was useful, but it needed the lecturer's explanation when errors involved legal concepts, technical meanings, or grammar patterns in Legal English contexts. Quizizz helped reveal mistakes quickly, but lecturers still had to interpret those mistakes pedagogically.

3.3 Motivation, Engagement, and Classroom Atmosphere

Quizizz was also perceived as a motivating platform. Students agreed that Quizizz made them feel excited about learning ($M = 3.73$, $SD = 0.975$) and motivated when playing Quizizz games ($M = 3.89$, $SD = 1.135$). They also expressed a positive expectation for continued use, as shown by the high mean score for “I expect Quizizz to be used in every Legal English lesson” ($M = 4.07$, $SD = 1.058$). These results indicate that students generally welcomed Quizizz as part of Legal English learning.

Lecturers observed a similar motivational effect in the classroom. T3 stated, *“Quizizz helps maintain students’ attention throughout the lesson. The game-like format makes complex legal vocabulary and terminology more approachable, so students find it easier to understand and remember legal language.”* T1 also explained, *“Students are happier and more relaxed when they complete Legal English exercises through Quizizz compared to traditional paper-based exercises. Most of them are eager to participate, and some even ask for more Quizizz exercises so they can practice legal vocabulary at home.”* These statements suggest that Quizizz helped reduce the monotony of terminology review and made Legal English practice feel less rigid. Still, students’ responses also showed that engagement was not uniform. The item *“Quizizz helps me focus better on learning”* received a moderate mean score ($M = 3.41$, $SD = 1.026$), and *“I maintain competitiveness in Quizizz games”* also received a modest score ($M = 3.46$, $SD = 0.964$). This means that although Quizizz increased motivation for many students, its game-based and competitive features did not work equally for everyone. Some students may have appreciated the platform as a review tool without necessarily experiencing strong competitiveness or improved focus.

3.4 Pedagogical Limits: Assessment, Higher-Order Skills, and Technical Readiness

The findings also revealed clear limitations. The lowest student mean score was found in the statement *“Quizizz results provide an objective and accurate assessment of students’ academic performance”* ($M = 3.28$, $SD = 0.975$). This result indicates that students were uncertain about Quizizz’s ability to represent their overall Legal English competence. While they valued Quizizz for practice and review, they appeared less convinced that Quizizz scores could fully measure academic performance. Lecturers were more explicit about this limitation. T2 stated, *“It is difficult to use it to assess other language skills or higher-order thinking, such as legal analysis or argument construction.”* T1 similarly explained, *“Quizizz is more suitable for vocabulary and grammar practice. However, it does not really work for speaking and writing tasks in Legal English.”* These comments show that lecturers did not view Quizizz as a complete assessment tool. It was useful for checking recognition, recall, and basic comprehension, but not for evaluating productive skills or legal reasoning.

Another limitation concerned preparation time. T3 explained, *“Designing quizzes that match the course objectives and students’ Legal English level takes more time than expected. Therefore, I cannot use Quizizz after every lesson. I usually create Quizizz activities for summative revision after several lessons or at the end of the semester.”* This shows that the Quizizz implementation required careful alignment with learning objectives, students’ proficiency levels, and Legal English content. The platform was not simply ready-made; its value depended on the quality of the quiz design. Technical readiness was also a major concern. Students gave a high score to the statement *“Unstable internet connection is the main factor causing difficulties”* ($M = 4.13$, $SD = 0.939$). Lecturers confirmed this issue. T2 stated, *“Usually, students cannot access the quiz because of Wi-Fi problems or application glitches. This disrupts the flow of the Legal English lesson, and students become less motivated.”* T1 added, *“Internet connection is one of the most frequent problems I face. Sometimes, my lesson*

objective cannot be achieved when Quizizz is used to review Legal English terminology because the connection is poor." These findings show that the effectiveness of Quizizz depended not only on pedagogical design but also on infrastructure.

Table 2. Convergence between Student and Lecturer Perceptions

Finding area	Student perception	Lecturer perception	Meaning for Legal English instruction
Vocabulary and terminology	Highest-rated benefit, M = 4.45	Most suitable for legal terms and grammar review	Quizizz is strongest for repeated review of foundational Legal English content.
Flexibility	High agreement, M = 4.13	Useful for homework and self-paced review	Quizizz can extend Legal English practice beyond class time.
Immediate feedback	High agreement, M = 4.12	Useful for checking understanding	Quizizz supports formative assessment but requires the lecturer to follow up.
Motivation	Students felt motivated, M = 3.89	Lecturers observed higher participation and attention	Gamified review can make dense legal terminology more approachable.
Assessment accuracy	Lowest mean score, M = 3.28	Limited to speaking, writing, legal analysis, and argumentation	Quizizz should not be used as the sole measure of Legal English competence.
Technical challenge	High agreement, M = 4.13	Internet and device problems disrupted lessons	Infrastructure strongly affects implementation quality.

The evidence from students and lecturers points to a clear instructional position for Quizizz in Legal English: it works best as a tool for reviewing, checking, reinforcing, and motivating, especially when the target content is legal vocabulary, terminology, grammar, and lesson comprehension. It becomes less convincing when used to represent full academic performance or assess complex professional language abilities. For that reason, Quizizz should sit in the middle layer of Legal English instruction: after explanation and input, but before deeper tasks such as legal case discussion, oral argument practice, legal writing, or problem-based analysis. In that position, it can prepare students for more demanding Legal English work without being asked to do what the platform is not designed to do.

4. Discussion

In this study, Quizizz appears most useful when positioned not as the center of Legal English instruction, but as an intermediate learning space: after students receive input from lecturers, yet before they move into more complex Legal English tasks such as case analysis, legal argumentation, legal correspondence, or professional speaking practice. This position matters because Legal English cannot be learned solely through memorizing terminology, although terminology remains a necessary foundation. The highest student rating for learning and reviewing Legal English vocabulary and terminology indicates that Quizizz was most highly valued for helping students recognize, repeat, and retain legal terms. This aligns with the nature of Legal English as an ESP domain that requires knowledge of technical vocabulary, precise meanings, legal genres, and professional-institutional language use (Bhatia, 2016; Chromá, 2020; Gubby, 2016; Haigh, 2018). Since vocabulary learning depends on repeated exposure, retrieval practice, and sustained encounters with words across contexts, students' positive perception of Quizizz can be understood as a response to a concrete learning need: they need a quick, accessible, and engaging way to revisit legal terminology before using it in more demanding legal communication tasks (Nation, 2015; Schmitt & Schmitt, 2020; Webb & Nation, 2017).

Quizizz also helped make Legal English review more interactive. For law students, Legal English can be dense because they must understand both the language and legal concepts simultaneously. When terminology review is conducted only through the lecturer's explanation or paper-based exercises, the process can become repetitive and difficult to sustain. Quizizz added immediacy, visual interaction, scoring, time limits, and instant feedback, making review activities feel more active. This explains why students perceived Quizizz as motivating and why lecturers observed that students became more relaxed, enthusiastic, and willing to

participate. These findings are consistent with previous studies showing that Quizizz and other game-based response systems can increase motivation, attention, participation, and enjoyment in language learning contexts (Dhamayanti, 2021; Göksün & Gürsoy, 2019; Jiménez-Sánchez & Gargallo-Camarillas, 2020; Licorish et al., 2018; Mesterjon et al., 2024; Plump & LaRosa, 2017; Zhao, 2019). However, students' more moderate ratings of focus and competitiveness suggest that gamification did not affect all learners equally. Some students may appreciate Quizizz as a review tool without necessarily being strongly motivated by competition or game-like pressure.

Immediate feedback was another major reason Quizizz was perceived as useful. Students appreciated seeing their results immediately after completing exercises, while lecturers used those results to check students' understanding before introducing more complex Legal English topics. In formative assessment, feedback is valuable when it helps students and teachers identify current understanding, locate errors, and decide what to review next (Andrade & Brookhart, 2020; Wiliam, 2017; Yan & Boud, 2022). Nevertheless, the lecturer interviews show that automated feedback alone is insufficient for learning Legal English. Students may know whether an answer is right or wrong, but they may still not understand why a particular legal term, grammatical form, or conceptual choice is appropriate. For this reason, Quizizz feedback should be treated as a starting point for lecturer clarification. After a quiz, lecturers need to discuss why certain terms are correct, why distractors are misleading, how the terms work in legal contexts, and how they connect to topics such as contract law or tort law. In this way, Quizizz feedback becomes more than a score; it becomes an entry point for explanation and conceptual reinforcement.

The clearest boundary of Quizizz was related to assessment. Students gave the lowest mean score to the statement that Quizizz results provide an objective and accurate assessment of academic performance, and lecturers also emphasized that Quizizz is more appropriate for vocabulary, terminology, and grammar review than for assessing speaking, writing, legal analysis, or argument construction. This is understandable because Legal English competence involves more than selecting the correct answer. Law students must learn to interpret legal texts, understand genre conventions, construct arguments, explain legal positions, write legal documents, and use language appropriately in professional contexts (Bhatia, 2016; Conley et al., 2019; Coulthard et al., 2017; Hafner & Miller, 2019; Knoch & Macqueen, 2019). Quizizz can efficiently assess foundational knowledge, but it cannot fully measure students' ability to reason logically or to produce extended professional discourse. It should therefore be used to check foundational knowledge, not as the primary measure of overall Legal English achievement.

Technical readiness also shaped the value of Quizizz. Both students and lecturers identified an unstable internet connection as a major obstacle, and lecturers noted that poor Wi-Fi, application glitches, or limited device access could disrupt lessons. This means that technology integration depends not only on the availability of digital platforms but also on infrastructure, institutional support, lecturer readiness, and backup planning (Himmetoglu et al., 2020; Hussin, 2018; Miranda et al., 2021; Williams et al., 2020). Another practical issue was preparation time. Lecturers reported that designing Legal English quizzes required careful alignment with course objectives, students' proficiency levels, and legal content. A quiz that is entertaining but poorly aligned may create engagement without deepening students' understanding. The pedagogical value of Quizizz, therefore, depends on item quality: legal terms must be selected purposefully, distractors should reflect common misconceptions, and follow-up discussion should connect quiz items to legal meaning and professional use.

This study extends Quizizz research from general EFL contexts into Legal English as an ESP setting. Previous studies have shown the usefulness of Quizizz for grammar learning, vocabulary practice, motivation, assessment, and engagement in broader English learning contexts (Fadhilawati, 2021; Rahmadani et al., 2022; Rosyida et al., 2024; Zuhriyah & Pratolo, 2020). The present study shows that these benefits are also relevant to Legal English, but they must be interpreted in light of the discipline's demands. Quizizz helps students review legal terms, receive quick feedback, and practise flexibly, but its limitations become more visible because Legal English also requires interpretation, argumentation, and professional language

production. The inclusion of both students' and lecturers' perspectives strengthens this point: students emphasized usefulness, motivation, feedback, and flexibility, while lecturers added concerns about quiz design, content alignment, assessment limits, and technical constraints. This dual perspective prevents Quizizz from being presented simply as an enjoyable tool and instead clarifies where it fits within Legal English pedagogy.

For classroom practice, Quizizz can be used strategically for pre-class review, vocabulary recycling, in-class formative checks, post-lesson revision, and low-stakes assessment. Deeper learning activities, such as answer discussion, contextual analysis of legal terms, case discussion, legal writing, oral explanation, and argument construction, should follow its use. Quizizz can help students enter more complex Legal English work with stronger terminology readiness, but it cannot replace tasks that require legal reasoning and productive language use. Institutions also need to ensure reliable internet access, device availability, and technical support so that the platform supports rather than interrupts instruction. For students, Quizizz can be a useful self-paced review space, but it should be combined with reading legal texts, discussing cases, writing in legal genres, and practising professional communication.

This study was limited to 178 law students and 3 Legal English lecturers from a single law university. It also relied on perception-based questionnaire and interview data, so it did not directly measure whether Quizizz improved students' Legal English performance. Future research could use experimental or longitudinal designs to examine the effect of Quizizz on legal terminology retention, legal reading comprehension, or readiness for more complex ESP tasks. Further studies could also compare Quizizz with other formative assessment platforms, evaluate item-design quality, or investigate its integration with case-based learning, legal drafting, and oral advocacy. Used in the right place, Quizizz is not merely a classroom quiz game; it can serve as a brief but useful bridge between recognizing legal terms and performing more demanding Legal English work.

5. Conclusion

Quizizz proved most valuable in this study as a supplementary tool in Legal English instruction: it helped students revisit legal vocabulary, quickly check their understanding, and engage with terminology review in a more flexible and motivating way. Law students' strongest perception was of the use of Quizizz for learning and reviewing Legal English vocabulary and terminology. At the same time, lecturers confirmed its usefulness for reinforcement, formative checking, and monitoring students' readiness before moving on to more complex legal topics. At the same time, the study shows that Quizizz should not be treated as a full measure of Legal English competence. Its strengths lie in review, recall, feedback, and low-stakes assessment, whereas Legal English also requires interpretation, legal reasoning, argument construction, speaking, writing, and genre-based communication. The practical value of Quizizz, therefore, depends on careful pedagogical placement: it works best when used after lecturer input and before deeper tasks such as case discussion, legal drafting, oral explanation, or legal argumentation. Technical readiness also matters, as unstable internet connections and limited device access can reduce its effectiveness. These findings suggest that Quizizz can make Legal English learning more interactive and manageable. However, its contribution becomes meaningful only when lecturers design relevant quiz items, provide follow-up explanations, and connect gamified review with broader ESP learning goals.

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7. Declaration of AI Use

The authors used ChatGPT and Grammarly during the manuscript preparation process. ChatGPT was used to refine language, improve sentence flow, and enhance the academic clarity of selected sections. Grammarly was used to check grammar, punctuation, spelling, and readability. These tools were used only to assist with editing and presentation. They were not involved in designing the study, collecting data, analyzing questionnaire or interview results, interpreting findings, or formulating the conclusions. The authors reviewed, revised, and approved all AI-assisted suggestions and remain fully responsible for the content, accuracy, originality, and integrity of the final manuscript.

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