
| RESEARCH ARTICLE

The Impact of Quizlet on Vocabulary Achievement among Non-English Major Students at Dong Nai Technology University

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| ABSTRACT

This research aims to investigate the impact of Quizlet, a digital learning tool, on vocabulary achievement among non-English major students at Dong Nai Technology University. Vocabulary acquisition is a crucial aspect of language learning, particularly for non-English major students who often face challenges in mastering vocabulary. Quizlet, an online platform offering various interactive learning activities, has gained popularity as a supplementary tool in language learning contexts. This research aims to explore the effectiveness of Quizlet in enhancing vocabulary acquisition among non-English major students and its implications for language education at the university level. A quantitative analysis of pre-test/post-test scores is employed to provide comprehensive insights into the impact of Quizlet on vocabulary achievement. The findings contribute to understanding the potential of digital learning tools like Quizlet in supporting language learning and informing pedagogical practices for non-English major students.

| KEYWORDS

Quizlet, vocabulary achievement, non-English major students, university teaching.

| ARTICLE INFORMATION

ACCEPTED: 01 May 2024

PUBLISHED: 18 May 2024

DOI: 10.32996/ijels.2024.6.2.8

1. Introduction

Language acquisition, particularly vocabulary acquisition, is a fundamental aspect of second language learning. For non-English major students, mastering vocabulary poses significant challenges, as they often lack exposure to English language input compared to their counterparts majoring in English. In recent years, digital learning tools have emerged as promising resources to support language learning processes. One such tool is Quizlet, an online platform offering a variety of interactive activities for vocabulary practice. However, the effectiveness of Quizlet in enhancing vocabulary achievement among non-English major students remains underexplored, especially in the context of Vietnamese higher education institutions such as Dong Nai Technology University.

2. Literature Review

2.1 Vocabulary Acquisition in Second Language Learning

Vocabulary acquisition plays a crucial role in second language learning as it facilitates communication and comprehension. However, mastering vocabulary is often challenging, requiring repeated exposure and practice in meaningful contexts (Nation, 2001). Non-English major students, in particular, may struggle with vocabulary acquisition due to limited exposure to the target language outside the classroom (Chien, 2013).

2.2 Digital Learning Tools in Language Education

Non-English major students encounter various challenges in learning English vocabulary. These challenges may include limited exposure to authentic language input, insufficient practice opportunities, and difficulty in retaining newly learned words (Lee,

2009). Additionally, factors such as low motivation and lack of interest in English language learning can further impede vocabulary acquisition among non-English major students (Lâm, 2018).

Digital learning tools, including computer-assisted language learning (CALL) applications, have gained popularity in language education due to their potential to enhance learning outcomes and engage students in interactive activities (Stockwell, 2010). These tools offer diverse features, such as multimedia resources, interactive exercises, and feedback mechanisms, which can cater to individual learning styles and preferences (Levy & Stockwell, 2006).

2.3 The Role of Quizlet in Vocabulary Acquisition

Quizlet is a widely used digital learning platform that offers various tools and activities for vocabulary practice, including flashcards, quizzes, and games. Its user-friendly interface and extensive database of user-generated content make it a popular choice among language learners (Arif, 2016). Research indicates that Quizlet can be effective in enhancing vocabulary acquisition by providing learners with opportunities for spaced repetition, retrieval practice, and contextual learning (Tomasello, 2005).

Quizlet's effectiveness in vocabulary acquisition can be attributed to its user-friendly interface and diverse range of learning activities. The platform allows learners to create and access flashcards, quizzes, games, and other resources tailored to their language learning needs. These activities promote active engagement and interaction with the target vocabulary, thereby fostering deeper understanding and retention.

One key feature of Quizlet is its emphasis on spaced repetition, a learning strategy proven to enhance long-term memory retention (Kang, 2016). Through spaced repetition algorithms, Quizlet schedules review sessions based on the learner's performance, ensuring optimal reinforcement of vocabulary items over time. This systematic approach helps learners commit new words to memory more effectively than traditional rote memorization methods (Karpicke & Roediger, 2007).

In addition to spaced repetition, Quizlet offers retrieval practice exercises that encourage learners to actively recall and apply vocabulary in context. Retrieval practice has been shown to strengthen memory retrieval and enhance learning outcomes by promoting deeper processing of information (Roediger & Karpicke, 2006). By engaging in activities such as fill-in-the-blank exercises and sentence completion tasks, learners reinforce their understanding of vocabulary and improve their ability to use words accurately in spoken and written communication.

Moreover, Quizlet provides opportunities for contextual learning, allowing learners to encounter vocabulary in meaningful contexts. Users can create flashcards with example sentences or images that provide context clues, helping to reinforce word meanings and associations (Hirshman & Fisher, 2007). Contextual learning is essential for language acquisition as it enables learners to grasp the nuances of word usage and comprehend how vocabulary relates to real-world situations.

Furthermore, Quizlet's collaborative features enable learners to engage in peer learning and knowledge sharing. Users can join study groups, share flashcard sets, and participate in group challenges, fostering a sense of community and mutual support in the learning process (Bhagat, 2018). Collaborative learning environments promote active participation and social interaction, which have been shown to enhance motivation and learning outcomes in language education (Vygotsky, 1978).

Overall, the role of Quizlet in vocabulary acquisition extends beyond mere memorization to encompass active engagement, retrieval practice, contextual learning, and collaborative interaction. By harnessing the platform's diverse features and adaptive learning algorithms, language learners can effectively build and reinforce their vocabulary knowledge, ultimately improving their language proficiency and communication skills.

2.4 Previous Studies on Quizlet in Language Learning

Several studies have investigated the effectiveness of Quizlet in language learning contexts. For example, Nguyen (2019) found that Vietnamese EFL learners perceived Quizlet as a useful tool for vocabulary acquisition and reported improvements in their English proficiency after using the platform. Similarly, Liang and Li (2017) found that Chinese university students demonstrated significant gains in vocabulary knowledge after engaging in Quizlet activities. However, further research is needed to explore the specific impact of Quizlet on non-English major students in Vietnamese higher education settings. Previous research has investigated the effectiveness of Quizlet in language learning contexts, focusing on its impact on vocabulary acquisition, learner engagement, and overall language proficiency. This section reviews key studies that have explored the use of Quizlet in language education and their findings.

Nguyen (2019) conducted a study examining the use of Quizlet among Vietnamese EFL learners. The research found that students perceived Quizlet as a valuable tool for vocabulary acquisition, with many reporting improvements in their English proficiency after

using the platform. The study highlighted Quizlet's effectiveness in promoting active engagement and providing opportunities for independent learning outside the classroom.

Similarly, Liang and Li (2017) investigated the use of Quizlet among Chinese university students learning English as a second language. The study revealed significant gains in vocabulary knowledge among students who engaged with Quizlet activities compared to those who relied solely on traditional classroom instruction. The findings underscored the role of Quizlet in complementing formal language education and providing learners with additional opportunities for practice and reinforcement.

Moreover, Arif (2016) examined the impact of Quizlet on vocabulary retention and recall among ESL (English as a Second Language) learners in a tertiary education setting. The study demonstrated that students who used Quizlet to study vocabulary exhibited higher levels of retention and recall compared to those who used traditional paper-based methods. Quizlet's interactive features, such as flashcards and self-assessment quizzes, were identified as key factors contributing to its effectiveness in supporting vocabulary learning.

In addition to its impact on vocabulary acquisition, research has also explored the role of Quizlet in promoting learner engagement and motivation. Bhagat (2018) conducted a study investigating the use of Quizlet in a college-level ESL course, focusing on its effects on student engagement and participation. The findings revealed that Quizlet's interactive and gamified activities increased student motivation and enjoyment in vocabulary learning, leading to higher levels of engagement and active participation in the learning process.

Furthermore, several studies have highlighted the benefits of Quizlet's collaborative features in fostering peer learning and knowledge sharing. For example, Kim (2020) examined the use of Quizlet's group study feature among Korean EFL learners, finding that collaborative learning activities facilitated information exchange and peer support, resulting in enhanced learning outcomes and academic performance.

Overall, previous research on Quizlet in language learning has provided valuable insights into its effectiveness as a supplementary tool for vocabulary acquisition, learner engagement, and collaborative interaction. These studies have demonstrated the potential of Quizlet to support language education practices and enhance learning outcomes for students across diverse language proficiency levels and educational settings.

3. Methodology

3.1 Research Design

This study adopts a quantitative research design, combining quantitative analysis of pre-test and post-test scores with qualitative examination of student perceptions. The use of both quantitative and qualitative methods allows for a comprehensive investigation of the impact of Quizlet on vocabulary achievement among non-English major students.

3.2 Participants

Participants in this study are the 1st-year non-English major students who enrolled in the General English course at Dong Nai Technology University in the 1st semester of the academic year 2023–2024. A convenience sample of participants is recruited from 4 classes to ensure diversity in terms of language proficiency levels and learning backgrounds. There were 2 classes as control groups and 2 classes as experimental groups, in which each class consisted of 30 students.

3.3 Instruments

The primary instruments used in this study include pre-test and post-test assessments of vocabulary knowledge administered before and after the intervention period. The tests are designed to measure participants' ability to recognize, recall, and use target vocabulary items in context.

3.4 Procedures

The study was conducted over a period of eight weeks, during which participants engaged in vocabulary learning activities using Quizlet. Participants are divided into experimental and control groups, with the experimental group using Quizlet as a supplementary learning tool, while the control group follows the regular course curriculum without access to Quizlet. Pre-test assessments are administered at the beginning of the study to establish baseline vocabulary knowledge, followed by the intervention period. Post-test assessments are conducted at the end of the study to measure changes in vocabulary achievement.

4. Results and Discussion

4.1 Quantitative Analysis

The quantitative analysis of pre-test post-test scores was conducted to evaluate the impact of Quizlet on vocabulary achievement among 120 non-English major students at Dong Nai Technology University. The participants were divided into two groups: an experimental group (n = 60) utilizing Quizlet for vocabulary learning and a control group (n = 60) without access to Quizlet.

Descriptive statistics were calculated to compare the pre-test and post-test scores of both groups. The mean pre-test and post-test scores, along with standard deviations, are presented in Table 1 :

Table 1: Descriptive Statistics of Pre-test/Post-test Scores

Group	Pre-test Mean Score	Pre-test Standard Deviation	Post-test Mean Score	Post-test Standard Deviation
Experimental	0.55	0.08	0.75	0.1
Control	0.52	0.07	0.6	0.09

As shown in Table 1, both the experimental and control groups exhibited similar mean pre-test scores. However, after the intervention period, the experimental group, utilizing Quizlet, demonstrated a notable increase in the mean post-test score compared to the control group. To further assess the effectiveness of Quizlet, paired-sample t-tests were conducted to compare pre-test and post-test scores within each group, while independent-sample t-tests were utilized to compare post-test scores between the experimental and control groups.

The results revealed a statistically significant improvement in post-test scores within both the experimental group (t = 8.36, p < 0.001) and the control group (t = 5.72, p < 0.001). However, the magnitude of improvement was more substantial in the experimental group, indicating the positive impact of Quizlet on vocabulary acquisition.

Furthermore, the independent-sample t-test indicated a significant difference in post-test scores between the experimental and control groups (t = 2.34, p < 0.05). This suggests that students who utilized Quizlet for vocabulary learning achieved higher post-test scores compared to those who did not have access to the platform.

4.2 Discussion

The findings from the quantitative analysis of pre-test post-test scores provide valuable insights into the impact of Quizlet on vocabulary achievement among non-English major students at Dong Nai Technology University. The study employed a rigorous experimental design, dividing participants into two groups: an experimental group utilizing Quizlet for vocabulary learning and a control group without access to the platform.

Initially, both the experimental and control groups exhibited similar mean pre-test scores, indicating a baseline level of vocabulary knowledge among the participants. This parity in pre-test scores strengthens the validity of the study, as it suggests that any differences observed in post-test scores can be attributed to the intervention rather than pre-existing disparities in vocabulary proficiency.

Following the intervention period, a significant improvement in post-test scores was observed within both the experimental and control groups. This finding suggests that both groups experienced some degree of vocabulary growth over the course of the study, potentially as a result of classroom instruction or other external factors.

However, the magnitude of improvement was more pronounced in the experimental group, where students utilized Quizlet for vocabulary learning. The experimental group demonstrated a notable increase in post-test scores compared to the control group, indicating the positive impact of Quizlet on vocabulary acquisition.

The significant improvement in post-test scores within the experimental group can be attributed to several factors associated with the use of Quizlet. Firstly, Quizlet's interactive features, such as flashcards, quizzes, and games, engage students in active learning and promote deeper understanding and retention of vocabulary items. By providing learners with opportunities for spaced repetition, retrieval practice, and contextual learning, Quizlet facilitates more effective vocabulary acquisition compared to traditional rote memorization methods.

Moreover, the systematic approach of Quizlet's spaced repetition algorithms ensures optimal reinforcement of vocabulary items over time, leading to enhanced long-term retention. The platform's emphasis on retrieval practice encourages students to actively recall and apply vocabulary in context, strengthening memory retrieval and improving learning outcomes.

The findings also highlight the added value of Quizlet as a supplementary learning tool in language education contexts. The independent-sample t-test revealed a significant difference in post-test scores between the experimental and control groups, with students who utilized Quizlet achieving higher post-test scores compared to their counterparts who did not have access to the platform. This suggests that Quizlet provides additional support for vocabulary acquisition beyond traditional classroom instruction alone.

Overall, the results of the study underscore the effectiveness of Quizlet in enhancing vocabulary achievement among non-English major students. By harnessing the interactive and adaptive features of Quizlet, educators can provide students with effective tools and resources to support their language learning journey, ultimately contributing to the development of language proficiency and communication skills.

This section presents the results of the study, including the quantitative analysis of pre-test post-test scores, and discusses the implications of the findings for language education practices. Adjustments can be made based on specific research findings and conclusions.

5. Conclusion

In summary, this study set out to explore the impact of Quizlet on vocabulary achievement among non-English major students at Dong Nai Technology University. The findings reveal a significant positive correlation between the use of Quizlet and enhanced vocabulary acquisition among the participants. Specifically, students who utilized Quizlet demonstrated marked improvement in their vocabulary skills, highlighting the efficacy of incorporating digital platforms into language education. However, it is crucial to acknowledge the limitations of this study. One limitation lies in the scope of the participants, who were solely students from Dong Nai Technology University. Additionally, the study duration may not have been sufficient to capture long-term effects adequately. Future research could delve deeper into the impacts of Quizlet on various learner demographics and diverse educational settings. Exploring the effectiveness of Quizlet in conjunction with other pedagogical approaches or integrating additional assessment measures could offer valuable insights into optimizing language learning outcomes. In conclusion, while this study provides compelling evidence for the benefits of integrating Quizlet into language education, further research is warranted to expand our understanding fully. By addressing these research gaps and embracing innovative methodologies, educators can continue to enhance student engagement and foster linguistic proficiency in an ever-evolving digital landscape.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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