

USING QUIZLET APP IN TEACHING TO ENHANCE VOCABULARY RETENTION FOR NON-ENGLISH MAJORS

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ABSTRACT

Quizlet is a free tool designed to help learners enhance their vocabulary and understanding of concepts. The app had review modes to learn vocabulary like using flashcards and tests to make learning more enjoyable and effective, allowing users to retain vocabulary for longer. The participants of the study were 20 first-year students. Pre- and post-tests, as well as pre-and post-questionnaires, were used to collect data for the analysis. Research paper on using the Quizlet app to enhance English vocabulary learning retention of non-English majors. Through this study, it can be seen that using Quizlet could improve the retention of English vocabulary of non-English majors. In addition, the study also presented certain difficulties such as students being confused when encountering vocabulary in learning. From there, scholars could use Quizlet as a useful tool for learning English vocabulary and enhancing their vocabulary retention.

Keywords: Vocabulary; Quizlet Application; Vocabulary Retention; Non-english Major Students.

1. INTRODUCTION

The importance of learning English is undeniable as it brings numerous benefits to our lives. Firstly, learning a foreign language means learning more about a culture. By learning English, you can gain insights into various cultures of different countries. Moreover, English is the third most widely spoken language after Chinese and Spanish. More than 53 countries and regions use this language as their official language. These are the advantages that show how important it's to learn English.

Therefore, Learning English can improve ourselves and our lives. In order for us to access and keep up with knowledge sources worldwide, it's important for us to learn English. Besides, learning English can help us integrate into society and gain confidence in communication.

Learning vocabulary is a crucial aspect of acquiring a second language. Because it is common practice, whether in books or the classroom, to emphasize the significance of new terms. It is also crucial for learning a new language, and language learners should prioritize it above all else.

Vocabulary is one of the areas of language knowledge. It plays a big role for learners in language acquisition. One crucial component of language development for learners is the expansion of their vocabulary. Vocabulary knowledge is often considered an important tool for second language learners. Because limited vocabulary will hinder successful communication; we cannot use the structures and functions we may have learned to communicate intelligibly. This emphasizes that vocabulary knowledge is central to communicative competence. It plays an important role in forming complete spoken and written texts. Furthermore, it is argued that acquiring an adequate vocabulary is essential for successful second language use.

In summary, English Vocabulary will be learned as much as possible if we want to grasp the meaning of other people's words or if we want to improve our communication. Anyone who wants to use English successfully must know English vocabulary.

Learning Vocabulary has a lot of difficulties for students in memorizing words and how to use them in the right context. It is crucial to arouse students' attention to vocabulary memorization. Today, the online learning platform is one of the most useful and practical technology applications. Thanks to that, the teaching and learning of English vocabulary is also improved. Learning through interactive online apps is a modern, relevant, and successful method of imparting important knowledge and skills. This is consistent with 21st-century learning concepts, emphasizing student-centered learning and encouraging fun and engaging learning experiences.

In this study, the researcher decided to use Quizlet as a tool, a flashcard-based platform and more tests to enhance non-English major's ability to use English vocabulary.

Utilizing Quizlet on cell phones is an effective way to engage students with Quizlet on their smartphones is an effective way to encourage vocabulary learning. Rezaei and co-worker (2014) claim that mobile applications are an effective way to encourage pupils to enjoy learning new words. The authors note that when terminology is used, pupils are driven to learn it (Dizon, 2016).

2. RESEARCH METHODS

2.1. Participants

The study involved 20 first-year non-English majors studying in the 2023-2024 university year. The learners consisted of 20 students in the experimental group, which used Quizlet as a way to improve English vocabulary memory in English. Meanwhile, the students' self-assessed English vocabulary level was still quite low, only fluctuating around levels A1, A2, and B1.

2.2. Research design

This study aimed to determine how the Quizlet tool is used to help non-English majors' vocabulary. Concurrently, the study also learns about the difficulties that students encounter in the process of using Quizlet to enhance their vocabulary retention learning. Through the results, the researcher hopes to help students find solutions to overcome difficulties and use Quizlet as a useful tool for learning and memorizing English vocabulary effectively.

The experimental teaching was done for 8 weeks. In the first week, the researcher used Google Forms to create a questionnaire with seven closed-ended questions and three open-ended questions. The researcher decided to use Google Forms to help collect data for the study. To gather specific information about the participants, like their age and background experiences. The remainder of the questionnaire looked into students' current ability to memorize vocabulary and students' current vocabulary to answer the research questions. Then all students took part in the pre-test, which required the students to do assignments related to vocabulary given by the researcher. Prior to the treatment, the pre-test aims to ascertain the students' memorization vocabulary proficiency - test students' overall initial vocabulary.

From week two to week seven, the researcher carried out the experiment group an overview of Quizlet and showed them how to use it to learn vocabulary. Next, the researcher gave some lectures related to vocabulary on Quizlet in the class. Furthermore, the researcher asks each student

to learn Quizlet vocabulary through activities such as flashcards, card pairing, checking, etc. The researcher monitored students' learning progress on Quizlet and then provided reminders to students learning frequently vocabulary. At the end of each week, students have to take a small test administered by the researcher to test the vocabulary they have learned that week.

In the final week, students took a 30-minute test with 30 questions. After that, the results of the post-test were compared with the pre-test to see whether students made more progress in learning vocabulary through Quizlet.

After collecting the results of the post-test, the researcher sent a questionnaire to the students to get their opinions. The researcher designed a questionnaire on Google Forms as a means of supporting research to collect information. The questions surveyed students' ability to memorize vocabulary, difficulties, students' comments and facing challenges when using Quizlet, and students' attitudes when using Quizlet. Google Forms was also used to collect and analyze the results.

2.3. Data collection instruments

2.3.1. Questionnaire

The multi-stage process of designing a questionnaire necessitates simultaneous attention to multiple details. A close-ended questionnaire that each student must complete individually was used to gather the data. The questionnaire's objective was to assess their level of memory and learning. Students' vocabulary was arranged from low to moderately low, medium to medium-high, and high. In this research, the questionnaires collected the students' responses to learning and remembering the vocabulary process before and after using Quizlet. Also, by using the questionnaire, the researcher knew the obstacles in learning Vocabulary they usually make. Before delivering the questionnaires to the students, the researcher translated all of the question items and options into Vietnamese to ensure that students all understood the question items.

The purpose of the first question was to find out what was the initial English level of non-major students. The second item was designed to reference how much time they spent during the week learning English vocabulary. The third part was designed to determine students' self-assessment of the amount of vocabulary they learn in each study session. The fourth section was designed to find out what methods learners use to learn English vocabulary. The fifth item was designed to determine learners' self-assessment of the importance of vocabulary. The sixth section was designed to find out about learners' difficulty in learning vocabulary and the final section was to determine whether they already know anything about Quizlet.

The post-questionnaire included five questions. The purpose of the first question was to find out how interested students were in vocabulary classes. The second item was to find out how attentive students were when Quizlet was implemented in their classes. The third question examined students' perceptions of the usefulness of these applications in helping them learn vocabulary. The fourth question aimed to find out students' opinions about suggestions to improve Quizlet lectures in teaching. The final question aimed to investigate whether students would like to continue using this application to learn vocabulary.

2.3.2. Tests

Test is the process that effectively evaluates a student's ability to complete designated tasks, demonstrate expertise in a particular skill, or showcase knowledge of a given subject matter. Tests were used as the instrument in this study to look into students' initial level and how they use Quizlet to learn vocabulary. The students were undergone a test to ascertain their level of knowledge and how well they could recall vocabulary. Pre-test and post-test were the two test categories used in this study. In addition, each week the learners had to take a small test so that the researcher could determine whether the lesson was really effective for them.

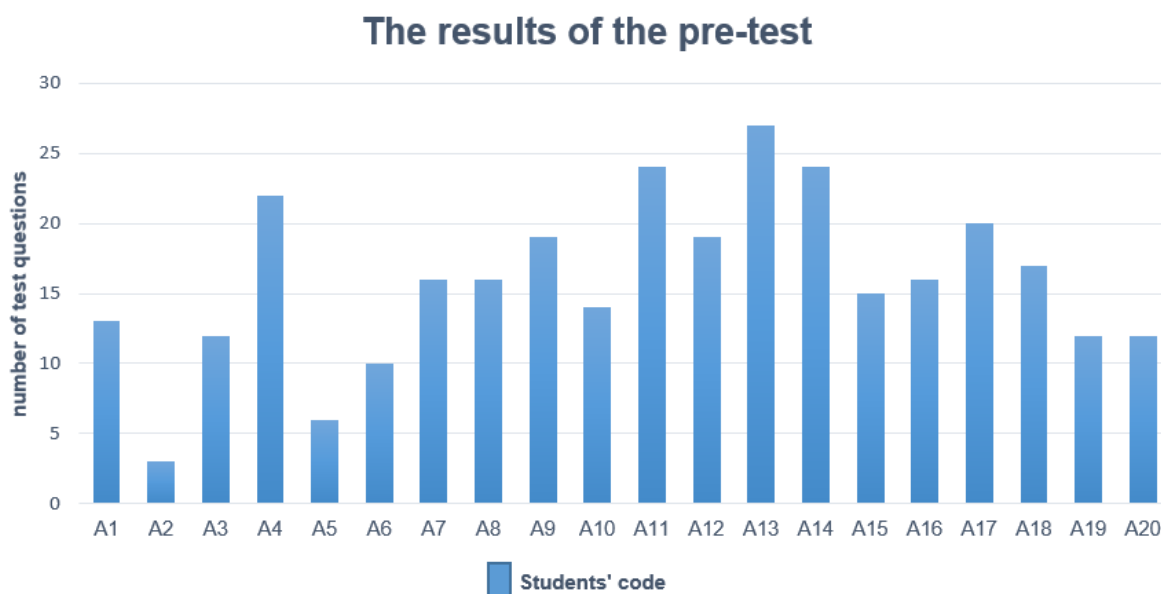
The students must read and record the script that the researchers provided for the pre-test. Before treatment, the pre-test aimed to ascertain the students' memorization vocabulary of proficiency. Students participated in the end of the test, which has the same format as the pre-test, six weeks after treatment had been given to determine whether using Quizlet after treatment was effective.

3. RESULTS AND DISCUSSION

To demonstrate improvement after 8 weeks of experimentation, the researchers would compare the results of the Pre-test and the Post-test. Overall, the score had improved after 8 weeks of experimenting, indicating that the students' efforts after completing the course yielded beneficial outcomes.

3.1. The results of the pre-test and post-test

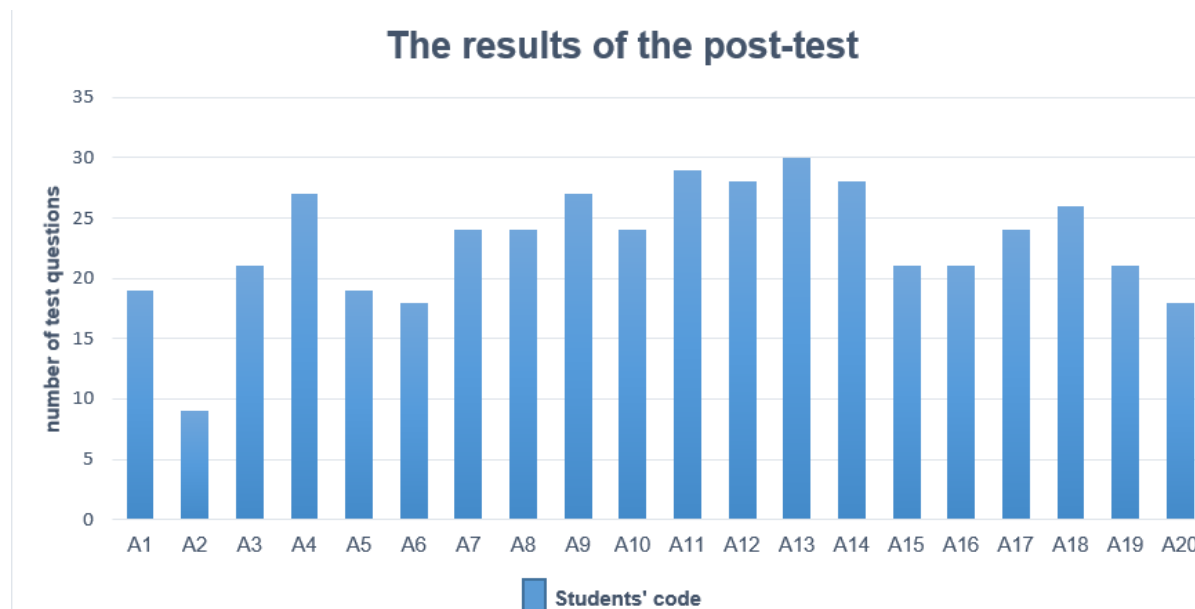
Chart 1. The results of the Pre-test



Before using Quizlet to learn vocabulary, only 5 out of 20 students answered correctly above 20, which is good, as seen in the bar chart above. The remaining students' scores were all average or above average, ranging from 10 to 19. In which, there were two students with below-average of 3 and 6 correct answers, respectively. Through the pre-test, the researchers found that

the students faced difficulty in retaining English vocabulary. Therefore, it is necessary to have a method to help students improve their vocabulary

Chart 2. The results of post-test



The above graph shows that the score histogram of students' post-test scores is quite large. The lowest score is 9/30 points, equivalent to about 30% completion of the test. This showed that a small but significant portion of students made progress on this test. Meanwhile, the average score is 22.9 points, much higher than the lowest score. This suggests that most students aced the test with about two-thirds of the questions provided. The highest score is 30/30 with 100% correct answers made by students.

Overall, this table showed the diversity of students' post-test performance, from those who struggled to those who performed best. This helped researchers evaluate the effectiveness of Quizlet after deployment to students.

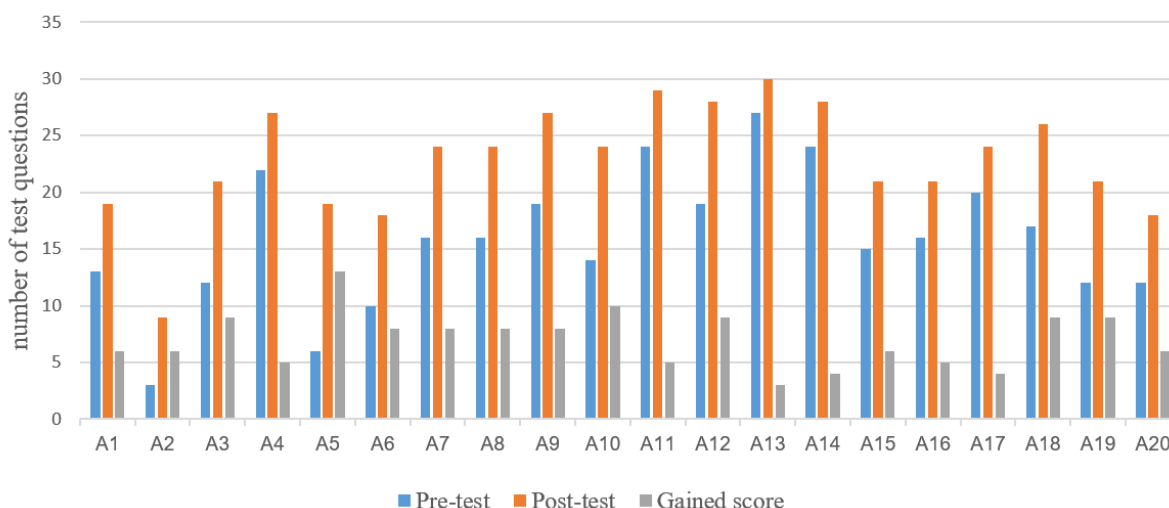
Comparison of the pre and post-test results

There were some differences in the accuracy of the answers given by the students following their vocabulary study using Quizlet. The significance of these differences is demonstrated in the following table:

Table 1. Changes in the average number of correct sentences

Period	Average number of correct sentences
Before	15
After	22
Deviation	7

Comparison of the pre and post-test results



According to the chart, the lowest score in the pre-test was 3, while the post-test was 9, the highest score in the pre-test was 27, while in the post-test it was 30. From the above results, it can be seen that this study was really suitable for "average" and "above average" students because the lessons and vocabulary given are really effective for them.

3.2. Questionnaire results

Students' attitudes before using the Quizlet app in learning vocabulary:

Through the survey, it can be seen that out of a total of 20 people, 7 students knew about the Quizlet application, whereas 13 students did not know about it.

From the above results, this research was conducted with the purpose of introducing and helping students have clearer vocabulary learning methods through the functions and methods of the Quizlet application.

Students' attitudes after using the Quizlet app in learning vocabulary

After applying Quizlet to vocabulary learning, it can be clearly seen that the students' attitudes toward vocabulary retention have changed considerably. In more detail, 95% of the students found using this application in learning vocabulary extremely interesting (30%) or interesting (65%). Meanwhile, the percentage of students who regarded studying vocabulary

through Quizlet as neutral was 5%. Noticeably, there was no student who felt that learning English vocabulary through Quizlet was not interesting.

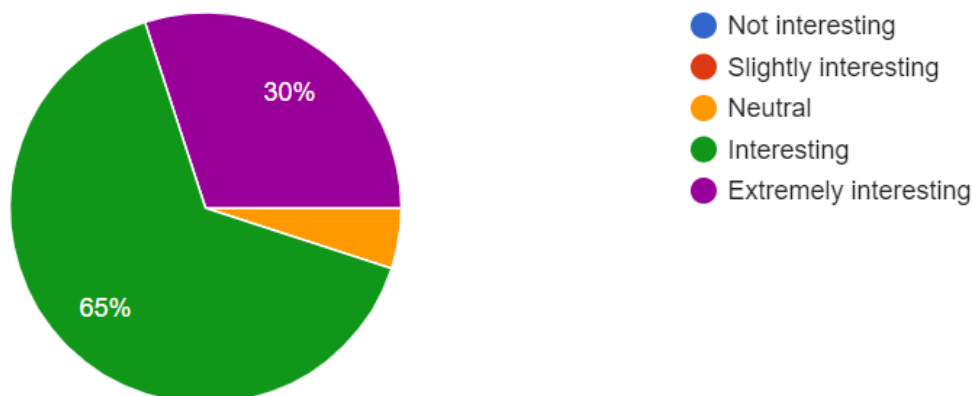


Figure 1. *Students' interest in vocabulary learning via the use of the Quizlet application*

3.3. Discussion

The data collected from the pre-test disclose that the vocabulary retention of non-English majors at TNUE was relatively low with the majority classified as “average” or “below average”. Students' poor vocabulary acquisition might indicate ineffective student vocabulary learning at the high school level because, after 3 or 6 years of learning English, students must master these basic English vocabulary words. Furthermore, this might also be due to students' lack of self-study awareness or lack of truly effective learning methods. Coady and Huckin (1998) claimed “Vocabulary is central to language and is important for typical language learning”. Furthermore, Diamond and Gutlohn (2006) said that “vocabulary is the knowledge of words and their meanings”. Consequently, it can be inferred from the definitions given above that vocabulary is the total number of words required to represent ideas and the speaker's meaning. For this reason, expanding one's vocabulary is crucial.

However, after receiving special treatment with the use of learning on Quizlet, substantial improvements in students' outcomes were witnessed and students' vocabulary scores were labeled “good”.

The research results were also in line with Altiner's (2011) research which indicated that digital flashcards are a more effective tool compared to paper ones when it comes to improving vocabulary skills among students. Furthermore, in Komachali's (2012) study, it was concluded that the contribution of vocabulary flash cards in teaching vocabulary to students led to a higher level of vocabulary improvement. Their study aimed to investigate the impact of Quizlet on vocabulary learning among tertiary students in Indonesia and found that it had a positive effect. In addition, they also supported the findings of Nguyen T. M. T. (2021) that the Wilcoxon test showed a statistically significant difference in students' motivation before and after using the Quizlet application to learn vocabulary. Thus, using Quizlet could significantly improve one's motivation to learn English vocabulary, which could lead to reliable and high-quality results that can be trusted.

Data recorded during weekly practice also indicated remarkable changes in students' vocabulary retention capacity and were revealed through the weekly improvement of vocabulary level. Despite different weekly scores, considering the whole process, it could be recognized that students achieved better results in the final time of practice in all weeks. Specifically, this study by Dizon, G. (2016) examined the efficacy of using Quizlet, a popular online study tool, to develop L2 English vocabulary. Statistically significant gains were made by the learners before and after the tests. Moreover, based on these findings, the author supports using Quizlet in the EFL classroom when a questionnaire by the researcher indicated that the students had positive perceptions of Quizlet to study L2 vocabulary. According to HD Van, PTS Thuyet, and HN Thanh researchers (2020), Quizlet was found to be an easy-to-use and helpful tool for EFL students to facilitate vocabulary learning. Hence, Quizlet provided an engaging active learning environment both inside and outside of the classroom.

With regards to the feedback of the students towards the use of the Quizlet learning platform during 8 weeks of intervention, it was noticeable that the experiences that the participants earned from using this app was regarded as positive. The positive change in students' attitudes towards vocabulary learning might also result from the fact that students found that learning Quizlet had a number of benefits. This app made vocabulary learning more enjoyable and maintained memory about vocabulary. Improving vocabulary retention learning platform, therefore, was considered not only a good way to learn English vocabulary but also a form of entertainment for a number of students and the majority of the students would like to continue learning English vocabulary through this technique.

To sum up, findings from the data analysis have provided clear evidence for the positive impacts of learning on the Quizlet platform on students' vocabulary retention. The use of this app in classrooms is considered as a learning medium aid that teachers can use to increase students' learning interest and enhance their learning outcomes. Therefore, it could be concluded that the use of a learning platform should be used as a tool to support teaching English vocabulary.

4. CONCLUSION

This study aimed to investigate the impacts of the Quizlet learning application on students' vocabulary learning and how it might help first-year non-English major students enhance their vocabulary retention. The pre-test and post-test were used to collect data for the analysis with the goal of comparing students' scores before and after the study period to evaluate the effects of the Quizlet learning application. Besides, the pre-questionnaire and post-questionnaire were used for the research purposes. In particular, the questionnaires were used to gather students' responses toward the learning process of vocabulary as well as their opinions about the use of a learning platform in practicing vocabulary. It was found that using this software helped learners enhance their vocabulary.

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