Quizlet® Live for Vocabulary Review

語彙レビュー用ための クイズレットライブ

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ABSTRACT

This paper discusses the effectiveness of Quizlet® Live for a review activity over the traditional methods that did not use technology in English classrooms at the university level in Japan. As technology evolves, the classroom methodologies have been evolving too. Learning the English language with the help of applications on smartphones is now entirely in vogue among foreign language learners. These game apps spice up the students' learning process on a larger scale. Twenty intermediate level students in Tama University of Global Studies reviewed the vocabulary learned in the spring term through traditional methods that did not use technology and in the fall term with the help of Quizlet® Live, a modern method that uses technology. This followed a worksheet activity to match the vocabulary with its meaning. The results indicated that using Quizlet® for a review attracted greater engagement of the learners for vocabulary acquisition than the traditional method. By working effectively, these game apps add a new dimension to our teaching. It gives a break from the traditional classroom while still reinforcing the skills the students are learning.

KEYWORDS: Quizlet®, Gamification, Review, Vocabulary acquisition, CALL, MALL

1. INTRODUCTION

In 2019, technology plays an essential role in our day to day lives. This is also evident in today's classrooms where technology has brought a significant change in learning. More and more chalkboards are now active boards; homework is paperless, and most of the students have an electronic dictionary. These trends offer innovative solutions and contribute to a more impactful learning experience. Reynolds (2016) notes in his blog that:

> Since TESOL was founded in 1966 as an association for English
>
> language teachers, one of the most profound changes has been the
>
> rise of technology as a tool for language learning. The technology

has moved from being a tape recording in a language laboratory
to a program in a computer lab, and now as an application on
a mobile device, it has become clear that providing language
practice—something teachers have always thought of like their
job—can be done better by technology.

The millennials are called the "Digital Natives" because of their familiarity with information and communication technologies. Rodriguez (2018) vindicates that technology possesses a challenge that teachers cannot escape learning how to exploit it to offer new learning experiences. The researcher had been using Quizlet for a while for vocabulary acquisition but had never used the Quizlet Live option. Good feedback about Quizlet Live from colleagues motivated her to research more about it, primarily for a vocabulary review. The objectives of this study fundamentally focus on the following:

- To determine if Quizlet attracted greater engagement from learners than a traditional method that did not use technology when reviewing vocabulary.
- To determine if Quizlet helped the students to retain and memorize the vocabulary after the review more effectively than the traditional method.
- To explore whether Quizlet motivated students to learn the vocabulary and complete the activities more than after a more traditional approach that did not use technology.

2. LITERATURE REVIEW

The application of computer-assisted language learning (CALL) in today's classrooms has expanded the L2 learning and teaching field. All these are a part of transitions made by language instructors throughout generations. In this 21st century, the field of second language education and learning has significantly become technology-oriented. Today's millennial students always interact with digital technology. In a recent Japanese study, researchers observed greater ownership of smartphones among teenagers in Japan (Cote, Milliner, Flowers, & Ferreira, 2014). This unveils the millennials' usage of smartphones in Japan for educational use. As a result, today's teachers face many challenges in their ESL classrooms. Figueroa (2015) describes that today's digital learners process information differently, and the educational system does not fit their needs. Consequently, in recent years there has been an increasing interest among researchers and teachers in the use of games and game dynamics in the classrooms.

Today's ESL teachers are battling towards fulfilling the expectations of today's learners in their classrooms. Laremenko (2017) stipulates that for engaging the learners, educators are looking for opportunities to integrate gamified methods in the classroom. Subsequently, they are always in search of new ways and means to fulfill the digital natives. Premeranthe (2017) specifies that teachers should accept the challenge of finding new avenues to meet the expectations of the 21st century. He also indicates that digital

natives are no longer motivated through traditional language programs. The advent of technology and smartphones allows students to experience the learning process in another form. Today's app revolution provides a new trend in this modern teaching era. These apps provide different spectrums to language learning. It offers a break from the traditional classroom giving a different dimension for learning while still strengthening the skills the students are learning.

The researcher makes it a practice to review the vocabulary learned. Vocabulary acquisition experts (e.g., Nation, 2001; Schmitt, 2008) advocate review and repetition for vocabulary to be acquired effectively. A review is to relearn and retain what we have already learned in the class. It depends on the class's situation; it could also be something learned in the previous lesson/class. It is also practicing the learned content to retain it for a long time. When we learn information, we remember it best immediately after we have learned it. To remember what we have learned over the long-term, we need to move the learned information from short-term memory into long-term memory. It takes time and motivation to commit information to long-term memory, and reviewing information helps us do this.

Brown (1994) sees motivation as an obligatory personality factor that a learner needs to acquire a new language. Lepper (as cited in Figueroa, 2015) pointed out that people become extrinsically motivated to perform an activity to obtain some reward or punishment. Muntean (2011) noted that gamification combines the two types of motivation (intrinsic and extrinsic) using extrinsic rewards like points to improve engagement while intrinsically motivating them towards achievement, mastery, autonomy, and a sense of belonging. Also, competition, social interaction, and cooperation in helping second language learners become motivated. The researcher felt that during any student-centered activity, the extrinsically motivated students do not perform up to their potential. Therefore, the researcher was always researching ways to aid the extrinsically motivated students to perform equally with the intrinsically motivated students in a student-centered activity. Hence, the researcher wanted to identify if technological gamification aids both groups of learners equally.

Mobile-assisted language learning (MALL) has proved to be a successful way to learn L2 vocabulary in this millennium. In their 2012 study, Azabdaftari and Mozaheb found that mobile devices could be used to improve students' L2 English vocabulary. The researchers compared the efficiency of mobile devices versus traditional methods that did not use technology. In their findings, they concluded that the mean score of the group that studied vocabulary via mobile phones was much higher than the other group. Lu's (2008) also found that participants' of the study of MALL and print media both made statistically significant progress in recognizing the vocabulary words during the vocabulary post-test scores; however, the mobile phone group scored better in their post-test.

With over 100 million user-created study sets and over 50 million active users every month (Quizlet, 2019), Quizlet is one of the most widely used vocabulary acquisition systems. While teachers and students can use the software on a PC, there is also a free mobile app that could be used both on Apple iOS and Android platforms. Many researchers have investigated the benefits of using Quizlet to study vocabulary. Sanosi (2017) investigated Quizlet's effect on vocabulary acquisition for L2 English learners whose

L1 was Arabic. The study incorporated an experimental research design and it evaluated the acquisition of vocabulary lessons from the assigned lessons in their syllabus. Sanosi found Quizlet to be a suitable approach for vocabulary learning as the treatment groups scored significantly higher in the post-vocabulary test. In another study, Danka (2017) used Quizlet to investigate Thai students' attitudes towards foreign language learning with technology. The results indicated that all learners had a very positive attitude towards Quizlet. Ashcroft and Imrie (2014) used the Substitution Augmentation Modification Redefinition (SAMR) Model to analyze the benefits of Quizlet and exclaimed that it redefines the vocabulary learning experience for the language learning students. Other researchers have also concluded that Quizlet had a higher engagement or performance (i.e., higher vocabulary test scores) of Japanese students (e.g., Barr, 2016; Chien, 2015; Lander, 2016; Milliner, 2013). This research paper attempted to identify if Quizlet attracted a more significant share of engagement during language learning. It also aimed to determine if it helped learners memorize vocabulary and retain the language learned more efficiently over a traditional method that did not use technology.

3. METHODOLOGY:

The total number of students participating in the study was 20. The respondents were first-year students aged eighteen to twenty from the Academic English Program. They were from different departments of Tama University's School of Global Studies, Japan.

3.1. Spring Term Review

The author was teaching academic reading to the freshmen class. The academic reading book, "Reading Explorer 1" by Cengage Learning (Douglas & Bohlke, 2015), was used for both the spring term and the fall term. The book has 12 chapters. The first six chapters were taught in the spring term and the next half in the fall term. Each chapter featured ten vocabulary items. The program had two smaller vocabulary tests and an end-of-semester test concentrating on reading and vocabulary focusing on the same words featured in the textbook. Throughout the course, the teacher emphasized vocabulary acquisition by recycling the words learned earlier in the course. Figure 1 shows the spring term review method. After teaching the vocabulary, the teacher would review the vocabulary through a traditional method that did not use technology. Before reviewing, the students completed a vocabulary sheet that had the words and meanings to study silently for a few minutes. Figure 2 shows the vocabulary sheet given to study after eliciting and teaching the vocabulary.
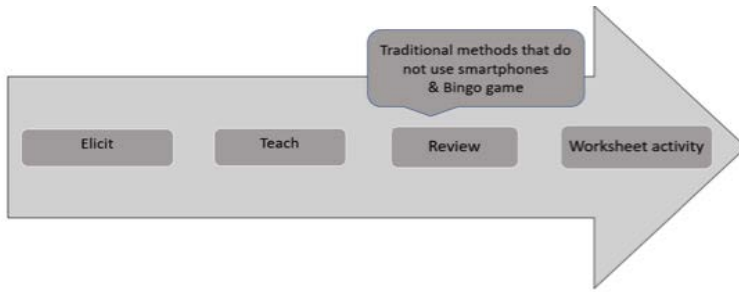
Figure 1. Spring term review method

Lesson 3A

	Vocabulary	Translation	Meaning
1.	Backgrounds	背景	The kind of family one comes from and the kind of education one has
2.	Issues	問題	A subject that people argue about or discuss
3.	Peace	平和	A state of quiet and calm; not war
4.	Female	女性	Referring to women and girls
5.	Attitudes	態度	The way one thinks and feels about something
6.	Clubs	クラブ	A place, like a nightclub, where people go for entertainment
7.	Audience	聴衆	A group of people who watch or listen to a play, concert, movie, television program, and so on
8.	Belong	属する	To be the property of a person or thing
9.	Dream of	の夢	To indulge in daydreams or fantasies about something greatly desired; to, hope for
10	Despite	にもかかわらず	Even though; used to introduce a fact that makes something surprising

Figure 2. Vocabulary sheet

The review activity followed. It was mainly a student-centered activity, intending to practice vocabulary words. A vocabulary bingo game was used during spring term . In the bingo game, the students wrote nine vocabulary words on a bingo card. Then, as the teacher reads the definition of the word, the students determine what the vocabulary word was. Once a student got all of the words in a row they could call out 'bingo'. This was followed by a free activity of bingo where the students were grouped into threes and one student read the meanings of the words while the other two raced for bingo. Roles were changed and the groups played a further two rounds. The review took twenty minutes and a worksheet activity followed. In the worksheet, the students had to match the vocabulary

with the meaning by writing the number of the vocabulary in the answers column. The first one is done as an example. Figure 3 shows the vocabulary worksheet used in the spring term.

Lesson 3A

	Vocabulary	Meaning	Answers
1	Backgrounds	A group of people who watch or listen to a play, concert, movie, television program, and so on	
2	Issues	The kind of family one comes from and the kind of education one has	1
3	Peace	To be the property of a person or thing	
4	Female	Referring to women and girls	
5	Attitudes	The way one thinks and feels about something	
6	Clubs	A state of quiet and calm; not war	
7	Audience	To indulge in daydreams or fantasies about something greatly desired; to hope for	
8	Belong	A subject that people argue about or discuss	
9	Dream of	A place, like a nightclub, where people go for entertainment	
10	Despite	Even though; used to introduce a fact that makes something surprising	

Figure 3. Spring term worksheet activity

3.2. Fall Term Review
Figure 4 shows the fall term review method. In the fall term, after teaching the vocabulary, the review was done with the help of Quizlet and the Quizlet Live option.
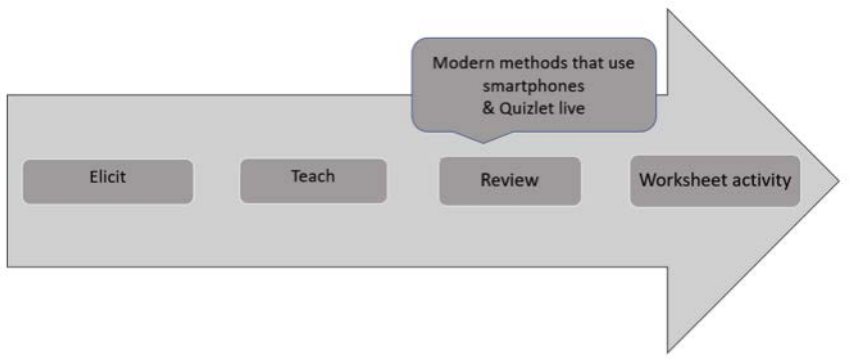

Figure 4. Fall term review method

A Quizlet link was sent to students via email. The warm-up was followed by discussion and eliciting the vocabulary. Students were given a similar amount of study time to study the vocabulary individually using their smartphones/tablets using Quizlet. Quizlet has a variety of games that students could use to study the vocabulary, however, in this course learners were instructed to use the Flashcard mode to study the vocabulary.

The Flashcard mode is a digital flashcard that exhibits terms that can be flipped on the screen to show the definitions. The below Figure shows an example of the vocabulary words on Quizlet flashcard mode. When you click the flashcard the card would flip and show the meaning as in the Figure. Quizlet provides language options but the author found that opposed to simply learning the Japanese translation of each term, learning the meaning of each word in English with its translation was more effective. Figure 5 shows an example of the flashcard mode used by the author in the fall term.

Figure 5. Quizlet flashcard mode

Figure 6. Quizlet live

Then, the students joined the Quizlet Live game using a QR code. Figure 6 shows the Quizlet live page to enter the game. Once all the students were logged in, they were divided into teams and started to compete with each group to match the vocabulary with its meaning in English.

Figure 7. Quizlet live groups

Figure 7 shows how the students are divided into different teams, and after each game, Quizlet would re-shuffle them. The students collaboratively competed with each team to match all vocabulary with their meaning and vice versa. Initially, it took a few minutes to complete, but gradually the students became faster. The review process continued for twenty minutes. Towards the end of the review, almost all students were able to match the vocabulary. The students wanted to continue playing as they enjoyed the review process. The Quizlet Live games were followed by the same worksheet activity used in the spring term where the students had to match the vocabulary with their meaning by writing the number of the vocabulary in the answers column. The first one is done as an example. The time was again noted down by the researcher. Figure 8 shows the vocabulary worksheet used in the fall term.

Lesson 10B

	Vocabulary	Meaning	Answers
1	Timeless	A part that something or someone has in a situation or activity	
2	Confirm	Cause to participate in an activity or situation	
3	Ordinary	As stated by or in	
4	According to	Not affected by time or changes in fashion	1
5	Involved	With no special or distinctive features	
6	Task	To try to get or win something that someone else is also trying to win	
7	Roles	To state or show that something is true or correct	
8	Blocks	A piece of work to be done or undertaken / job	
9	Competed	Very happy and pleased of something you have done	
10	Proud	A large solid piece of hard material especially rock, stone or wood typically with flat surfaces on each side	

Figure 8. Fall term worksheet activity

4. ANALYSIS AND FINDINGS

In both terms, the teacher noted the time taken by the students to complete the worksheet activity. Table 1 shows the mean time taken by the students to complete the worksheet activity in both terms. In the spring term, the mean time was 12.7 while in the fall term the mean time was 3.9. There is a 69.2% reduction in the time taken by the students to complete the worksheet activity in the fall term than the spring term. The Quizlet review appeared to help them complete the worksheet activity much faster than in the spring term.

Table 2 shows the percentage of completed worksheets in both terms. In the spring term, the percentage of completed worksheets is 64% while in the fall term the percentage increased by 30%. This change illustrates that Quizlet attracted greater engagement from students in vocabulary acquisition. This also suggests that Quizlet live review helped the students to retain new vocabulary and it motivated the students to perform the activities following it.

Another prominent difference noted by the author was that most of the students were able to complete the reading comprehension and other activities in the textbook with greater tenacity than in the spring term. After the worksheet activity, the author continued with the vocabulary practice section in the lesson; refer to Appendix B. In the spring term the students had difficulty completing the exercises which was evident while checking the answers in the class but in the fall term there was a stupendous difference. Even the extrinsically motivated students completed the activities exceptionally better than in the spring term. This is the teacher's observation in the class and it is not supported by empirical evidence.

Table 1
Mean time taken to complete the worksheet activity in the Spring term and Fall term

Term	Mean Time (minutes)
Spring term	12.7
Fall term	3.9

Table 2
The percentage of completed worksheets in the Spring term and Fall term

Term	Percentage of completed worksheets
Spring term	64%
Fall term	98%

4.1 Questionnaire Results/Findings

A questionnaire to determine whether Quizlet attracted greater engagement from the learners compared to the traditional vocabulary training method that did not use technology; refer to Figure 9.
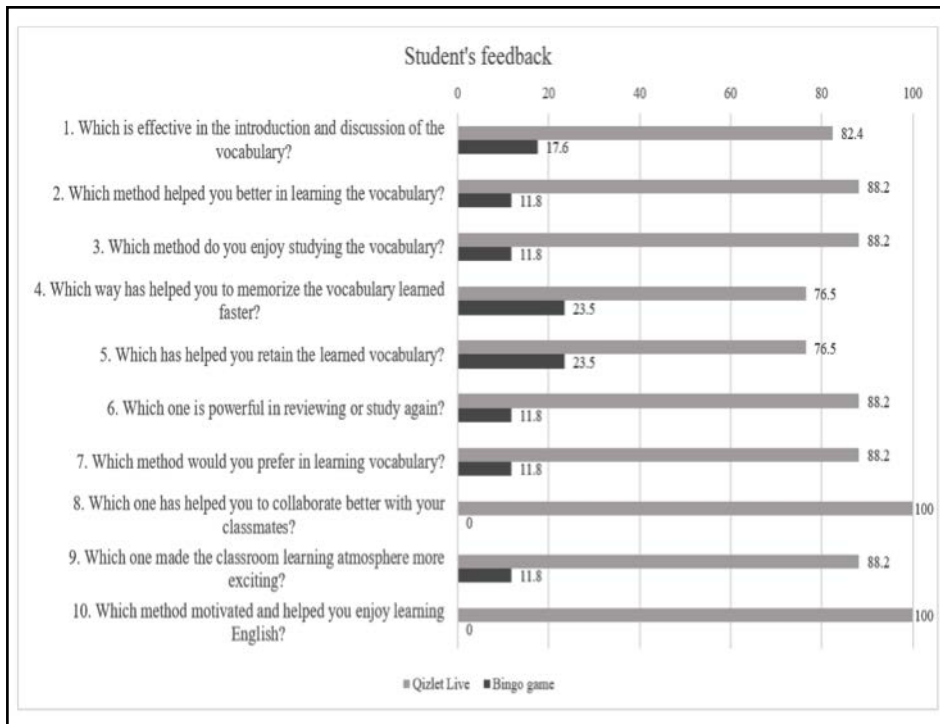
Figure 9. Students feedback

Sanosi (2017) also observed that Quizlet is the right candidate for vocabulary acquisition, where 76.5% of his students answered that Quizlet helped them to learn and retain new vocabulary faster than traditional methods. This point is also evident in this study when you consider the time taken to complete the worksheet after the Quizlet review. Around 88.2% answered that Quizlet helped them learn the vocabulary more effectively. The majority also believed Quizlet made the classroom atmosphere exciting which mirrors some of the findings of Danka (2017) who found that Quizlet took away some of the burdens of memorizing a long list of complicated words after students realized the value of Quizlet. Ashcroft and Imrie (2014) noted that Quizlet allows learners to share resources and interact in ways unthinkable with paper resources, where 100% of the students positively answered that Quizlet motivated and assisted them in learning vocabulary after a review. 100% of the students also concluded that Quizlet helped them collaborate with their classmates and it helped them enjoy the review process. This also indirectly highlights that these students prefer gamification over traditional methods in their learning process.

Figure 10 (below) shows the overall preference of the methods to study vocabulary. A lions' share (87%) of students favor Quizlet over traditional methods for vocabulary acquisition. The results also confirm that foreign language learners who engage in vocabulary learning via online vocabulary websites have increased motivation, which has, in turn, led to improvement and an increase in vocabulary acquisition (e.g., Chien, 2015).
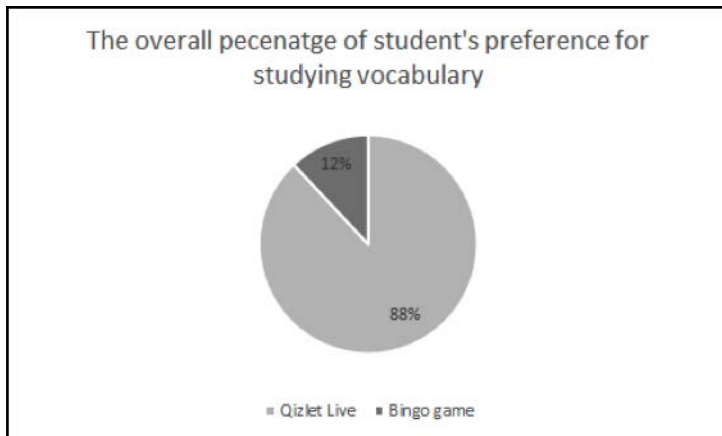
Figure 10. Student preferences for studying vocabulary

5. LIMITATIONS

Despite the positive results revealed through this study, it is not without its shortcomings. First, the sample size limits the overviews that can be made about the efficacy and perceptions of Quizlet Live review over the traditional methods of review. Even though students completed the worksheet activity faster after the Quizlet review, how long they were able to retain the learned vocabulary could have been worthwhile investigating. Regardless of the results, the teacher wants to explore whether other traditional methods that do not use technology have a similar effect compared to Quizlet.

6. CONCLUSION AND RECOMMENDATIONS

Quizlet live, one of the modern technological tools to study vocabulary has a greater impact on the engagement of Millennials. This study showed that Quizlet motivates and helps students in learning vocabulary. The usage of Quizlet live for a review helped the intrinsically motivated students perform better in class activities compared to traditional methods that did not use technology. This is evident from the overall percentage of completed worksheets in the fall term. It has also proved that using Quizlet live to review new vocabulary helped students memorize and retain the words much more deeply than the traditional methods of the spring term. Though the teacher observed that Quizlet review helped the students to perform better in textbook activities after the review, a future study that seeks better empirical evidence will add more adiposity to these findings. Quizlet has definitely bridged the gap between the intrinsically motivated and the extrinsically motivated students in the author's class.

The Quizlet Live review process enabled students in this study to learn vocabulary words faster than with traditional methods. The researcher also found that Quizlet Live review unleashed the potential of extrinsically motivated students. They were able to ameliorate and compete with intrinsically motivated students. This was evident during the review process, where they competed with the intrinsically motivated students and the activities following it. Each technological tool has different dimensions, and foreign

language teachers need to use each tool effectively, by reframing the learning process and meeting the needs of the learners. Reviewing vocabulary through Quizlet's Live option has brought a new dimension in foreign language learning. The results clearly outline that the majority of the students' fancy technological gamification over traditional methods that do not use technology. This clearly restates that technology is taking a greater role in today's language practise. Looking at the students' feedback, language educators should consider the inclusion of Quizlet in their systematic vocabulary acquisition programs.

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