



The role of Quizlet for vocabulary acquisition.



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Introduction

Previous studies

Quizlet (quizlet.com) is one of the most widely used vocabulary learning tools with 50 million monthly users (Quizlet, 2019). Studies focusing on the use of Quizlet itself have so far been mainly exploratory.

Implementation into classroom practice: Ismailova et al. (2017), Robertson (2015), Wolff (2016), Wright (2016), Xerou, Papadima-Sophocleous & Parmaxi (2016).

Effectiveness: Barr (2016), Dizon (2016), Dizon & Tang (2017), Kalecky (2016), Davie & Hilber (2015), Vargas (2011)

Student attitudes: Anjaniputra & Salsabila (2018), Chien (2015), Davie & Hilber (2015), Dizon (2016), Dizon & Tang (2017), Kalecky (2016), Lander (2016), Stroud (2014), Tran (2018), Vargas (2011)

Quizlet's design features

Activity	Description	Recall vs. recognition	Typed answer	Mobile App
Learn	(a) Flashcards, (b) multiple choice, (c) typing the required answer	Mixed	Custom	Yes
Flashcard	- - -	Recall	No	Yes
Write	Typing the required answer	Recall	Yes	Yes
Spell	listening & typing the required answer	Recall	Yes	No
Test	(a) Typing the answer, (b) matching, (c) multiple-choice, (d) true/false	Mixed	Custom	Yes
Match	Multiple matching	Recognition	No	Yes
Gravity	Typing the required answer (against the clock)	Recall	Yes	No

Aim

- To explore Quizlet uptake and analyse its effectiveness for vocabulary acquisition
- To track differences in use of Quizlet's seven activities, relate the choice of activities to the context in which they are used ('on the go' vs. stationary), and discuss the efficacy of the various activities for vocabulary retention.

Method

Subjects and setting

- First-year business students at FHWN, intake 2018/19, n=165

Data collection

- Frequency of Quizlet use
- Scores on Oxford Online Placement Test
- 24-Item vocabulary quiz (Cronbach's $\alpha = 0.88$)
- Questionnaire survey on device used (smartphone vs. computer)

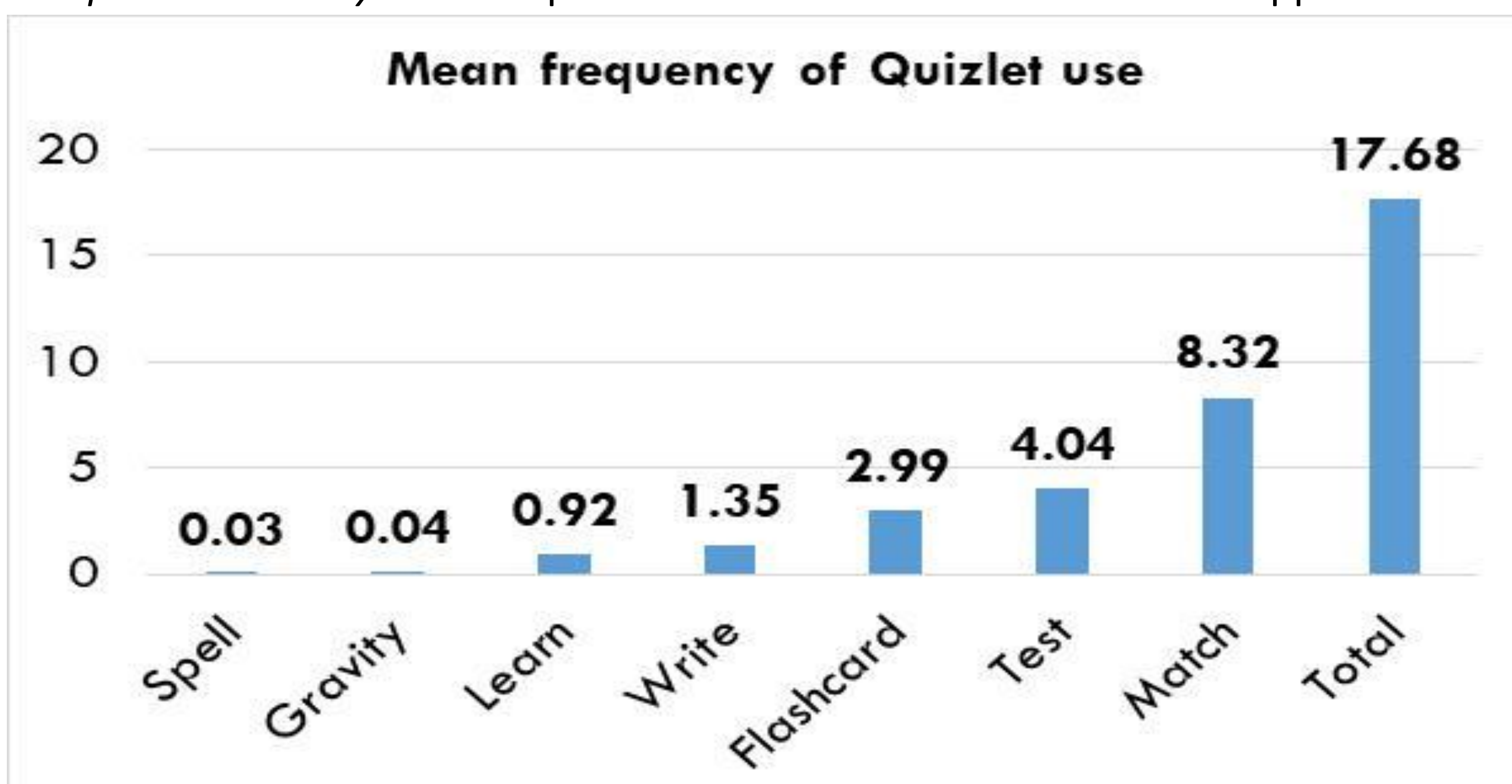
Results

(a) Only two thirds of students used Quizlet

- Yes 64.8%; No 35.2%

(b) Match was most frequently used activity

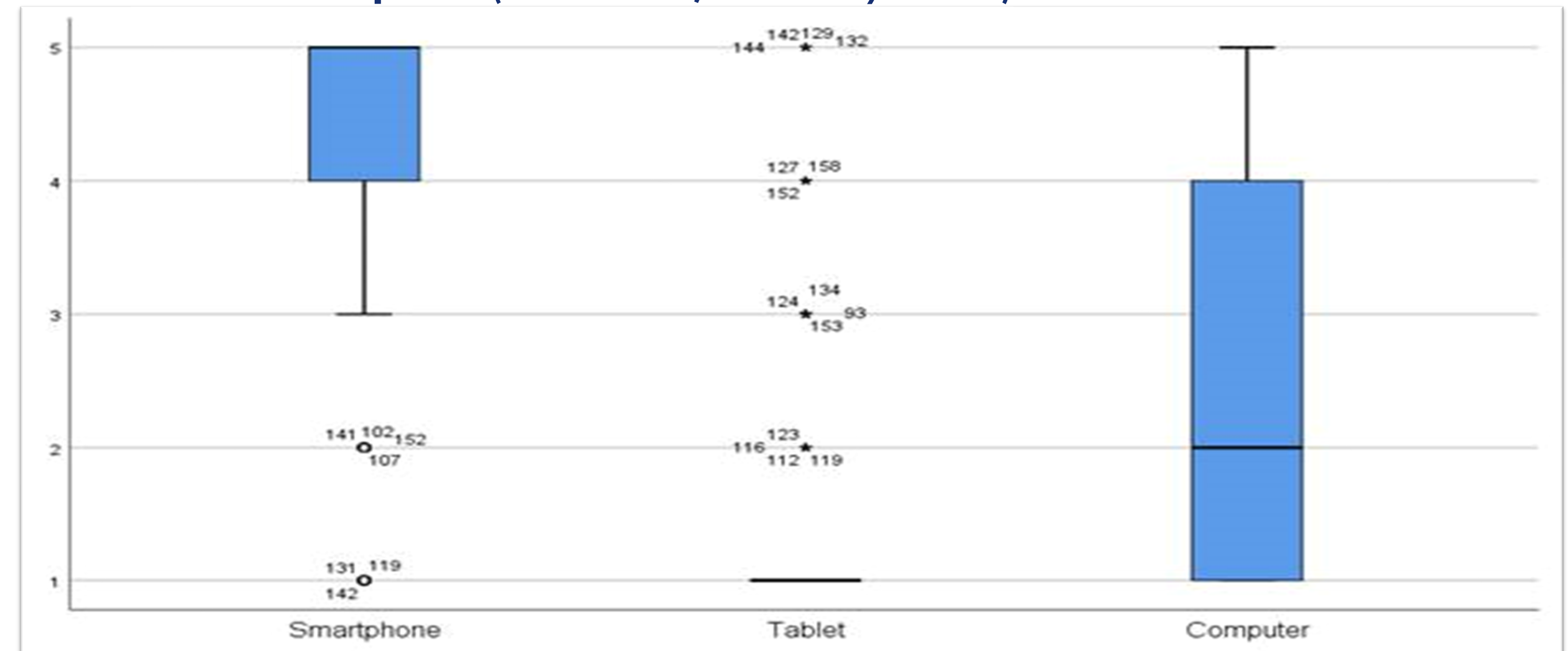
- Accounts for about half of all usage
- Spell and Gravity least frequent because not available on mobile app



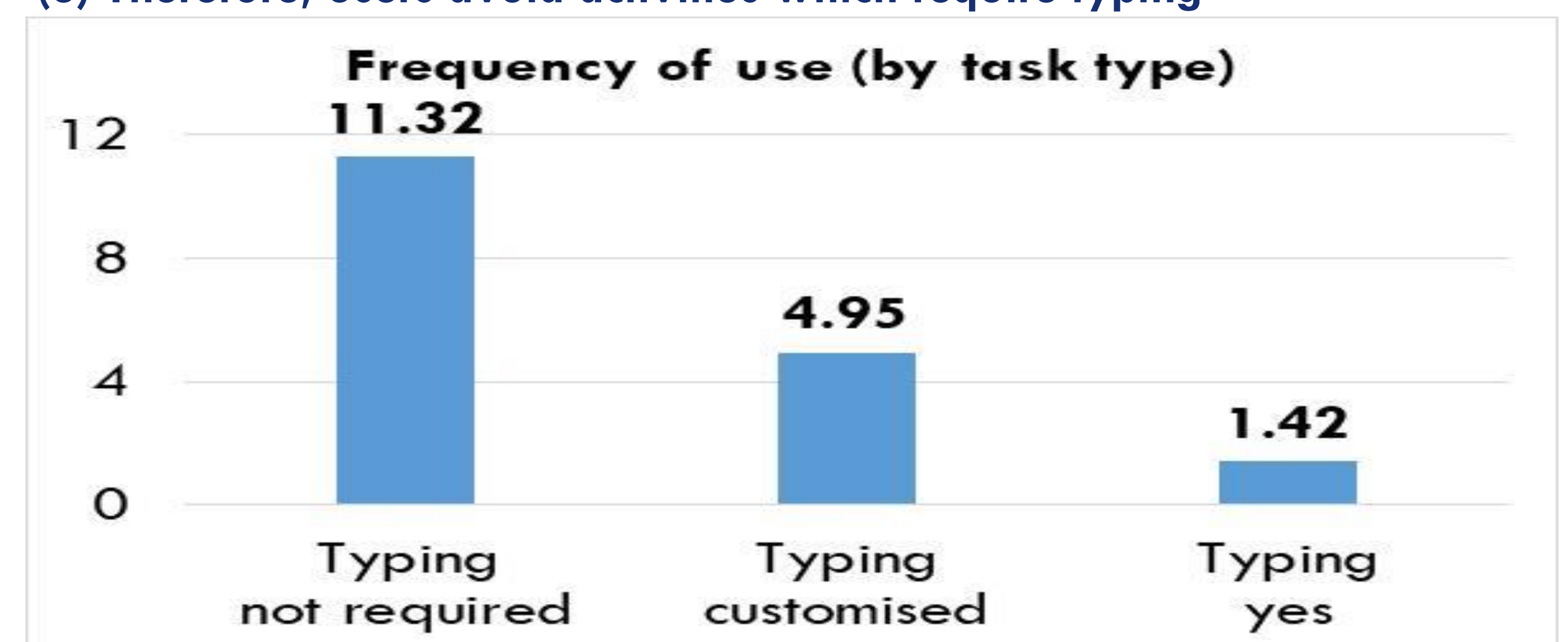
(c) Quizlet is effective for vocabulary learning and makes a significant contribution to vocabulary scores - More than prior English competence!

- Regression analysis: $r^2 = 0.118$, $F(2, 119) = 7.773$, $p = 0.001$
- Quizlet use: $\beta = 0.259$, $p = 0.004$
- English competence (OOPT scores): $\beta = 0.230$, $p = 0.009$

(d) Quizlet was used significantly more frequently with a smartphone than with a computer (1 = never, 5 = very often)

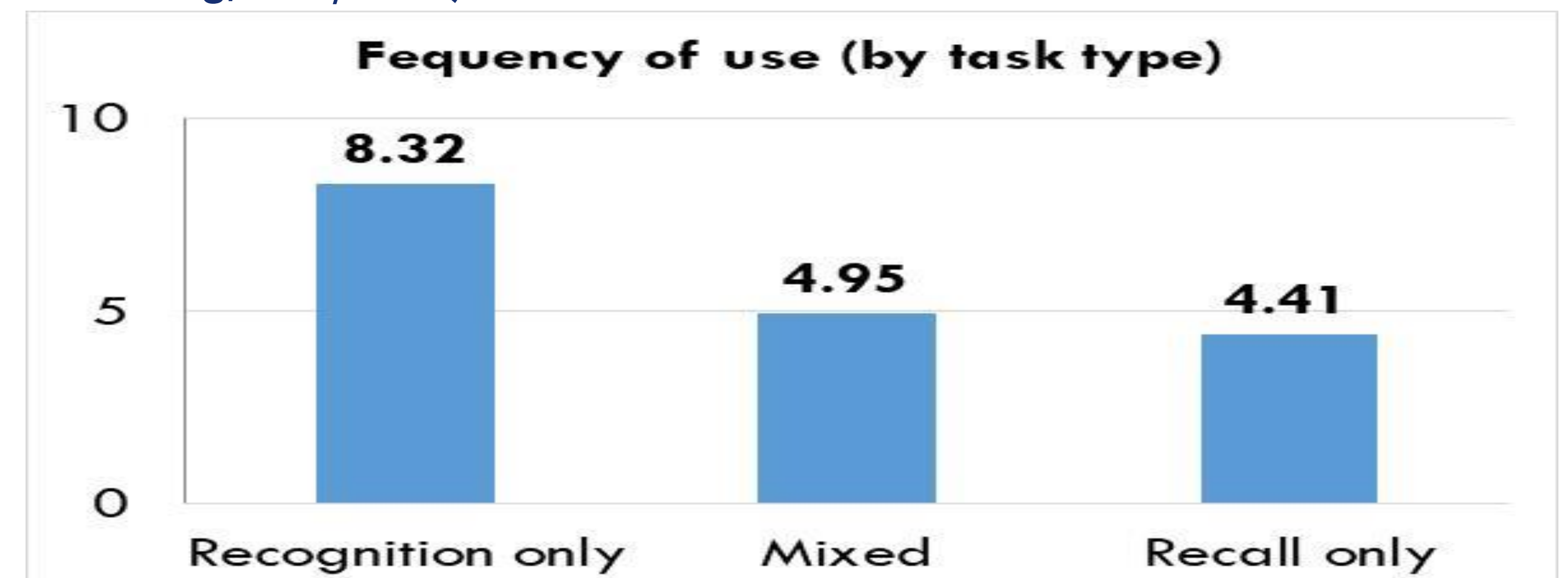


(e) Therefore, users avoid activities which require typing



- Friedman test: $\chi^2(2, 165) = 62.716$, $p = 0.000$

(f) Reluctance to type means users select recognition-based tasks (MC, matching, true/false) and avoid recall-based activities



(g) Recognition-only activity (Match) is NOT effective for vocabulary retention, but the most frequently used one!

- Regression analysis: $r^2 = 0.192$, $F(3, 119) = 9.107$, $p = 0.000$
- Recognition only (Match): $\beta = -0.038$, $p = 0.651$, not significant
- Recall only: $\beta = 0.372$, $p = 0.000$
- Mixed: $\beta = 0.248$, $p = 0.004$

Conclusion

- For Quizlet 'on the go': encourage use of *Flashcard* and discourage *Match*
- For Quizlet in a stationary environment (at home, library) with computer access: encourage recall-based activities, which require typing, i.e. *Write*, *Spell*, *Gravity* (less so *Test*, *Learn*)

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