

## Quizlet: An Online Application to Enhance EFL Foundation Students' Vocabulary Acquisition at Rustaq College of Education, Oman

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### Abstract

Due to the advance of technology a number of tools have emerged for the purpose of language learning. Quizlet, a language learning tool, aims to help students learn vocabulary. This study aims to investigate the impact of Quizlet on English for Foreign Language (EFL) foundation students' vocabulary acquisition at Rustaq College of Education in the Sultanate of Oman. Specifically, this study answers one research question: How does the use of Quizlet influence EFL foundation students' vocabulary learning at Rustaq College of Education in Oman? The foundation students were exposed to a series of Quizlet study sets containing certain topics taken from their prescribed curriculum. Within these, they learnt a number of vocabulary individually and collaboratively. Pre-and post-tests were implemented to gauge foundation students' performances and acquisition in vocabulary. Additionally, focus groups were also conducted to investigate their vocabulary learning experience pertaining to integrating Quizlet into EFL classrooms. The findings revealed that the foundation students' performances in vocabulary acquisition significantly increased. Although Quizlet has created a challenging and collaborative learning environment, more language skills should be incorporated in Quizlet to help students to learn vocabulary faster and in an interesting way. This study is significant as it can contribute to the English Language Teaching (ELT) literature pertaining to the innovative and technological tools that can enhance students' language skills in the 21st century. It is also important to English teachers and their students in finding various ways of teaching and learning vocabulary in and outside classrooms.

**Keywords:** CALL, EFL foundation students, Quizlet application, Rustaq College of Education, vocabulary, Sultanate of Oman

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## Introduction

Lexical items are the means for carrying the basic information load of the meaning a human being communicates with. As Nunan (1991) asserts, we cannot achieve comprehensible communication without vocabulary as interlocutors might easily be misunderstood if they use vocabulary incorrectly or if they cannot grasp the meaning of new vocabulary they have not seen before. Thus, it is the same case with second language learners who have traditionally been introduced to new vocabularies through their prescribed curriculum. Second language learners might know and use the word heart, for instance, in their daily life but the probability of using the word heart in the following sentence: he wears his heart on his sleeve, is low unless it has been put in a text where second learners can understand it in a meaningful way. In this situation, idiomatic expressions might be introduced in their curriculum with no authentic text, thus a learner might learn it but will encounter a challenge using it effectively. According to Cohen (2012), in order to comprehend text, learners must have both a strong literacy background and strong vocabulary knowledge.

In the era of the Fourth Industrial Revolution, technology and its educational tools have emerged for the purpose of using language learning in an effective and sustainable way. Most importantly, educational tools support the learner-centred notion that learning is dominated by the learners and a teacher functions as a facilitator. Quizlet, a language learning tools, aims to help second language learners learn vocabulary in an effective way. On the Quizlet website, both teachers and students have an opportunity to create a 'class' and share sets of vocabulary from different units or create their own customised vocabulary sets.

There are two parts in Quizlet: 'study' and 'play'. In the 'study' part, Quizlet users can learn vocabulary by being given the definition and being asked to choose and type the vocabulary word, read the words and definition aloud that might be of importance. Moreover, they can write and spell the missing words. At the end of the session, they can test their knowledge of the learnt vocabulary. All these activities can be done without the teacher's presence. In the 'Play' part, there are video game options where the learners can interact with the vocabulary. The video game options are like 'match' where learners are asked to drag the word to its correct definition. Also, there is 'gravity' which is offered as easy, medium and hard levels. The definitions slowly fall from the sky towards Earth and the learners are asked to type in each word as fast as possible. A third engaging feature on the Quizlet video game is 'live' which provides engaging opportunities for learners to collaborate and compete in learning the vocabulary. Learners need to work in teams and communicate effectively to win by choosing the correct answer to move forward in the game. Overall, Quizlet with its two parts is designed to scaffold learners in learning vocabulary independently.

This study investigates the experiences of EFL students when exposing and learning vocabulary through Quizlet in their EFL foundation program at Rustaq College of Education. The foundation program has been designed to comply with standards set by the Oman Academic Accreditation Authority (OAAA) where students are required to demonstrate satisfactory achievement of learning outcomes in English, Study skills, Mathematics and Computer Skills. Omani foundation learners who major in English must reach a satisfactory level equivalent to 4.5 Academic IELTS with no component/language skills less than four in order to successfully enrol

for Year One of their degree program. This means the students are required to learn and acquire effective English language skills, thus it is of significance to integrate various up-to-date tools and ways to enhance students' language skill development. This study was conducted to investigate 'How does the use of Quizlet influence EFL foundation students' vocabulary learning at Rustaq College of Education in Oman?

This study into the effect of using Quizlet on English foundation students' vocabulary learning is reported by firstly situating the research in its theoretical context by reviewing social constructivism and its implication on learners. Then, the review of relevant literature in relation to the use of Quizlet in Foreign Language (FL) contexts is presented. Following this, the approach that framed the study is rationalized and explained before describing the research methods used to collect and analyze the data. The research findings are outlined and discussed with an emphasis on the sociocultural context in which the research has been conducted. The article concludes by examining how the results of the study can inform improvements to the foundation program courses across Oman in order to prepare quality English students equipped with technological skills to be aligned with Fourth Industrial Revolution skills.

## Literature Review

### *Zone of Proximal Development and Vygotsky's theory*

Research on language development has proven that effective learning occurs in a social constructivism environment. Vygotsky (1978), a founding father of social constructivism, believed in social interaction as an integral part of learning. Learning, as Vygotsky postulates, is part of psychological and physical development, which takes place within the Zone of Proximal Development (ZPD). According to Vygotsky, ZPD is a tool or mechanism that enables learners to achieve their best performance under guidance and collaboration with more capable adults and peers (Wood & Wood, 2009). The ZPD is seen as scaffolding, which is a structure of 'supporting points' to perform an action. Within a classroom, scaffolding can consist of activities provided by teachers to support learners as they are led through the ZPD (Wood, Bruner & Rose, 1976). Thus, this view of learning and development takes into account learners' social interactions and social participation within the learning environment to lead to the greatest learning gains.

In fact, Vygotsky's seminal work entitled 'Mind in Society', published in 1978 and based on his original work in the 1930's, argued that "every function in the child's cultural development appears twice: first, on the social level, and later on the individual level, first between people (interpsychological), and then inside the child (intrapsychological)" (p. 57). Drawing on Vygotsky's lead then, we can construe that sociocultural research may be used to understand the social processes that support learning, and this cognitive perspective is used to understand the mental processes of the individual that seemingly are socially embedded. Shepard (2006), who focuses her work on this perspective, highlights that the individual development of reasoning and expectation is carried from the social world. Consequently, this perspective views human learning and development as a transaction between the individual and the environment, such as schools and universities, which are culturally and socially specific.

The implication of this culturally and socially specific context, is noticed through the shifting role of teachers and learners and the range of vocabulary learning strategies. With regard

to the shifting roles, the teacher has become more a facilitator and a guide to the learner who becomes an active part of language learning. By doing so, the teaching and learning process is student-centred. Accordingly, the teacher's function is to facilitate and provide up to date vocabulary strategies that cater for individual learners. Teachers and learners of foreign languages are always seeking for the best techniques and strategies that can be implemented in teaching and learning vocabulary in the classroom. Yunus and Saifudin, (2019) recently confirmed that the correct application of vocabulary learning strategies is the biggest contributor to learner's success rate in learning vocabulary and most importantly in their learning progress. In the area of investigating English vocabulary learning and teaching strategies, there has been a shift towards integrating computers and technology. An elaboration of this point is provided in the following section.

### ***CALL and MALL in Language Teaching Vocabulary***

The shift towards integrating computers and technology into vocabulary learning has been due to the pedagogical values of digital devices for learning vocabulary. In comparative studies literature, learners' academic scores in vocabulary increased when Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) was implemented in learning as opposed to traditional methods. This evidence was clearly shown when Sonobe and Ogata (2017) compared learners' scores on their vocabulary tests when using traditional methods such as a notebook, a pen, paper and a dictionary in semester one and using software for previewing vocabulary homework in semester two. In Bakla and Çekic's study (2017), not only did learner's scores and their receptive lexical knowledge increase, but also the acquisition of productive knowledge was improved. Therefore, integration of online flashcards websites with EFL learners' vocabulary learning can have an influence on EFL learners' performance in vocabulary. For example, emphasis on how technological devices and strategies such as watching movies scenes, and playing video games have been demonstrated to be preferable among Romanian EFL learners (Cristea & Fărcașiu, 2015).

This study aims to shed light on understanding the use of Quizlet, a teacher/student-friendly online application and a website on Omani EFL learners' learning vocabulary. A number of studies (e.g. Chien, 2013; Chien, 2015; Kose, Cimen & Mede, 2016; Anjaniputra & Salsabila, 2018; Setiawan & Wiedarti, 2020) have focused on Quizlet and its merits for EFL learners' vocabulary learning and the findings of these studies were significantly positive. The following section discusses previous research in relation to learners' vocabulary performance and acquisition.

### ***Studies on Quizlet Application***

Chien's study (2015) investigated L2 Taiwanese freshmen learners' perceptions toward three online vocabulary flashcards websites namely Quizlet, Study Stack and Flashcard Exchange. Through case studies, the research showed that EFL Taiwanese learners regarded the online vocabulary websites as helpful as it motivated them to learn English vocabulary, improve and increase their vocabulary abilities and knowledge. However, the study affirmed that Quizlet was most liked by the participants and Study Stack was the least liked. Quizlet, as the study revealed, was "user friendly" (Chien, 2015, p. 119) and the participants' preferable vocabulary activity was 'Spelling' as this exercise assisted in reviewing spelling and meanings. This study concluded by

suggesting pre-tests and post-tests for future studies to examine whether these online vocabulary websites could lead to significant improvement in EFL learners' vocabulary learning. Similarly, a study conducted by Kose et al. (2016) explored pre-intermediate and intermediate EFL learners' perceptions at a private university in Turkey regarding the use of Quizlet for vocabulary learning. In response to Chien's (2015) recommendation, this study conducted vocabulary quizzes before and after the use of Quizlet. In addition, classroom observations, interviews and student records were part of data collection process. Despite the fact that few learners showed dissatisfaction with the use of Quizlet because it lacked sample sentences, pictures and examples associated with the activities, the majority of Turkish learners deemed it helpful as it assisted them to "learn the definitions of the words, synonyms, and pronunciation through repetition" (Kose et al. 2016, p. 371). Thus, based on the findings of Kose et al. (2016) study, such online tools like Quizlet should be integrated in language preparatory programs.

Believing in the issue of technology integration in the classroom, Anjaniputra and Salsabila's (2018) study deployed classroom action research at the tertiary level in Indonesia to investigate what really occurred while Quizlet was implemented. The findings of the study revealed the positive effect of using Quizlet in learning vocabulary. EFL learners in Indonesia admitted that they had been provided with enjoyable learning due to various features on Quizlet which added fun and different ways of learning. In addition, Quizlet was deemed to generate learners' autonomy as they could use the tool inside and outside the classroom because it was easily accessible. Finally, the findings showed that learners' persistence and engagement in the learning process had increased. The learners acknowledged that they determinedly memorized vocabularies shown on Quizlet to reach the best score. This determination was associated with being more active in the classroom. This study recommends future studies to further investigate if Quizlet can improve learners' motivation and achievement. Building on this recommendation, Setiawan & Wiedarti (2020) conducted a study to examine the effectiveness of using Quizlet Application to increase students' motivation in learning vocabulary by dividing 65 students into experimental and control groups. The findings showed that students who used the Quizlet application had higher motivation than those who did not use it. Also, the findings indicated that students who used Quizlet "felt more enthusiastic, did not get bored, and had high interest when learning vocabulary" (p. 93).

Furthermore, Dizon (2016) study also examined whether Quizlet promoted EFL learners' vocabulary development. Through pre-and post-tests and a questionnaire, comparable to previous studies, the findings were significantly positive. Firstly, the learners' scores increased from the pre-test to the post-test. Secondly and in alignment with Anjaniputra and Salsabila (2018) research, the learners showed their preference in using Quizlet as a tool to study vocabulary inside and outside the classroom. In the same year, Lander examined Japanese elementary EFL learners' attitudes to using Quizlet over a period of two 15-week semesters. Similar to Dizon's (2016) finding, the study revealed a definite approval of Quizlet from learners. From a different perspective, Jackson III (2015) examined the role of first language L1 (Arabic) in L2 vocabulary learning with two mobile learning applications namely Quizlet and Educreations videos. Based on the Second Language Acquisition premise that L1 is a resource to be drawn upon when learning a second language, the learners in the study implemented Quizlet Arabic and English translations outside classroom as preparation for exam. L2 vocabulary is seen and heard (a key feature of

Quizlet) and the L1 translation is induced to confirm learners' understanding of the word. The findings of Jackson III's (2015) study, similar to the findings of the above-mentioned studies, indicated that Quizlet in Arabic/English is the preferred method of exam preparation for EFL learners. However, no studies have been conducted in Oman in relation to the use of Quizlet in EFL classrooms. Thus, this study investigated 'How does the use of Quizlet influence EFL foundation students' vocabulary learning at Rustaq College of Education in Oman?'

### **Method**

The study was exploratory in nature to understand the use of Quizlet on EFL foundation students' vocabulary learning. It took place over a five-week period at Rustaq College of Education, Sultanate of Oman. The tutor was teaching a course entitled General English Skills for pre-intermediate foundation English learners. In this course, learners were introduced to different topics related to everyday English, Reading, Speaking, Listening, Writing, Grammar and Vocabulary. The vocabulary was incorporated in the curriculum in each unit in a repetitive way. Therefore, instead of teaching the vocabulary in the traditional way, the tutor created a Quizlet class and shared it with the students engaged in learning sets of vocabulary from different units during college activity hours. The tutor also customised the vocabulary sets to accommodate the learners' needs. The following sections describe the participants and the data collection and procedures.

### ***Participants***

Twenty Foundation English language learners aged 18 and 19 years old participated in this study. They were pre-intermediate in the Foundation Program, which means they were in Level B. However, before they were accepted in Level B, they were required to undertake a Placement Test which measured their language knowledge, Reading, and Writing. Students were taught English language, Information Technology (IT) and Mathematics when they were in Foundation Level B.

### **Data collection and Analysis**

The data for this study were obtained through 1) pre-and post-tests; 2) four self-reflection tasks after each Quizlet class, 3) classroom observations; and 4) focus groups conducted with the students after the final session of using Quizlet. Further, a Google classroom application was used to assist in following up with what the students were learning and to add them in the researchers' remarks and notes.

The pre-test was the students' Placement Test for the foundation English program; a nationwide test evaluated by assessment coordinators across Colleges of Applied Sciences (CAS) and Rustaq College of Education. The participants' Placement Test results were collected and the target vocabularies used in the Writing part of the test were counted and recorded. Then, the target vocabularies, which were taken from the prescribed curriculum, were introduced through Quizlet. A post-test, which was also a Writing Test, was conducted after the 5 weeks and the process of counting vocabularies were repeated.

The study was carried out over a five-week period and focused on the vocabulary in Job descriptions; Hot verbs-take, get, do and make; -ed/-ing/ adjectives; Collocation (1) and

Collocation (2). The students learnt the vocabulary individually and collaboratively. The procedures for using Quizlet during the five-week period of the study Quizlet were as follows:

Table 1. *The procedures for using Quizlet during the five-week period*

Task/Weeks	Quizlet study sets/learning activity	Actions	What is after it?
Week 1: Piloting	Vocabularies in 'Job descriptions'	The lesson piloted how Quizlet could be used in the classroom. Students were oriented about Quizlet and how it was used. Then, students spent time in signing up for the Quizlet Website and learning the targeting vocabularies regarding job Description. Plus, any problems with internet connections was recorded and the timing of the lesson was changed so that it would not affect the plan of the curriculum.	Self-reflection task was handled to students regarding:- <ul style="list-style-type: none"> <li>- Likability of the session</li> <li>- Understanding the vocabulary without the teacher's explanation</li> <li>- Is Quizlet a good tool?</li> <li>- Challenges</li> </ul>
Week 2: Vocabularies in Unit 9 from 'New Headway: Pre-intermediate'	Hot verbs-take, get, do and make	The students were studying in a lab where the internet problems were solved. They were also studying during activity hours in College. They were given the link to the Quizlet study set through Google Classroom. Students immediately opened the link and started learning. The tutor facilitated the process of learning, monitoring the class. The learning process took two hours	
Week 3: Vocabularies in Unit 10 from 'New	-ed/-ing/ adjectives		

Headway: Pre-intermediate'	The student were given the link to the Quizlet study set through Google Classroom. Students immediately opened the link and start learning. The tutor facilitated the process of learning and monitoring the class. The learning process took two hours	The 'test' feature was assigned as homework. They needed to send the score through Google Classroom. At the end of the lesson, students handed the Self-reflection task where they reflected on the session.
Week 4: Collocation (1) Vocabularies in Unit 10 from 'New Headway: Pre-intermediate'		
Week 5: Collocation (2) Vocabularies in Unit 10 from 'New Headway: Pre-intermediate'		

During the five-week period of study, observations were conducted in the classroom by the researchers to examine the students' interactions with the Quizlet website. Each week, the researchers observed how students interacted and communicated with the vocabulary individually and also how they collaborated to understand the meanings of the vocabularies without instructor interference. Patton (2002) supports this practice when claiming that observations enable researchers to directly observe the actions and behavior of people, rather than asking participants about their views, feelings or attitudes. Field notes were kept to document the observations of students' interactions in the classrooms while using Quizlet website. After five weeks of studying through Quizlet, focus groups were conducted to investigate participants' vocabulary learning experiences pertaining to integrating Quizlet into the classroom. The twenty participant students were divided into four focus groups and the interviews took thirty to forty five minutes. The interview questions are provided in Appendix (C). The interview data were analyzed to identify similarities and differences in the students' experiences. The following section discusses the results of the study.

### Results and Discussion

The findings revealed that the use of Quizlet significantly improved EFL foundation students' vocabulary learning at Rustaq College of Education in Oman, in particular -ed/-ing/ adjectives and Hot verbs- take, get, do and make. Eight of the foundation students' performances in vocabulary were enhanced as shown in the differences between the pre and post-tests. For example, participant #6 used to write 'I am interesting in this game' and after using Quizlet, he

successfully wrote 'I feel bored', and 'I feel depressed'. Also, participant #11 was able to use -ed/ing correctly in the following phrases and sentences namely 'interesting topic', 'the surprising thing', 'I was surprised when I saw Nizwa', and 'what an amazing place'. Moreover, participant #14 used to write 'it is an interested place', but his performance improved as he was able to write sentences such as 'they are interested in that place' and 'I chose Dubai because it is exciting'. Furthermore, participant #14 was also able to use Hot verbs-take, get, do and make successfully and with different words that were not explored through Quizlet (see Appendix A). For example, he wrote phrases such as 'make a plan', 'discover the information about animals' and 'take rest'. Also, Participant #6 successfully wrote 'get happy' as he had explored to 'get angry' through Quizlet.

Furthermore, participants showed their likeliness towards using Quizlet functions, such as Flashcards, Match, Spelling and Quizlet live. These activities helped participants learn the vocabulary in an attractive way. Participants indicated that they had to match and spell the learnt vocabulary as fast as possible. This process enabled them to improve their spelling. Moreover, they did not only challenge themselves, they also challenged their friends; the fastest was the winner. The participants also showed that when they competed and challenged each other in the Quizlet live, they became excited and learnt the vocabulary faster. Therefore, as they expressed, they remembered the vocabulary for a long period of time.

Quizlet not only created a challenging and competing environment; it also created a collaborative learning environment. The majority of participants confirmed that they learnt from Quizlet what collaborative work meant. A participant in one of the focus groups explained that he learnt "how to work as a group. When we work as a group, our friends helped us. If we do not understand the meaning of the word, and someone knows it, he is going to tell us". Another participant indicated that practising Quizlet in a group made learning vocabulary interesting and simple. A third participant agreed and showed that he liked working with a team, in particular the Quizlet live. This collaborative learning environment excited them to learn and improve their vocabulary faster; thus, retained in the short term memory. This finding resonates with the social constructivism concept of the Zone of Proximal Development (ZPD) where learners reach their best performance in collaboration with their peers and experts as they provide guidance and support.

Surprisingly, the use of Quizlet also created a sense of autonomy. The majority of participants, as observed, were able to do the activities by themselves without the assistance of a teacher. This is due to two reasons: first, the participants were equipped with the technology skills as they learnt how to use the technology when they were at school. Second, the Quizlet activities were personalized to the learners which meant they navigated it in a motivating way. For instance, the activities designed in the Quizlet were associated with the Omani culture and with the learners' names. This finding of being autonomous and collaborative is similar to Anjaniputra and Salsabila's (2018) study.

Nevertheless, the finding shows that there were some limitations to Quizlet. The participants were dissatisfied about the mere focus of vocabulary on Quizlet. They indicated that more skills should be incorporated into Quizlet to learn vocabulary in a natural way. One of the

focus group participants indicated that Quizlet should integrate vocabulary with speaking, grammar and writing paragraphs for the words learnt. Once this integration is infused, vocabulary can be acquired naturally as if learners learnt it in an authentic environment. Another limitation raised by the interviewed focus groups was that the one study set took a long time which made it tedious. As they clarified, the exercises in each activity were repeated; therefore, they suggested that a number of activities be done in the classroom and the remaining ones be assigned as homework. This would enable them to revise the study sets outside the classroom. However, this finding was opposed to the study conducted by Kose et al. (2016) which found that repetition assisted Turkish students to learn vocabulary.

### Conclusion

It is important for future recommendations and implementation strategies to note the findings from the analysis of the use of Quizlet in EFL foundation students' vocabulary learning at Rustaq College of Education in Oman. Given that the most prominent findings of the study were associated with improving students' performance in vocabulary, particularly –ed/-ing adjectives and Hot verbs-take, get, do and make in sentences; enhancing students' spelling in writing; creating a collaborative learning environment where they learn to work as a group and creating a sense of autonomy where they were able to do the activities without the teacher's explanation, it can be reasonably concluded that the analysis has indicated the merit of using Quizlet in foundation student programs. It was further identified that by aligning the implementation of Quizlet within the foundation program, the vision of the program to produce graduates responsive to the changing needs of the labor market will be achieved. It is also noted that both globally and locally, the labor market targets graduates with effective technological skills.

It is envisaged that the findings from this research will allow for the identification of the most appropriate teaching strategy to proceed in teaching foundation programs aligned with the Fourth Industrial Revolution. Importantly, the data analysis and subsequent findings can be applied to tailor the prescribed curriculum of the foundation students to match student needs in using technological applications in the classrooms. In so doing, it would be possible to substantially improve the foundation program and its curricula. Therefore, this research undertaking was unique in the Omani context, as it aimed to improve Omani students' English vocabulary and take into consideration the needs of labor and global markets pertaining to producing skillful graduates in technology. Lastly, the research finding identified the need for the Quizlet designers to improve its application through integrating more language skills when learning vocabulary so that vocabulary is learnt in an authentic context.

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Appendices. A. List of Words (used in Quizlet)

1. Take tablets	18. Surprised (for people)	34. Discover a cure	50. Lose the game
2. Take somebody out for a meal	19. Surprising (for things)	35. Discover the truth	51. Lose money
3. Take care	20. Annoyed (for people)	36. Discover gold	52. Lose weight
4. Take a photo	21. Annoying (for things)	37. Discover DNA	53. Lose the way
5. Make a complaint	22. Frightened (for people)	38. Make cars	54. Carry an umbrella
6. Make friends	23. Frightening (for things)	39. Make a discovery	55. Carry passengers
7. Make up your mind	24. Tired (for people)	40. Make a phone call	56. Carry a gun
8. Make a reservation	25. Tiring (for things)	41. Make 1000\$	57. Carry a briefcase
9. Make sure	26. Interested (for people)	42. Tell a story	58. Keep a diary
10. Do me a favor	27. Interesting (for things)	43. Tell a lie	59. Keep a secret
11. Do some shopping	28. Bored (for people)	44. Tell a joke	60. Keep a promise
12. Do your homework	29. Boring (for things)	45. Tell the truth	61. Keep the peace
13. Do your best	30. Excited (for people)	46. Give advice	62. Miss the family
14. Get back home	31. Exciting (for things)	47. Give a present	63. Miss the ball
15. Get angry	32. Worried (for people)	48. Give a lift	64. Miss the bus
16. Get cold	33. Worrying (for things)	49. Give information	65. Miss school
17. Get on well with someone			

B. Self-Reflection task

- 1) Did you like the session?
- 2) What best did you like about the session?
- 3) Did you understand the vocabulary without teacher's explanation?
- 4) Is Quizlet a good tool to learn vocabulary? Why?
- 5) What challenges (difficulties) have you faced during the session?
- 6) Any comments?

C. Interview questions

- 1) What have learnt from using Quizlet in learning vocabulary?
- 2) Can you tell me the good points you like about Quizlet?
- 3) Can you tell me what you did not like about Quizlet?
- 4) Any comments?