



University of Mohamed Kheider of Biskra
Faculty of Letters and Languages
Department of English and Literature

MASTER THESIS

Letters and Foreign Language
English Language and Literature
Sciences of Language

An Investigation into the impact of Quizlet on vocabulary acquisition and student motivation.

The case of first-year EFL students at Biskra University.

A Dissertation submitted to the Department of English Language and Literature as partial fulfillment of the requirements for the degree of Master in the Sciences of the Language

Submitted and Defended by:

Mr. ESSAID Okba

Supervised by:

Mr. BECHAR Maamar

Board of Examiners

| | | |
|---------------------------|--------------------|-------------------------------|
| Pr. SALHI Hanane | Examiner | (University of Biskra) |
| Dr. LAALA Youcef | Chairperson | (University of Biskra) |
| Dr. GHACHEM Hadjer | Examiner | (University of Biskra) |
| Mr. BECHAR Maamar | Supervisor | (University of Biskra) |

Academic Year: 2024/2025

Dedication

I dedicate this work with all my heart to my beloved parents,

*My father, **Mohamed**, and my mother, **Khaira**.*

*Words cannot fully express my gratitude for their unconditional love, constant support,
sincere prayers, and endless encouragement throughout my academic journey.*

*To my dear brothers **Taha** , **Adnan** ,**Samir**, **Oussama** , **Smail** and **Khaled**: thank you for
always being there for me.*

*To my wonderful sisters **Somiya** ,**Batoul** and **Chaima**: your love and support mean the
world to me.*

To my beloved family members near and far, your encouragement is truly appreciated.

*To my friends **Kamal**, **Anis**, **Amir**, **Abdo**, and, thank you for your lasting friendship,
support, and unforgettable moments.*

Acknowledgements

First and foremost, I extend my deepest appreciation to my supervisor, **Mr. BECHAR Maamar**, for his continuous support, patience, insightful feedback, and dedicated guidance. His expertise has been invaluable in shaping the direction and quality of this research.

I am also sincerely thankful to the members of the examiners board, **Pr. SALHI Hanane, Dr. LAALA Youcef, and Dr. GHACHEM Hadjer** for taking the time to read, assess, and provide valuable feedback on this dissertation.

My heartfelt thanks go to the first-year English students at Biskra University, whose participation was essential to the data collection process and significantly enriched the findings of this study.

Finally, I would like to express my gratitude to everyone who, in one way or another, contributed to the successful completion of this dissertation. Your support and encouragement have been truly appreciated.

Abstract

Vocabulary acquisition is a central challenge, particularly for first-year English as Foreign Language (EFL) students at Biskra University. Traditional teaching methods, often reliant on rote memorization, tend to result in poor retention and low motivation. This study explores the integration of Quizlet, a digital learning tool, as a strategy to enhance vocabulary acquisition and boost student motivation. The research hypothesizes that using Quizlet will significantly improve vocabulary retention and motivation compared to conventional approaches. A mixed-methods design was adopted, using a structured questionnaire administered to 124 first-year EFL students. Closed-ended items provided quantitative data on vocabulary gains and motivation levels, while open-ended items offered qualitative insights into students' experiences with Quizlet. The findings reveal that students who used Quizlet demonstrated better vocabulary retention and reported increased motivation. Interactive features such as digital flashcards, spaced repetition, and gamified activities were highlighted as key contributors to effective learning. However, challenges such as technical issues and varying digital literacy were noted as barriers for some students. Overall, the study supports the integration of Quizlet into EFL instruction and offers practical recommendations for educators. It highlights the tool's potential to enhance language-learning outcomes and contributes to the broader field of technology-enhanced education.

Keywords: Quizlet, vocabulary acquisition, motivation, EFL, digital learning, Biskra University

List of Abbreviations and Acronyms

AI: Artificial Intelligence

BW: *BW Journal*

EFL: English as a Foreign Language

ELT: English Language Teaching

HRMARS: Human Resource Management Academic Research Society

IJELS: *International Journal of English Literature and Social Sciences*

IJRTE: *International Journal of Recent Technology and Engineering*

MALL: Mobile-Assisted Language Learning

Q-Chat: Quizlet Chat

SDT: Self-Determination Theory

USCIS: United States Citizenship and Immigration Services

ZPD: Zone of Proximal Development

L1: First Year Licence

List of Appendices

| | |
|---|----|
| Appendix: The Students' Questionnaire..... | XI |
|---|----|

List of Tables

| | |
|---|----|
| Table n°1. Quizlet Learning Modes..... | 9 |
| Table n°2. English Vocabulary Study Frequency..... | 39 |
| Table n°3. Vocabulary learning methods..... | 40 |
| Table n°4. Vocabulary Learning Method Preference..... | 41 |
| Table n°5. Frequency of Quizlet Use for Vocabulary Learning | 42 |
| Table n°6. Frequency of Use of Different Quizlet Features..... | 43 |
| Table n°7. Effectiveness of Quizlet in Vocabulary Retention..... | 44 |
| Table n°8. Impact of Quizlet on Vocabulary Recall..... | 45 |
| Table n°9. Quizlet vs Traditional Methods: Effectiveness..... | 46 |
| Table n°10. Learners' Motivation When Using Quizlet to Study Vocabulary..... | 47 |
| Table n°11. Most Motivating Aspects of Using Quizlet..... | 48 |
| Table n°12. Frequency of Learners' Sense of Achievement..... | 49 |
| Table n°13. Frequency of Student Recommendations for Quizlet..... | 51 |

List of Figures

| | |
|--|----|
| Figure 1. Quizlet Interface Example..... | 8 |
| Figure 2. Sample Quizlet Flashcard Set..... | 10 |
| Bar Chart 1. English Vocabulary Study Frequency..... | 40 |
| Bar Chart 2. Vocabulary learning methods..... | 41 |
| Bar Chart 3. Vocabulary Learning Method Preference..... | 42 |
| Bar Chart 4. Frequency of Quizlet Use for Vocabulary Learning..... | 43 |
| Bar Chart 5. Frequency of Use of Different Quizlet Features..... | 44 |
| Bar Chart 6. Effectiveness of Quizlet in Vocabulary Retention..... | 45 |
| Bar Chart 7. Impact of Quizlet on Vocabulary Recall..... | 46 |
| Bar Chart 8. Quizlet vs Traditional Methods: Effectiveness..... | 47 |
| Bar Chart 9. Learners' Motivation When Using Quizlet to Study Vocabulary..... | 48 |
| Bar Chart 10. Most Motivating Aspects of Using Quizlet..... | 49 |
| Bar Chart 11. Frequency of Learners' Sense of Achievement | 50 |
| Bar Chart 12. Student Recommendations Frequency for Quizlet Users..... | 51 |

Table of Contents

| | |
|---|-------------|
| Dedication | I |
| Acknowledgements | II |
| Abstract..... | III |
| List of Abbreviations and Acronyms | IV |
| List of Appendices | V |
| List of Tables | VI |
| List of Figures | VII |
| Table of Contents..... | VIII |

General introduction

| | |
|---|----------|
| Introduction | 1 |
| Statement of the Problem | 1 |
| Research Questions..... | 2 |
| Research Hypotheses | 2 |
| Aims of the Study..... | 3 |
| Research Methodology | 3 |
| Data collection methods/ tools | 3 |
| Population and sample | 4 |
| Significance of the study..... | 4 |
| Structure of the dissertation..... | 4 |
| Limitations of the Study | 5 |

Chapter One: Quizlet as a Vocabulary Learning Tool

| | |
|--------------------------|----------|
| Introduction..... | 7 |
|--------------------------|----------|

| | |
|--|----|
| Definition and Features of Quizlet | 7 |
| <i>Quizlet Learning Modes</i> | 9 |
| Quizlet in Language Learning | 10 |
| <i>Effectiveness in Vocabulary Acquisition</i> | 10 |
| <i>Learner Motivation and Attitudes toward Quizlet</i> | 11 |
| <i>Classroom Integration and Broader Pedagogical Shifts</i> | 11 |
| Benefits of Using Quizlet for Vocabulary Acquisition | 11 |
| <i>Flashcards and Spaced Repetition</i> | 12 |
| <i>Interactive Learning</i> | 12 |
| <i>Self-Paced Learning and Accessibility</i> | 12 |
| Previous Studies on Quizlet’s Effectiveness | 13 |
| Quizlet vs Traditional Learning Methods | 13 |
| <i>Advantages of Quizlet</i> | 13 |
| <i>Disadvantages of Quizlet</i> | 14 |
| <i>Advantages of Traditional Methods</i> | 15 |
| <i>Disadvantages of Traditional Methods</i> | 16 |
| Empirical Evidence on Quizlet in EFL Contexts | 16 |
| <i>Vocabulary Acquisition and Retention</i> | 17 |
| <i>Student Motivation</i> | 17 |
| Challenges of Implementing Quizlet in Vocabulary Learning | 18 |
| <i>Device-Related Constraints</i> | 18 |
| <i>Limited Impact on Intrinsic Motivation</i> | 18 |
| <i>Classroom Management Difficulties</i> | 18 |

| | |
|---|----|
| <i>Technological and Infrastructure Barriers</i> | 19 |
| <i>Short-Term Retention Bias</i> | 19 |
| <i>Limited Support for Deep Vocabulary Learning</i> | 19 |
| <i>Risk of Over-Reliance on Digital Tools</i> | 19 |
| Conclusion | 19 |

Chapter Two: Vocabulary Acquisition and Student Motivation

| | |
|---|----|
| Introduction | 21 |
| Vocabulary Acquisition in EFL Learning | 21 |
| Importance of Vocabulary Acquisition in EFL Learning | 22 |
| Theories of Vocabulary Learning | 22 |
| <i>Behaviorist and Cognitivist Perspectives</i> | 23 |
| <i>Constructivist and Sociocultural Perspectives</i> | 24 |
| <i>Critical Comparison and Theoretical Rationale</i> | 25 |
| Challenges in Vocabulary Acquisition | 25 |
| Digital Tools in Language Learning | 26 |
| Role of Technology in Language Acquisition | 26 |
| Benefits and Limitations of Digital Tools | 27 |
| <i>Advantages of Digital Tools</i> | 27 |
| <i>Challenges and Limitations</i> | 28 |
| Mobile-Assisted Language Learning (MALL) | 28 |
| Quizlet and Vocabulary Acquisition | 29 |
| Features and Functions of Quizlet | 29 |
| Comparison Between Quizlet and Traditional Methods | 30 |

| | |
|---|-----------|
| The Role of Motivation in EFL | 30 |
| Student Motivation in Vocabulary Learning | 31 |
| Theories of Motivation | 31 |
| <i>Gardner's Socio-Educational Model</i> | <i>31</i> |
| <i>Self-Determination Theory (SDT)</i> | <i>32</i> |
| <i>Balancing Motivation with Digital Tools</i> | <i>32</i> |
| The Relationship between Motivation and Vocabulary Learning | 32 |
| Impact of Quizlet on Motivation..... | 33 |
| Critical Perspectives on Vocabulary Instruction with Quizlet | 33 |
| <i>Strengths of Quizlet in Vocabulary Learning</i> | <i>34</i> |
| <i>Limitations and Critical Considerations</i> | <i>34</i> |
| Student Attitudes toward Quizlet | 35 |
| Conclusion | 36 |

Chapter Three: Field Work And Data Analysis

| | |
|--|-----------|
| Introduction..... | 37 |
| Research Methodology | 37 |
| <i>Research Approach.....</i> | <i>37</i> |
| <i>Data Collection Tool.....</i> | <i>38</i> |
| <i>Population and sample</i> | <i>38</i> |
| Description of Students' Questionnaire | 38 |
| <i>Section One: General Information</i> | <i>38</i> |
| <i>Section Two: Vocabulary Acquisition Using Quizlet</i> | <i>39</i> |
| <i>Section Three: Student Motivation with Quizlet</i> | <i>39</i> |

| | |
|---|-------|
| <i>Analysis of Students' Questionnaire Results</i> | 39 |
| Discussion and Interpretation of the Questionnaire's Results | 53 |
| Conclusion | 54 |
| Pedagogical Recommendations | 56 |
| General Conclusion | 57 |
| References | 59 |
| The Student's Questionnaire | XIV |
| الملخص | XVIII |

General introduction

Introduction

Vocabulary acquisition is a crucial aspect of language learning, yet many students struggle with retaining new words, particularly in environments where traditional teaching methods rely heavily on rote memorization. This challenge is evident among first-year English students at Biskra University, where large class sizes and limited personalized practice further hinder vocabulary retention.

Quizlet, a digital learning tool, offers an innovative approach to vocabulary acquisition by incorporating interactive flashcards, spaced repetition, and game-like activities. These features aim to enhance student motivation and engagement, making vocabulary learning more effective and enjoyable.

While Quizlet has been widely adopted in various educational settings, there is limited research on its impact on vocabulary acquisition and student motivation within Algerian universities. This study seeks to fill this gap by investigating how Quizlet influences vocabulary learning and motivation among first-year English students at Biskra University. By exploring its effectiveness, this research aims to provide insights for educators and contribute to the growing understanding of digital tools in language learning.

Statement of the Problem

First-year English students at Biskra University often struggle with vocabulary acquisition and retention due to traditional teaching methods that emphasize rote memorization. This approach can reduce student motivation, making vocabulary learning less effective. Quizlet, a digital learning tool, offers interactive features such as flashcards and spaced repetition, which are designed to support vocabulary acquisition and maintain

student motivation. While Quizlet has been studied in various educational contexts, its specific impact on vocabulary acquisition and student motivation in Algerian universities remains underexplored. This study aims to examine how Quizlet influences vocabulary acquisition and student motivation among first-year English students at Biskra University, contributing to a better understanding of its effectiveness in language learning.

Research Questions

This research seeks to answer the following research questions:

- How effective is Quizlet in facilitating long-term vocabulary acquisition among first-year English students?
- In what ways does Quizlet impact student motivation in vocabulary learning?
- What are the challenges and limitations of using Quizlet for vocabulary acquisition in this context?

Research Hypotheses

Based on the above research questions, we propose the following research hypotheses

- The use of Quizlet significantly improves vocabulary acquisition and enhances student motivation among first-year English students at Biskra University compared to traditional learning methods.
- Despite its benefits, the use of Quizlet presents challenges, such as technical issues or a lack of familiarity, which may limit its effectiveness for some students.

Aims of the Study

General aim:

- This study aims to investigate the effectiveness of Quizlet in improving vocabulary acquisition and motivation among first-year English students at Biskra University.

Specific aims:

- To analyze how Quizlet contributes to vocabulary retention and recall compared to traditional learning methods.
- To investigate the impact of Quizlet on student motivation in vocabulary learning.
- To provide practical insights for educators on integrating Quizlet into EFL classrooms

Research Methodology

This study will adopt a mixed-methods approach to answer the research questions and test the hypothesis. This approach integrates quantitative and qualitative data to provide a comprehensive understanding of the impact of Quizlet on vocabulary acquisition and student motivation. A structured questionnaire will be used as the primary data collection tool, incorporating both closed-ended questions to measure vocabulary acquisition and motivation levels and open-ended questions to explore students' perceptions and experiences with Quizlet..

Data collection methods/ tools

This study will employ a structured questionnaire as the primary data collection tool to investigate the impact of Quizlet on vocabulary acquisition and student motivation among first-year English students at Biskra University.

Population and sample

The population for this study consists of first-year English students at Biskra University, with a total of 827 students. A representative sample of 124 students (15% of the population) will be selected to participate in the study.

Significance of the study

This research aims to enhance language learning by examining the effectiveness of Quizlet in improving vocabulary acquisition and student motivation among first-year English learners at Biskra University. By highlighting Quizlet's innovative and interactive features, this study may encourage educators to integrate it into their teaching strategies, creating more engaging and dynamic classroom environments. Furthermore, the research will pinpoint specific functionalities of Quizlet that address common vocabulary learning challenges, offering practical recommendations for instructors. Ultimately, the findings will contribute to the broader discourse on technology-enhanced language learning and pave the way for future investigations into digital tools in education.

Structure of the dissertation

This study is divided into two main parts: the theoretical part and the practical part. The theoretical part consists of two chapters, while the practical part is an empirical study presented in one chapter.

The first chapter provides an overview of Quizlet as a vocabulary learning tool, discussing its features, benefits, and role in language learning. It also reviews previous studies on the effectiveness of Quizlet in vocabulary acquisition and student motivation, highlighting its advantages over traditional learning methods.

The second chapter focuses on the dependent variables of this study: vocabulary acquisition and student motivation. It explores the importance of vocabulary acquisition, the theories explaining how learners acquire and retain vocabulary, and the challenges faced in EFL contexts. Additionally, it examines student motivation, discussing key motivation theories, the relationship between motivation and language learning, and how motivation influences vocabulary acquisition.

The third and final chapter presents the empirical study, detailing the research methodology, data collection, and analysis of findings. A structured questionnaire is used as the primary data collection tool to assess the effectiveness of Quizlet in improving vocabulary acquisition and student motivation among first-year English students at Biskra University. The chapter concludes with a discussion of the findings and their implications for EFL teaching and learning.

Limitations of the Study

This study acknowledges several limitations. Firstly, the research relied solely on a student questionnaire as the data collection tool. While it provided valuable insights into learners' experiences with Quizlet, this singular method limited the depth and triangulation of the findings. Incorporating additional tools, such as interviews or classroom observations, could have offered a more comprehensive understanding of Quizlet's impact on vocabulary acquisition and student motivation.

Secondly, not all students responded to the questionnaire. This incomplete participation may have affected the representativeness of the data and potentially introduced response bias, as the findings reflect only the perspectives of those who chose to participate.

Additionally, the study was confined to first-year English students at Biskra University, which restricts the generalizability of the results to other academic levels, departments, or universities across Algeria.

Despite these limitations, the study provides meaningful insights for both teachers and learners by highlighting the educational potential of digital tools like Quizlet. The findings can contribute to enhancing vocabulary instruction and fostering greater learner engagement in EFL contexts.

Chapter One

Quizlet as a Vocabulary Learning Tool

Introduction

In recent years, technology has transformed education, and English language teaching (ELT) has significantly benefited from these advancements. One of the most impactful innovations in this area is digital learning tools such as Quizlet, which enhance language acquisition by incorporating interactive learning methods. Quizlet, a mobile and web-based application, offers gamified learning experiences that help students acquire vocabulary more effectively through flashcards, spaced repetition, and quizzes.

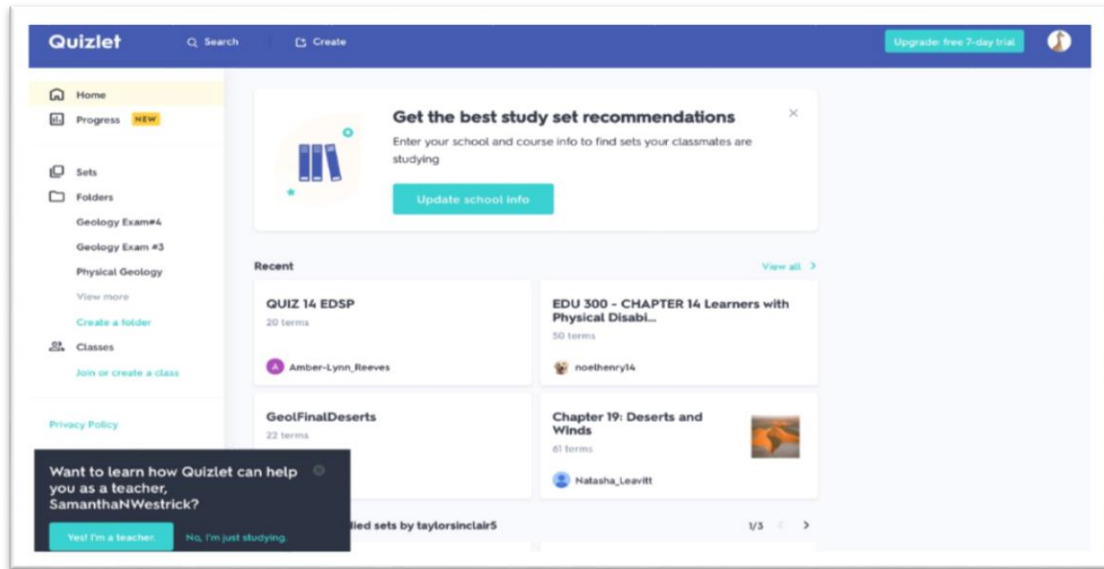
This chapter explores Quizlet as a vocabulary-learning tool, providing an overview of its features and applications in language learning. It also discusses the advantages of using Quizlet for vocabulary retention and motivation, comparing it with traditional learning methods. Furthermore, this chapter will examine previous studies on the effectiveness of Quizlet and highlight the potential challenges associated with its implementation in EFL classrooms.

Definition and Features of Quizlet

Quizlet is a digital learning platform designed to support students through interactive and personalized study tools. It was founded in 2005 by Andrew Sutherland, who initially developed it to improve his vocabulary learning. What began as a personal solution quickly evolved into a widely adopted educational resource due to its effectiveness and broad appeal. Quizlet allows users to create, share, and study using digital flashcards, adaptive quizzes, and engaging games. Key features include Learn mode with spaced repetition, Test mode, Spell mode, Match and Gravity games, and collaborative tools like Quizlet Live. Recent advancements, such as the AI-powered Q-

Chat, offer tailored study support. The platform also emphasizes accessibility and is available across devices, making it a flexible and inclusive tool for learners at all levels.

Figure 1. Quizlet Interface Example



Quizlet Learning Modes

Quizlet offers various learning modes that enhance vocabulary acquisition through different interactive activities. The table below provides an overview of these modes:

Table n°1 Quizlet Learning Modes

| Learning Mode | Description |
|----------------------|--|
| Learn | Words and their meanings can be learned through multiple-choice and writing questions. Questions are sorted from easy to difficult. |
| Flashcards | Digital flashcards demonstrate terms with the students flipping them by using mouse clicks or touching the screen to show definitions or pictures that explain the term. |
| Write | Students are asked to write the definitions for the terms or the picture shown. They can retake this module if they make an error. |
| Spell | Students are asked to type what they hear from the audio prompt. If they misspell the word, they will hear it dictated letter by letter while the correct answer is being typed on the screen. |
| Test | Based on the study set, a test has four different question types: written, multiple-choice, matching, and True/False. This allows for the verification of scores and accurate responses. |
| Match | A game in which learners are asked to match terms to their definitions (or the corresponding pictures) as quickly as possible. After finishing it, the app shows them their scores and ranks among other learners. |
| Gravity | Students are required to type the term corresponding to its definition before the asteroid falls and crashes onto the planet. |
| Live | Students respond to multiple-choice questions that are dispersed randomly among devices as they play a module linked to Quizlet.com/live. The first team to finish the game, which calls for cooperation and accurate responses, wins. |

Figure 2. Sample Quizlet Flashcard Set

Quizlet in Language Learning

Quizlet is widely recognized as a beneficial digital tool in language learning, particularly for vocabulary acquisition. A growing body of research demonstrates that Quizlet enhances learners' vocabulary retention and positively influences their motivation and attitudes. This section synthesizes recent empirical findings aligned with the two central variables of this study: vocabulary acquisition and student motivation.

Effectiveness in Vocabulary Acquisition

Research consistently supports Quizlet's role in improving vocabulary acquisition for EFL learners. Pham and Nguyen (2022) attributed higher test scores to features like digital flashcards and interactive games, while Platzer (2020) reported substantial gains among Japanese university students using the platform regularly. Although Nusrat and Al-Amin (2017) found no significant advantage over other methods, studies such as Fatimah (2022) emphasize Quizlet's value as an effective supplementary tool when paired with structured instruction.

Learner Motivation and Attitudes toward Quizlet

Beyond its cognitive benefits, Quizlet elicits positive emotional responses from learners. Students find it enjoyable, easy to use, and helpful for reducing anxiety during vocabulary study, largely due to its game-like features (*Frontiers in Psychology*, 2024; Stockwell & Hubbard, 2017). Dizon (2016) also observed that its accessibility and user-friendly design support engagement, autonomy, and confidence, encouraging continued use. These outcomes align with self-determination theory, which emphasizes intrinsic motivation, such as enjoyment and control, as key to sustained learning (Ryan & Deci, 2000).

Classroom Integration and Broader Pedagogical Shifts

The use of Quizlet in language instruction aligns with educational trends promoting digital literacy and learner autonomy. It is especially effective in blended and flipped classrooms due to its mobile accessibility and asynchronous features (Dizon, 2016; Fatimah, 2022). However, as Pham and Nguyen (2022) note, its effectiveness relies on thoughtful instructional design, students' digital skills, and consistent use. Without proper guidance or motivation, learner engagement may decline, highlighting the need for strategic implementation within a structured framework.

Benefits of Using Quizlet for Vocabulary Acquisition

In recent years, digital learning tools have transformed the landscape of language learning, providing students with innovative methods to enhance their vocabulary acquisition. Among these tools, Quizlet has gained popularity due to its versatility, accessibility, and evidence-based effectiveness. This section outlines the major benefits

of using Quizlet for vocabulary learning, focusing on its interactive features, adaptability, motivational effects, and evidence-supported outcomes.

Flashcards and Spaced Repetition

Quizlet enhances vocabulary retention by incorporating active recall and spaced repetition, two proven learning techniques. Lukov (2022) explains that active recall improves memory by prompting learners to retrieve information, while *Frontiers in Psychology* (2024) emphasizes spaced repetition's role in promoting long-term retention through timely reviews. Empirical evidence from Lukov (2022) supports the effectiveness of these features, showing gains in both immediate vocabulary test performance and sustained retention, positioning Quizlet as a strong tool for vocabulary acquisition.

Interactive Learning

Quizlet enhances vocabulary learning through gamified features like “Match,” “Gravity,” and custom quizzes, which turn routine practice into engaging challenges (ERIC, 2022). These interactive elements boost motivation and encourage repeated exposure. As noted by *Frontiers in Psychology* (2024), such gamification supports intrinsic motivation by fostering interest, enjoyment, and challenge, making Quizlet an effective tool for sustaining learner engagement.

Self-Paced Learning and Accessibility

Quizlet supports personalized, flexible learning by allowing students to study at their own pace and on their schedules, making it effective for both classroom and independent use (ERIC, 2022). Its multi-device compatibility encourages consistent vocabulary practice anytime, anywhere (Learn Worlds, n.d.). Furthermore, the platform's

intuitive design enables learners to create customized sets, fostering metacognitive skills and promoting learner autonomy in line with modern pedagogical approaches.

Previous Studies on Quizlet's Effectiveness

A 2024 meta-analysis confirmed that Quizlet effectively supports vocabulary acquisition and learner motivation in EFL settings. Supporting studies show that the platform enhances engagement and task persistence (Anjaniputra & Salsabila, 2018; Setiawan & Wiedarti, 2020), while comparative research by Alastuey and Nemeth (2020) found that Quizlet users outperformed those using traditional methods. Although the tool yields moderate vocabulary gains and modest motivational benefits, further research is needed to explore its long-term impact and broader language learning potential.

Quizlet vs Traditional Learning Methods

Advantages of Quizlet

Advanced Memory Techniques.

Quizlet employs spaced repetition algorithms, which optimize review intervals to reinforce long-term memory retention. These techniques align with cognitive science principles, ensuring that learners revisit concepts at strategically effective moments for enhanced recall.

Interactive and Engaging Features.

Quizlet incorporates various gamification elements, including quizzes, timed challenges, and interactive study modes. These features transform learning into an engaging experience, motivating students through achievements and friendly competition.

Customizable Learning Paths.

Users can create personalized study sets, tailor content to specific needs, and use shared sets created by others to diversify learning approaches.

Global Accessibility.

Available on multiple platforms and devices, Quizlet facilitates learning anytime, anywhere, making it ideal for mobile learners or individuals who prefer studying on the go.

Collaborative Learning Opportunities.

Through features like group study modes, Quizlet fosters peer collaboration, allowing students to share insights and learn collectively.

Disadvantages of Quizlet**Screen-Related Distractions.**

Prolonged screen usage can lead to digital fatigue and potential multitasking distractions. This issue may undermine focus and reduce the effectiveness of study sessions.

Limited Tactile Engagement.

Digital formats lack the physicality of traditional methods, which can hinder multisensory learning processes known to enhance cognitive connections.

Dependency on Technology.

Quizlet requires internet access for its full functionality, posing challenges in offline settings or regions with limited connectivity.

Superficial Customization.

Despite its personalization options, Quizlet's structure might limit deep, creative input compared to the manual customization possible with traditional methods.

Advantages of Traditional Methods**Tactile and Multisensory Learning.**

Writing by hand activates sensory-motor pathways, strengthening cognitive retention through physical interaction with materials. This approach caters particularly to kinesthetic learners.

Focused Environment.

Traditional methods provide a screen-free experience, reducing the likelihood of distractions and promoting deeper concentration during study sessions.

Personalized Content Creation.

Learners have complete creative control over the design and format of materials, enabling them to craft flashcards that align closely with their comprehension styles.

Effective for Delayed Recall.

The slower pace of traditional methods encourages thorough review and mastery, which can be advantageous for advanced learners engaging in delayed recall practices.

Low Technological Barriers.

Traditional methods eliminate dependence on devices or internet connectivity, ensuring accessibility across diverse contexts.

Disadvantages of Traditional Methods

Time-Intensive Setup.

Crafting physical flashcards requires significant time and effort compared to the instant creation offered by digital tools.

Limited Interaction.

Traditional methods lack gamification and dynamic features, which may lead to monotonous or less engaging learning experiences.

Storage Challenges.

Physical flashcards and study materials can become cumbersome to store and organize, especially for larger sets.

Static Review Process.

Unlike Quizlet's adaptive algorithms, traditional methods do not automatically adjust review intervals for optimal memory retention.

Summary

The findings suggest that Quizlet appeals to contemporary learners through its efficiency, interactivity, and accessibility, whereas traditional methods provide deeper cognitive engagement and personalized reinforcement. Recognizing the strengths and limitations of both, the study advocates for a blended learning strategy that integrates digital tools like Quizlet with conventional techniques to optimize vocabulary acquisition and learner motivation.

Empirical Evidence on Quizlet in EFL Contexts

Quizlet, a digital flashcard application, has been the subject of increasing empirical investigation within English as a Foreign Language (EFL) contexts. Research

consistently highlights its positive impact on two primary dimensions: vocabulary acquisition and student motivation. These outcomes are especially relevant in language learning environments where effective vocabulary instruction and sustained learner interest are critical to success.

Vocabulary Acquisition and Retention

Numerous studies confirm the effectiveness of Quizlet in supporting vocabulary development among EFL learners. For example, Yüksel (2023) and Nguyen (2023) reported improved test performance and vocabulary retention, attributing these gains to features such as spaced repetition. These findings are consistent with cognitive theories that emphasize retrieval-based learning. Additionally, Dizon and Tang (2024), in a meta-analysis, concluded that digital flashcards like Quizlet significantly enhance both vocabulary acquisition and long-term retention.

Student Motivation

Quizlet has been found to boost learner motivation by offering accessible, user-friendly tools that encourage consistent study habits (Jantarakantee & Pongpairroj, 2023). According to Dizon and Tang (2024), allowing students to create personalized flashcards enhances intrinsic motivation by fostering a sense of ownership. Moreover, Quizlet reduces classroom anxiety and improves engagement in vocabulary learning (Mohammadi et al., 2022). Although some learners expressed discomfort with its competitive elements, the overall impact of Quizlet on motivation and learning atmosphere is positive.

Challenges of Implementing Quizlet in Vocabulary Learning

Despite its popularity and documented benefits in vocabulary instruction, the implementation of Quizlet in EFL contexts is not without challenges. Various studies highlight limitations that may reduce the platform's overall effectiveness for vocabulary acquisition.

Device-Related Constraints

Although Quizlet is accessible via mobile devices, the small interface and reliance on typing can discourage the use of recall-based modes. Students often avoid activities that require typed responses due to inconvenience, which limits their engagement with more cognitively demanding tasks (Platzer, 2020).

Limited Impact on Intrinsic Motivation

Baytar (2020) found that while Quizlet may increase external motivation through its game-like elements and competitive features, it does not significantly influence learners' intrinsic motivation. This limitation suggests that the platform alone may not be sufficient to foster long-term interest in vocabulary learning without additional pedagogical support.

Classroom Management Difficulties

Zhou and Luo (2023) noted that in larger classes, managing group activities involving Quizlet can be challenging. Instructors often encounter issues such as increased noise levels, distractions, and uneven student participation during interactive sessions. These challenges may hinder instructional efficiency and reduce learner focus.

Technological and Infrastructure Barriers

Access to stable internet connections and compatible devices remains a concern, especially in under-resourced educational contexts. Technical issues such as lag, app crashes, or outdated devices can disrupt learning and discourage consistent use (Zhou & Luo, 2023).

Short-Term Retention Bias

Some studies have noted that Quizlet's success may reflect short-term gains rather than lasting vocabulary knowledge. Lukov (2022) argues that improvements are often attributable to the increased study time rather than the tool's specific features, raising questions about its superiority over traditional flashcards.

Limited Support for Deep Vocabulary Learning

Quizlet's basic design supports surface-level learning (e.g., word-meaning pairs), but it lacks integrated features for more complex tasks such as learning synonyms, antonyms, collocations, or contextual usage unless teachers explicitly design such materials (Nguyen, 2023).

Risk of Over-Reliance on Digital Tools

Baytar (2020) and Nguyen (2023) observed that exclusive dependence on Quizlet may discourage learners from developing more holistic vocabulary learning strategies, such as inferring meaning from context, reading extensively, or using newly acquired words in productive tasks like writing and speaking.

Conclusion

The integration of technology in language learning has transformed vocabulary acquisition, with Quizlet emerging as a powerful tool in EFL contexts. Research

highlights its advantages over traditional methods, particularly in terms of engagement, retention, and motivation. The platform's interactive learning modes, including spaced repetition and gamified activities, foster a more dynamic and efficient learning experience. However, despite its benefits, implementing Quizlet in vocabulary learning presents challenges, such as technological accessibility, student self-regulation, and the need for educator training.

Given these findings, a blended learning approach that combines Quizlet with traditional vocabulary instruction appears to be the most effective strategy. This ensures that students benefit from Quizlet's interactive features while maintaining structured guidance from educators. Future research should further explore the long-term impact of Quizlet on vocabulary retention and its effectiveness across different learner profiles and educational settings.

Chapter Two

Vocabulary Acquisition and Student Motivation

Introduction

Establishing a solid theoretical background on vocabulary acquisition and student motivation is crucial for understanding the core focus of this study. In the field of language education, vocabulary is regarded as a central element in developing communicative competence. At the same time, motivation is seen as a driving force that shapes learners' attitudes, efforts, and achievements.

This chapter reviews the existing literature related to these two dependent variables within the context of English as a Foreign Language (EFL). It begins by discussing the role of vocabulary in language learning, outlining key theories of vocabulary development, and identifying common difficulties EFL learners face. It then explores the concept of motivation, presenting influential theoretical models and examining the relationship between motivation and language acquisition, particularly in vocabulary learning. This literature review serves to build a conceptual framework for the study and to highlight the relevance of integrating digital tools, such as Quizlet, to support both vocabulary learning and learner motivation.

Vocabulary Acquisition in EFL Learning

Vocabulary acquisition is foundational for EFL learners, requiring mastery of meaning, form, and use. However, learners often face challenges such as limited exposure and insufficient repetition. Addressing these issues calls for a comprehensive approach combining explicit methods like word lists and dictionaries with implicit strategies such as extensive reading. Word lists, in particular, support long-term retention and instructional structure. Learning improves when instruction is systematic, emphasizing repetition and varied usage. Technological tools like Quizlet further aid

vocabulary learning through features such as gamification and spaced repetition, enhancing motivation and personalization. For sustained success, instruction must consider learner level, task type, exposure frequency, and curricular alignment.

Importance of Vocabulary Acquisition in EFL Learning

Vocabulary acquisition is fundamental to EFL learning and essential for achieving communicative competence and overall language proficiency. As noted by the European Proceedings (2023) and ELT News (n.d.), vocabulary underpins comprehension and expression, even in the presence of grammatical knowledge. Learners must understand around 98% of a text's vocabulary to achieve reading comprehension (European Proceedings, 2023), and vocabulary also supports skills like speaking, writing, pronunciation, and fluency (European Proceedings, 2023; ELT News, n.d.). Effective acquisition involves both passive understanding and active use, requiring mastery at various levels of word knowledge (ELT News, n.d.). Additionally, a rich vocabulary fosters motivation and academic success through engagement in reading (Arc Journals, 2021). Instructional strategies such as flashcards, vocabulary lists, contextual application, and collaborative learning have been shown to promote vocabulary growth (DIVA Portal, 2021; ELT News, n.d.). Consequently, vocabulary instruction remains central to EFL programs due to its broad impact on language development.

Theories of Vocabulary Learning

Several theoretical frameworks explain how learners acquire new vocabulary, each offering different perspectives from behavioral and cognitive to sociocultural. These theories help us understand the mental processes, learning environments, and teaching methods that support vocabulary growth, especially for EFL learners.

*Behaviorist and Cognitivist Perspectives***Behaviorist Perspective.**

The behaviorist perspective, closely linked to B.F. Skinner views language learning as a habit-formation process shaped through conditioning, where vocabulary acquisition occurs via repeated stimulus-response associations reinforced over time (Skinner, 1957). Common techniques such as drills, repetition, and flashcards align with this approach, as they reinforce correct responses through positive feedback and repetition, thus supporting the quick recognition and memorization of word forms. This method proves particularly effective in the initial stages of vocabulary learning. However, critics note that behaviorism often neglects the role of deeper cognitive processes and fails to promote the flexible, context-sensitive application of vocabulary (Cahyono & Widiati, 2011).

Cognitivist Perspective.

Cognitivist theories focus on mental processes involved in learning, including perception, memory, and information processing. A key concept within this framework is Paivio's (1990) Dual Coding Theory, which posits that learning improves when information is encoded both verbally and visually. Applied to vocabulary acquisition, this theory highlights the effectiveness of multimodal input, such as text, audio, and images, in enhancing memory retention. Digital tools like Quizlet utilize these principles by providing flashcards with visuals, pronunciation guides, and contextual examples, facilitating deeper encoding and connections between new vocabulary and prior knowledge (Liu et al., 2023). Unlike rote memorization, cognitivist strategies encourage

durable and transferable vocabulary learning that supports communication across diverse contexts.

Constructivist and Sociocultural Perspectives

Constructivist Perspective.

Constructivism, rooted in the work of Jean Piaget and further developed by Lev Vygotsky (1978), views learners as active constructors of knowledge who integrate new information into existing mental frameworks or schemata. From this perspective, vocabulary acquisition involves actively making meaning through contextualized interactions with words via reading, writing, and authentic tasks. Engaging in activities such as project-based learning or maintaining vocabulary journals enables learners to build semantic networks that support both comprehension and productive use. This approach enhances long-term retention and fosters the development of vocabulary skills essential for effective communication (Vygotsky, 1978).

Sociocultural Perspective.

Vygotsky's (1978) sociocultural theory, particularly the Zone of Proximal Development (ZPD), emphasizes that learners enhance their understanding through social interaction with more knowledgeable peers or instructors. This aligns closely with constructivist views, advocating for collaborative vocabulary learning activities such as peer discussions, group projects, and teacher scaffolding. Digital tools that feature social learning elements, including shared flashcard decks and leaderboards, help foster learner connection and support (Suryani & Rachmawati, 2022). Such interactive experiences underscore the social nature of language acquisition, where vocabulary development is

facilitated through negotiation of meaning and shared engagement (Vygotsky, 1978; Suryani & Rachmawati, 2022).

Critical Comparison and Theoretical Rationale

According to Wijaya et al. (2023), behaviorist approaches are effective for rapid vocabulary acquisition through repetition, whereas cognitivist methods enhance retention by fostering mental associations via multimodal inputs. Constructivist and sociocultural models, as Liu et al. (2023) explain, emphasize meaningful vocabulary use in social and contextual settings, promoting active learner participation. Digital tools like Quizlet, which integrate gamification, multimedia, and collaborative features, embody this combined cognitivist-constructivist framework by leveraging both technological capabilities and learner-centered interaction to support deep and lasting vocabulary learning (Wijaya et al., 2023; Liu et al., 2023).

Challenges in Vocabulary Acquisition

Vocabulary learning in EFL contexts is influenced by several interrelated challenges. Pronunciation issues arise because English spelling often does not align with its sounds, especially with irregular patterns, which complicates learners' efforts (Sari, 2016). Additionally, learners face difficulties understanding words with multiple meanings, idiomatic uses, and context-dependent nuances (Setianingrum, n.d.). Retention and recall pose further challenges, particularly with complex or less common vocabulary, making long-term memorization difficult (Sadeghi & Ketabi, 2019). Ali and Anwar (2021) emphasize that even when learners recognize words, applying them correctly in formal contexts can be problematic. Moreover, motivation is crucial, as limited English exposure outside the classroom and unengaging lessons reduce natural learning

opportunities (Santi et al., 2021). Bilingual learners must also navigate interference from their first language, especially where structural differences complicate acquisition (Kaushanskaya & Marian, 2009). To overcome these barriers, learner-centered approaches that foster motivation and encourage consistent practice are essential (Sari, 2016; Santi et al., 2021).

Digital Tools in Language Learning

Digital tools have transformed language learning by making it more interactive, accessible, and personalized to individual learner needs. Gagić and Gajić (2023) and Jensen (2019) highlight platforms such as Duolingo, Zoom, and AI chatbots, which employ gamification, adaptive learning, and instant feedback to enhance motivation and improve skills across reading, writing, speaking, and listening. These technologies not only simulate real-world communication but also offer learners flexible and customized study pathways. While they foster innovation and active participation in the classroom, challenges remain regarding teacher preparedness, digital literacy, and equitable device access. Looking ahead, advancements in artificial intelligence, augmented reality, and collaborative learning tools are expected to further enhance the effectiveness and accessibility of language learning.

Role of Technology in Language Acquisition

Technology plays a vital role in modern language learning by offering flexibility, customization, and interactive experiences. Chaudhuri (2021) and Seven Mentor (2021) highlight that mobile apps and digital platforms enable learners to study more independently and with greater ease. Gamified applications such as Duolingo and Babbel increase motivation through engaging exercises and rewards (Verbal Planet, 2021;

Chaudhuri, 2021). Additionally, AI-powered apps personalize learning by adapting to individual progress and providing real-time feedback via features like speech recognition and instant quizzes (Seven Mentor, 2021; USCIS Guide, 2021). Multimedia resources, including films and podcasts, enhance authentic language input and cultural exposure (Verbal Planet, 2021). Moreover, virtual classrooms and collaborative platforms support the development of communication skills and global interaction, while immersive technologies such as virtual reality facilitate contextualized language use. Overall, technology enhances both the efficiency and enjoyment of language acquisition by catering to diverse talents and learning preferences (Chaudhuri, 2021).

Benefits and Limitations of Digital Tools

Digital tools are becoming a major part of everyday life and are used extensively in professional, educational, and communication contexts. In addition to their many benefits in terms of accessibility, effectiveness, and flexibility, these technologies also have some substantial drawbacks that need to be carefully considered to guarantee their responsible and efficient usage.

Advantages of Digital Tools

There are several advantages to using digital tools in communication, business, and education. They facilitate rapid access to a wealth of information, facilitate international collaboration through digital platforms, and boost efficiency through task management and automation (Lexis Solutions, 2022; HubVela, 2023). Their versatility enables reconfiguration for a range of applications, which makes them adaptable and economical. Furthermore, most digital systems are safe, dependable, and able to produce analytics that help with strategic decision-making (Tutorials Point, 2023).

Challenges and Limitations

Nevertheless, some drawbacks offset these benefits. Continuous digital connectivity can cause reliance, distraction, and a loss of focus. As the use of internet systems grows, so are concerns about cybersecurity, including data breaches and unlawful access (HubVela, 2023). Furthermore, excessive use of digital communication tools can lead to mental exhaustion or burnout and have a detrimental effect on social skills in real life. There are also substantial financial and technological requirements for the implementation and upkeep of digital equipment. More general issues include the ethical dilemmas presented by false information and automation-driven employment displacement (Tutorials Point, 2023).

Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) uses portable devices like smartphones and tablets to support language learning in both formal and informal contexts. EduSoft Learning (2024) and BW Journal (2023) highlight that MALL extends mobile and computer-assisted learning by giving learners flexible access to resources anytime and anywhere. Tools such as Duolingo and WhatsApp foster learner autonomy, interactive feedback, and personalized content, boosting motivation, collaboration, and efficiency (HRMARS, 2024; Nature, 2024; IJELS, 2024). Despite benefits like cost-effectiveness due to device ubiquity, challenges include small screen sizes, distractions, unequal tech access, and the need for mobile-specific instructional design (IJRTE, 2021; BW Journal, 2023). Nevertheless, Comares (2023) and Nature (2024) argue that with ongoing tech advances, MALL will become increasingly central in global language education.

Quizlet and Vocabulary Acquisition

Quizlet is a digital platform that supports vocabulary learning through flashcards, games, and interactive activities. Studies by Sanosi (2018) and Avisteva and Halimi (2020) show that regular use improves vocabulary knowledge, especially receptive skills like word recognition. While Quizlet aids both receptive and productive learning, Atlantis Press (2020) notes it is more effective for receptive vocabulary due to its focus on repetition. Learners report high motivation and engagement thanks to gamified features and mobile accessibility, aligning with Mobile-Assisted Language Learning principles (Journal Center, 2022; Sanosi, 2018). However, user-generated content can contain errors, requiring educator oversight or curated sets for accuracy. Despite this, Ajour Online (2018) and Atlantis Press (2020) agree that Quizlet is a flexible, time-efficient, and effective supplement to traditional vocabulary instruction.

Features and Functions of Quizlet

Quizlet is a digital platform that aids vocabulary learning with personalized flashcards, adaptive "Learn" mode, and gamified tools like "Match" and "Gravity" (Du OTL, n.d.; PCMag, 2023). It features "Live" for collaboration and uses spaced repetition to boost recall. New AI tools, such as Q-Chat and auto-generated study guides, further personalize learning (Quizlet, 2024; PR Newswire, 2024). Despite mobile access and multimodal input, limitations include weak speech-to-text and the need to verify user content (Du OTL, n.d.). Overall, Quizlet effectively combines traditional and modern methods, making it valuable for digital vocabulary acquisition (Scholarly, 2023a).

Comparison Between Quizlet and Traditional Methods

Quizlet offers a more interactive and flexible alternative to traditional vocabulary methods like flashcards and written exercises. Its multimedia, gamification, and AI-driven features boost engagement and improve vocabulary learning outcomes (Sanosi, 2018; Lukov, 2022). Students using Quizlet often outperform those using conventional methods, thanks to instant feedback and personalized learning (Lukov, 2022). While traditional techniques help develop core skills, they lack adaptability and appeal (Avisteva & Halimi, 2020). Despite Quizlet's benefits, overreliance on technology and reduced practice of academic skills are concerns. Thus, blending Quizlet with traditional methods may be the most effective approach.

The Role of Motivation in EFL

According to Boudiaf (2020) and Radanović (2020), motivation plays a vital role in successful EFL acquisition by directly affecting learners' effort and persistence. EFL students often face challenges like limited language exposure and classroom constraints, making motivation essential for engagement and achievement. Motivation is generally categorized as intrinsic, driven by personal interest, and extrinsic, driven by external rewards or expectations. Both types contribute to vocabulary acquisition and overall language development (Ahmadi & Sahragard, 2022; Khajeh & Nemat, 2017). Intrinsically motivated learners tend to be more autonomous and exploratory, while extrinsically motivated learners benefit from structured support and feedback. Thus, fostering a learning environment that nurtures autonomy, competence, and relatedness can significantly enhance language learning outcomes.

Student Motivation in Vocabulary Learning

When it comes to vocabulary acquisition, motivation is essential since it affects the level of intensity, tenacity, and quality of student participation with learning activities. Developing successful teaching methods and digital interventions requires an understanding of the many forms of motivation and how they affect vocabulary acquisition. With an emphasis on Gardner's Socio-Educational Model and Self-Determination Theory (SDT), this section examines the main theoretical frameworks that explain why students are motivated to learn vocabulary in a second language. To maximize vocabulary growth, it also looks at how digital tools can be made to balance extrinsic and intrinsic incentive aspects.

Theories of Motivation

Gardner's Socio-Educational Model

By differentiating between integrative and instrumental orientations, Gardner's (1985) Socio-Educational Model emphasizes the crucial role that motivation plays in second language acquisition. Deeper emotional investment and long-term vocabulary acquisition are frequently the results of integrative motivation, which is a learner's desire to relate to and comprehend the culture of the target language group (Gardner, 2010; Ma, 2020). In contrast, instrumental motivation is more concerned with short-term success than deep learning, is goal-oriented, and is centered on immediate benefits like passing tests or landing a job (Gardner, 2010; Noels et al., 2000). Depending on the objectives and circumstances of the learners, both kinds can coexist and change (Rahman, 2017).

Self-Determination Theory (SDT)

Deci and Ryan's (2000) Self-Determination Theory (SDT) distinguishes between intrinsic and extrinsic motivation and identifies three essential psychological needs: relatedness, competence, and autonomy (Ryan & Deci, 2020). Fulfilling these demands encourages intrinsic drive, which in turn promotes more purposeful language acquisition. According to Chen and Wang (2021) and Zarei and Ahangari (2020), digital platforms such as Quizlet foster relatedness through cooperative study groups, boost competency through progress tracking and feedback, and increase autonomy through flexible study options. If absorbed in the early phases of learning, extrinsic motivators like badges and points can also be successful (Ryan & Deci, 2000).

Balancing Motivation with Digital Tools

Dörnyei (2001) explains that digital tools often initially attract learners through extrinsic rewards such as leaderboards and achievements, although intrinsic motivation is crucial for deeper learning. However, excessive reliance on these external rewards may lead to a decrease in intrinsic motivation (Deci et al., 2001). Accordingly, Chen and Wang (2021) argue that the most effective vocabulary learning systems balance both types of motivation, using extrinsic incentives to initiate engagement while progressively fostering intrinsic motivation for sustained vocabulary development.

The Relationship between Motivation and Vocabulary Learning

Motivation plays a crucial role in vocabulary learning by influencing how engaged learners are, the strategies they use, and how well they retain new words. Intrinsic motivation, which comes from genuine interest and enjoyment, along with integrative motivation, driven by the desire to connect with a language community, are

the strongest factors linked to vocabulary success (Gardner, 1985; Noels et al., 2000).

While instrumental motivation—motivated by practical goals like exams or jobs—offers some benefits, extrinsic motivation based on external rewards tends to have the weakest impact on long-term retention (Dörnyei, 1994). Research consistently shows that learners with higher intrinsic and integrative motivation perform better on vocabulary tests and adopt more effective learning strategies (Oxford, 1990; Schunk et al., 2008). Therefore, fostering these types of motivation in the classroom not only boosts vocabulary acquisition but also enhances overall language proficiency (Noels et al., 2000; Schunk et al., 2008).

Impact of Quizlet on Motivation

Quizlet has been shown to significantly enhance student motivation, especially in second language vocabulary learning. Husna (2020) and Setiawan and Wiedarti (2020) found that, compared to traditional methods, students using Quizlet reported higher levels of interest, reduced fatigue, and increased readiness for independent study. Carman (2020) emphasized that Quizlet's flexible design enables learners to control the format and pace of their study, thereby improving autonomy and self-efficacy. Additionally, Rahayu and Pratama (2019) indicated that Quizlet supports better vocabulary retention and fosters positive learning attitudes by lowering anxiety and boosting emotional engagement. Overall, Quizlet's gamified and interactive features make it an effective tool for enhancing motivation and sustaining vocabulary acquisition.

Critical Perspectives on Vocabulary Instruction with Quizlet

Quizlet, a well-known digital flashcard application, has acquired great popularity in vocabulary learning, particularly in second-language learning settings. While

numerous studies support its efficacy, a balanced assessment exposes both its instructional benefits and its limitations. This section provides a critical synthesis of empirical research, noting both the platform's strengths and areas that deserve careful evaluation.

Strengths of Quizlet in Vocabulary Learning

Alqahtani (2021) and Rahmah et al. (2023) highlight Quizlet's effectiveness in improving both productive and receptive vocabulary through features like spaced repetition, gamification, and audiovisual support. These promote repeated exposure and sustained engagement. Quizlet also boosts motivation, especially for students less engaged by traditional methods, thanks to its interactive design and immediate feedback (Susanti, 2020). Educators note that it encourages self-directed learning and autonomy, allowing students to customize study modes, set their pace, and review material as needed (Alqahtani, 2021).

Limitations and Critical Considerations

Research by Wulandari and Dewi (2020) suggests that Quizlet primarily enhances vocabulary recognition but has limited effects on productive skills like speaking and writing, indicating the importance of integrating additional teaching strategies. Moreover, Rahmah et al. (2023) point out that much of the existing research is constrained by small sample sizes and short-term study designs, which limit the applicability of results and tend to emphasize immediate vocabulary gains rather than sustained retention or real-world use. Jing et al. (2024) caution against passive learning, noting that an overdependence on flashcard review can foster rote memorization instead of deeper vocabulary understanding. Susanti (2020) emphasizes that Quizlet achieves optimal

effectiveness when embedded within a comprehensive educational approach that includes teacher guidance and interactive communication tasks; otherwise, it risks becoming a standalone tool with reduced pedagogical value.

Student Attitudes toward Quizlet

The majority of students, particularly EFL learners, hold very positive views of Quizlet as a vocabulary learning tool. Students frequently cite its ease of use, engaging design, and diverse features as key factors that make it preferable to traditional vocabulary study methods (Marcellina, 2022). Quizlet is often described as enjoyable and motivating, which promotes more consistent practice and greater time investment. A commonly noted advantage is its support for memorization and recall through interactive tools such as games, quizzes, and flashcards, which enhance long-term retention and active engagement compared to rote learning. Flexibility is another highly valued attribute, as Quizlet allows for self-paced, on-demand learning across multiple devices, enabling students to study anytime and anywhere. The platform also supports individualized learning goals through the use of pre-made or customizable materials. Furthermore, Quizlet fosters collaborative learning via classroom activities like Quizlet Live and shared sets, boosting motivation, peer interaction, and creating a dynamic learning environment. Overall, learners report high satisfaction with Quizlet's effectiveness, usability, and positive impact on their educational experience. Its role as a supplemental vocabulary acquisition tool is underscored by its capacity to enhance motivation, learner autonomy, and social engagement, especially when integrated with communicative teaching approaches.

Conclusion

This chapter examined the critical relationship between vocabulary acquisition and student motivation within EFL learning. Research consistently shows that motivated learners acquire vocabulary more effectively and that vocabulary mastery significantly enhances overall language development. Theories of vocabulary learning highlight the importance of repeated exposure, contextualized practice, and cognitive engagement, while motivation theories, especially intrinsic, integrative, and instrumental orientations, explain learners' interactions with vocabulary challenges.

Digital platforms such as Quizlet, which provide self-paced, gamified, and interactive learning environments aligned with motivational principles, have notably advanced vocabulary instruction. Features like spaced repetition not only improve retention but also foster learner motivation, autonomy, and engagement. However, challenges remain, including the need for teacher guidance, unequal access to technology, and mixed effects on productive language skills.

A blended learning approach that integrates structured teacher support with digital tools like Quizlet appears most effective for enhancing vocabulary acquisition and sustaining motivation. Future research should investigate underlying motivational mechanisms, long-term retention, and how these dynamics vary across diverse learner profiles and educational contexts.

Chapter Three: Field Work And Data Analysis

Introduction

This study explores the impact of Quizlet on vocabulary acquisition and student motivation among first-year EFL students at the University of Mohamed Khider Biskra. The chapter outlines both the theoretical and practical components of the research, beginning with a mixed-methods approach that integrates quantitative and qualitative data. Data were collected through a structured questionnaire containing both closed- and open-ended questions, allowing for a comprehensive analysis of students' perceptions, attitudes, and experiences with Quizlet. The study is grounded in Self-Determination Theory (SDT), which provides a framework for understanding how Quizlet may influence learners' intrinsic motivation and autonomy. The chapter proceeds to present and interpret the findings concerning the research objectives and hypotheses, offering insights into the effectiveness of Quizlet in vocabulary development, its motivational impact, and the challenges students encountered during its use.

Research Methodology

This section focuses on the research methods used to carry out the current investigation. It covers the population, sampling, data gathering methods, research methodology, data analysis, and processes.

Research Approach

This study employs a mixed-methods approach to investigate the impact of Quizlet on vocabulary acquisition and student motivation among first-year EFL students at the University of Mohamed Khider Biskra. By combining quantitative and qualitative methods, the research ensures a comprehensive and reliable examination of the hypotheses.

Data Collection Tool

This study used a student questionnaire as the main data collection tool to assess Quizlet's effectiveness in vocabulary acquisition. Combining closed- and open-ended questions, the instrument explored students' perceptions, motivation, autonomy, and satisfaction. The data provided both quantitative and qualitative insights, forming the basis for testing the research hypotheses and evaluating Quizlet's role in EFL vocabulary instruction.

Population and sample

The study targeted first-year English students at the University of Mohamed Khider Biskra, selecting a representative sample of 124 out of 827 students (15%). First-year students were chosen for their foundational stage in vocabulary development, making them suitable for investigating Quizlet's impact on vocabulary acquisition and motivation in an EFL context.

Description of Students' Questionnaire

Students from L1 groups completed a semi-structured questionnaire to either support or challenge the hypothesis. The questionnaire, which was administered manually, is organized into three distinct sections:

Section One: General Information

This section gathers demographic and background information, including vocabulary study frequency, preferred learning methods (e.g., reading, writing, apps), and preferences for digital versus traditional approaches. These insights help contextualize students' learning habits for later analysis.

Section Two: Vocabulary Acquisition Using Quizlet

This section examines students' experiences with Quizlet, focusing on usage frequency, preferred features (e.g., flashcards, games, spaced repetition), and perceived effectiveness in vocabulary retention and recall. It also compares Quizlet with traditional methods, offering insight into students' attitudes toward technology-assisted vocabulary learning.

Section Three: Student Motivation with Quizlet

The final section explores motivational factors associated with Quizlet use, examining students' motivation levels, preferred features, and sense of achievement. Open-ended questions provided insights into challenges, motivational effects, peer recommendations, and suggestions for more effective use. This section offers valuable qualitative data on the role of digital tools in supporting vocabulary learning motivation.

Analysis of Students' Questionnaire Results

Section One: General Information

Item 1: How often do you actively study or practice English vocabulary?

Table n°2. English Vocabulary Study Frequency

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 2 | 3.4 | 3.4 | 3.4 |
| | Often | 11 | 18.6 | 18.6 | 22.0 |
| | Rarely | 9 | 15.3 | 15.3 | 37.3 |
| | Sometimes | 31 | 52.5 | 52.5 | 89.8 |
| | Very often | 6 | 10.2 | 10.2 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

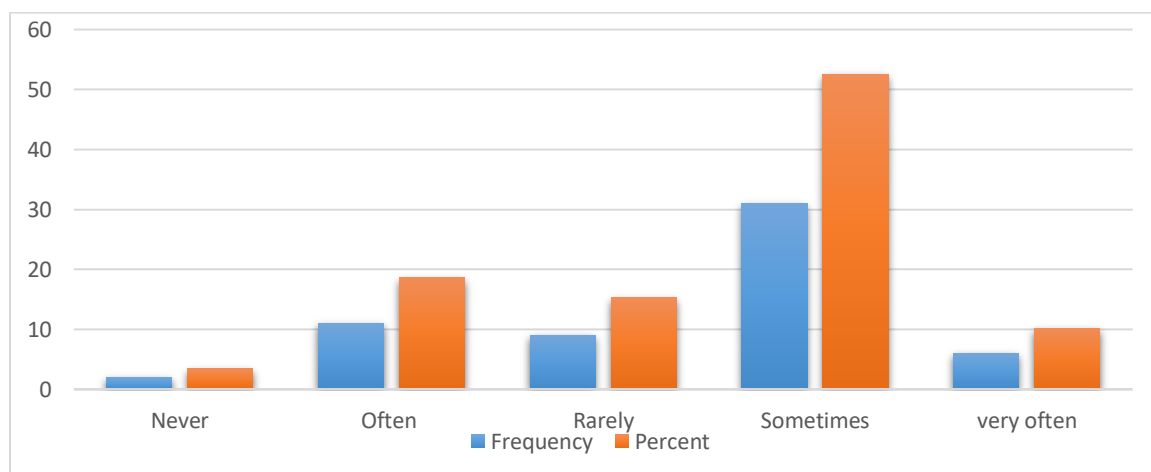
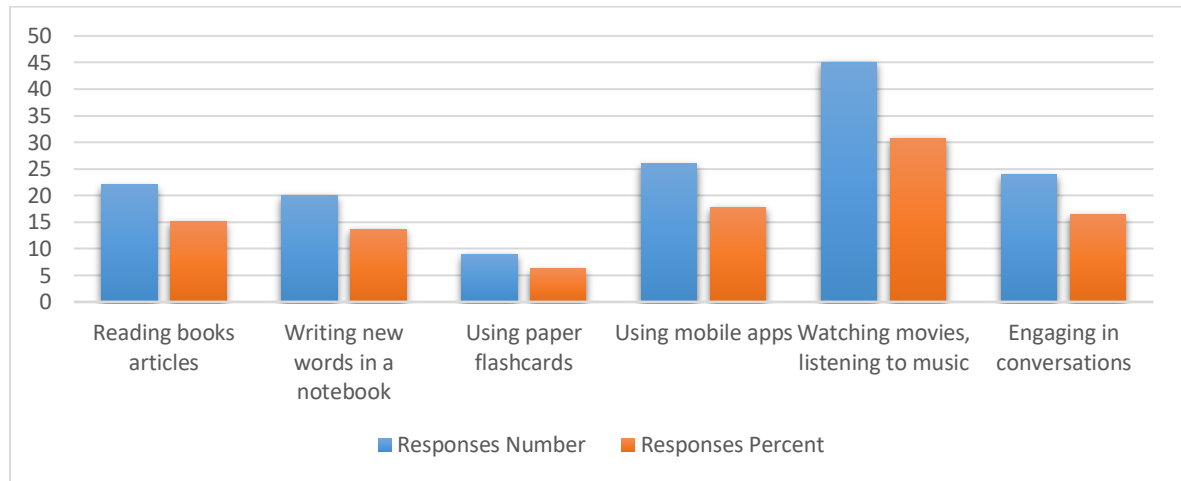
Bar Chart 1. English Vocabulary Study Frequency**Analysis:**

Table 2 and Bar Chart 1 show that most first-year EFL students at Mohamed Kheider Biskra University do not study vocabulary regularly, instead practicing only when necessary or occasionally. This indicates that vocabulary learning is not fully integrated into their study habits, highlighting the need for more engaging and accessible strategies.

Item 2: Which of the following ways do you commonly use to learn new vocabulary?**Table n°3. Vocabulary learning methods**

| | | Responses | | Percent of Cases |
|-----------------------------|-------------------------------------|-----------|---------|------------------|
| | | Number | Percent | |
| Vocabulary learning methods | Reading books articles | 22 | 15.1 | 37.3% |
| | Writing new words in a notebook | 20 | 13.7 | 33.9% |
| | Using paper flashcards | 9 | 6.2 | 15.3% |
| | Using mobile apps | 26 | 17.8 | 44.1% |
| | Watching movies, listening to music | 45 | 30.8 | 76.3% |
| | Engaging in conversations | 24 | 16.4 | 40.7% |
| Total | | 146 | 100.0 | 247.5% |

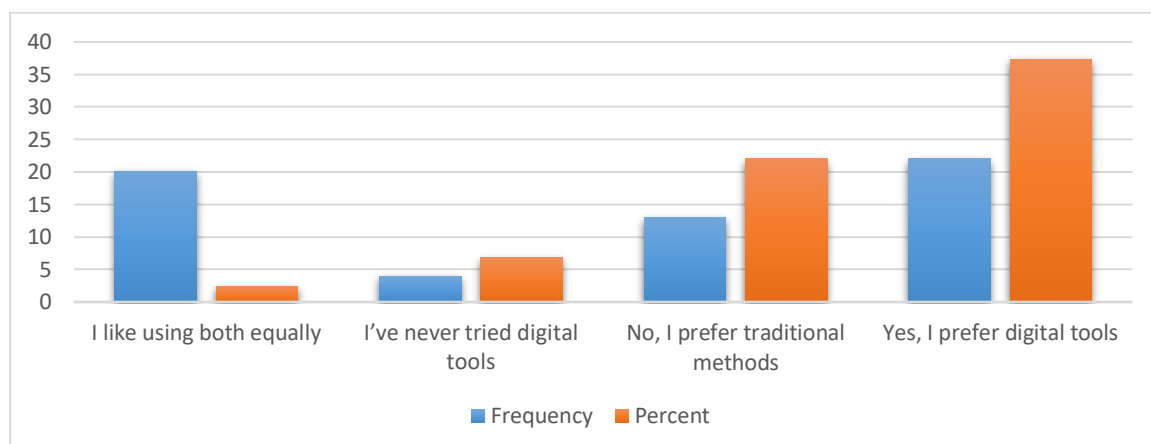
Bar Chart 2. Vocabulary learning methods**Analysis:**

Findings from first-year EFL students at Mohamed Kheider Biskra University show a strong preference for interactive, multimedia-based vocabulary learning. Most favor real-world input (76.3%), followed by mobile apps (44.1%) and conversations (40.7%), while traditional methods like paper flashcards (15.3%) are less common. These results highlight a shift toward digital, context-rich strategies, supporting the use of tools like Quizlet in vocabulary instruction.

Item 3: Do you prefer using digital tools (e.g., Quizlet, Anki, Memrise) over traditional methods (e.g., notebooks, word lists) to learn vocabulary?

Table n°4. Vocabulary Learning Method Preference

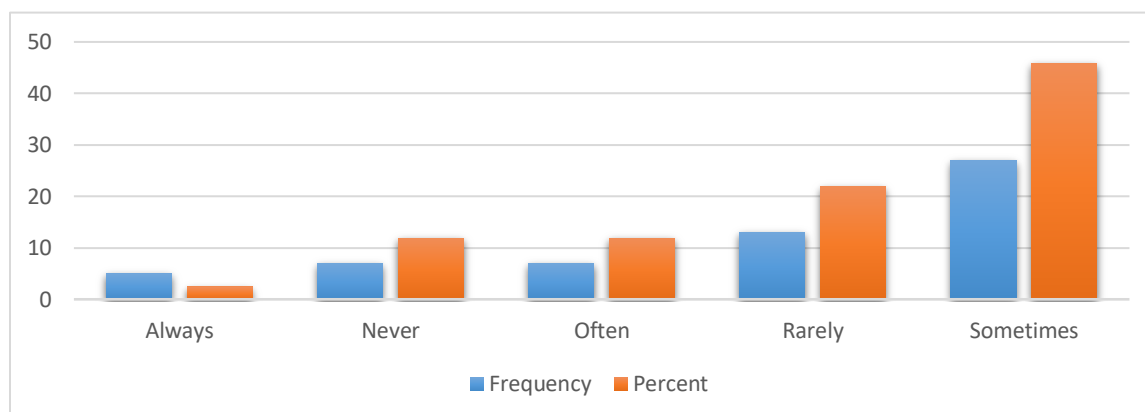
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------------|-----------|---------|---------------|--------------------|
| Valid | I like using both equally | 20 | 33.9 | 33.9 | 33.9 |
| | I've never tried digital tools | 4 | 6.8 | 6.8 | 40.7 |
| | No, I prefer traditional methods | 13 | 22.0 | 22.0 | 62.7 |
| | Yes, I prefer digital tools | 22 | 37.3 | 37.3 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 3. Vocabulary Learning Method Preference**Analysis:**

Data from Table 4 and Bar Chart 3 reveal that first-year EFL students at Mohamed Kheider Biskra University show a clear preference for digital vocabulary learning tools, with 37.3% favoring digital methods, 33.9% using both equally, and 22% preferring traditional methods. Only 6.8% had never used digital resources. These results underscore students' inclination toward technology-enhanced and interactive learning, supporting the integration of tools like Quizlet in EFL instruction.

Section Two: Vocabulary Acquisition Using Quizlet**Item 4: How often do you use Quizlet for vocabulary learning?****Table n°5 Frequency of Quizlet Use for Vocabulary Learning**

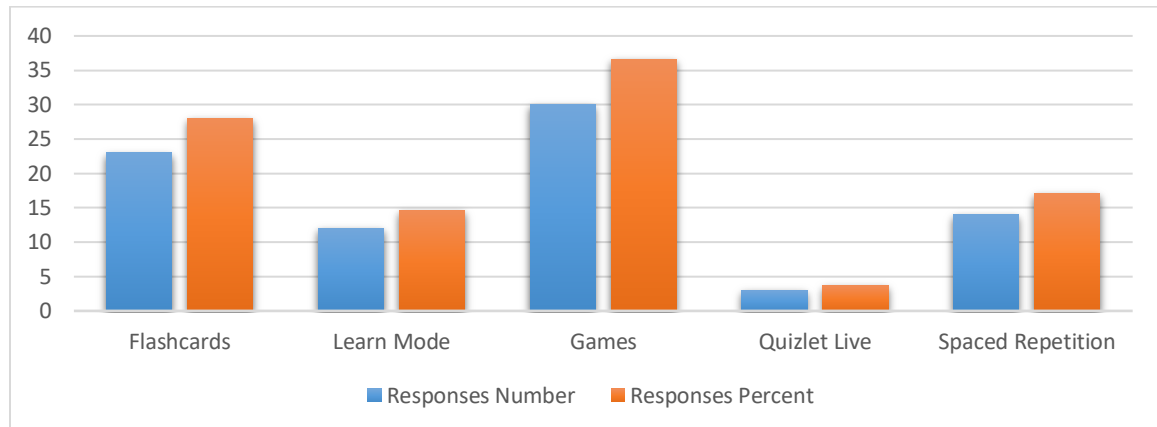
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Always | 5 | 8.5 | 8.5 | 8.5 |
| | Never | 7 | 11.9 | 11.9 | 20.3 |
| | Often | 7 | 11.9 | 11.9 | 32.2 |
| | Rarely | 13 | 22.0 | 22.0 | 54.2 |
| | Sometimes | 27 | 45.8 | 45.8 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 4. Frequency of Quizlet Use for Vocabulary Learning**Analysis:**

The findings reveal irregular Quizlet usage among first-year EFL students at Mohamed Kheider Biskra University, with 45.8% using it “sometimes,” 22% “rarely,” and only 8.5% “always.” Additionally, 11.9% reported never using the platform. These results suggest general awareness but inconsistent integration into vocabulary learning, possibly due to limited familiarity or preference for blended methods.

Item 5: Which Quizlet features do you use the most?**Table n°6 Frequency of Use of Different Quizlet Features**

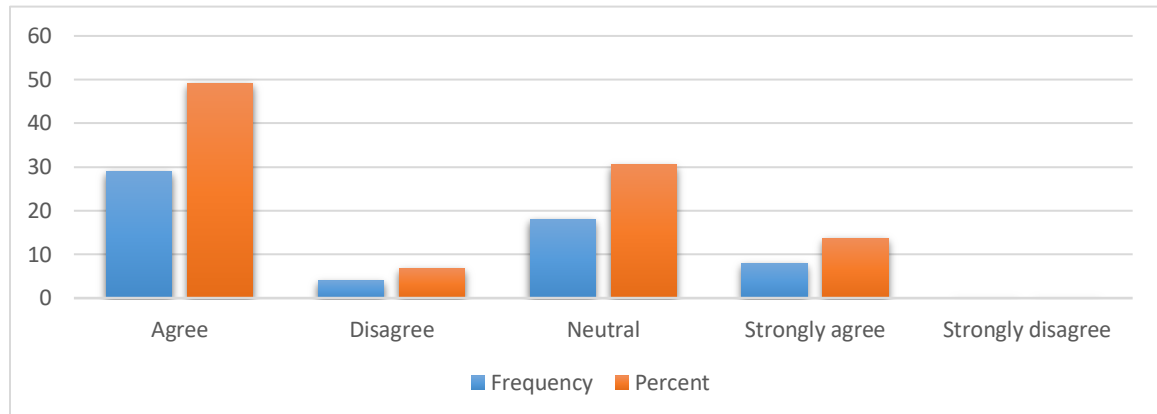
| | | Responses | | Percent of Cases |
|-----------------------|-------------------|-----------|---------|------------------|
| | | Number | Percent | |
| Quizlet feature usage | Flashcards | 23 | 28.0% | 39.0% |
| | Learn Mode | 12 | 14.6% | 20.3% |
| | Games | 30 | 36.6% | 50.8% |
| | Quizlet Live | 3 | 3.7% | 5.1% |
| | Spaced Repetition | 14 | 17.1% | 23.7% |
| Total | | 82 | 100.0% | 139.0% |

Bar Chart 5. Frequency of Use of Different Quizlet Features**Analysis:**

The data show that first-year EFL students at Mohamed Kheider Biskra University prefer Quizlet's interactive features, with 36.6% favoring Games and 50.8% using it frequently. Flashcards (28%), Spaced Repetition (17.1%), and Learn Mode (14.6%) also had notable engagement, while Quizlet Live was least used (3.7%). These findings suggest students are motivated by game-based learning and highlight key features educators can emphasize to boost vocabulary learning and engagement.

Item 6: Do you think Quizlet helps you retain new vocabulary effectively?**Table n°7 Effectiveness of Quizlet in Vocabulary Retention**

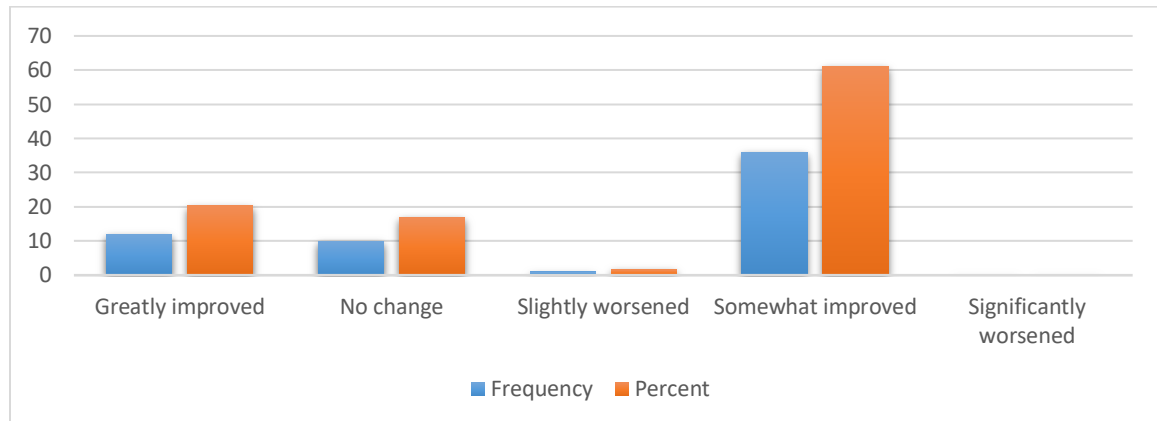
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 29 | 49.2 | 49.2 | 49.2 |
| | Disagree | 4 | 6.8 | 6.8 | 55.9 |
| | Neutral | 18 | 30.5 | 30.5 | 86.4 |
| | Strongly agree | 8 | 13.6 | 13.6 | 100.0 |
| | Strongly disagree | 0 | 0.0 | 0.0 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 6. Effectiveness of Quizlet in Vocabulary Retention**Analysis:**

Findings from Table 6 and Bar Chart 6 show that 62.8% of students agree or strongly agree that Quizlet aids effective vocabulary retention, while 6.8% disagree and 30.5% remain neutral. These results suggest that Quizlet positively impacts learning and supports its inclusion in vocabulary study routines, though some students may need more time or guidance to fully benefit from its features.

Item 7: How has Quizlet influenced your ability to recall new vocabulary?**Table n°8 Impact of Quizlet on Vocabulary Recall**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------|-----------|---------|---------------|--------------------|
| Valid | Greatly improved | 12 | 20.3 | 20.3 | 20.3 |
| | No change | 10 | 16.9 | 16.9 | 37.3 |
| | Slightly worsened | 1 | 1.7 | 1.7 | 39.0 |
| | Somewhat improved | 36 | 61.0 | 61.0 | 100.0 |
| | Significantly worsened | 0 | 0.0 | 0.0 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

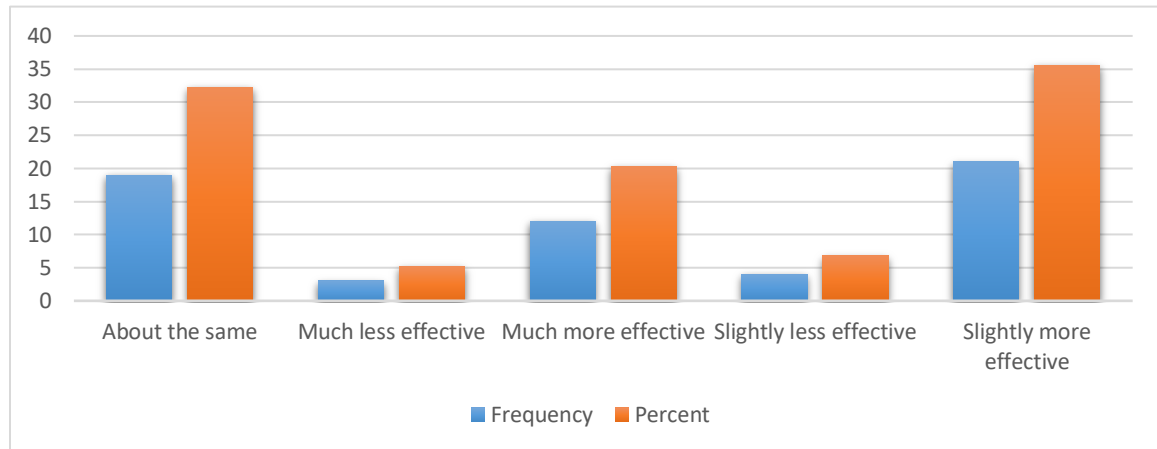
Bar Chart 7. Impact of Quizlet on Vocabulary Recall**Analysis:**

The findings indicate that Quizlet positively impacts vocabulary recall among first-year EFL students at Mohamed Kheider Biskra University, with 61% reporting “somewhat improved” recall and 20.3% “greatly improved.” A small minority (1.7%) noted a decline, and 16.9% saw no change. These results support Quizlet’s effectiveness and favorable student reception.

Item 8: How effective is Quizlet compared to traditional vocabulary learning methods (e.g., word lists, notebooks)?

Table n°9 Quizlet vs Traditional Methods: Effectiveness

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | About the same | 19 | 32.2 | 32.2 | 32.2 |
| | Much less effective | 3 | 5.1 | 5.1 | 37.3 |
| | Much more effective | 12 | 20.3 | 20.3 | 57.6 |
| | Slightly less effective | 4 | 6.8 | 6.8 | 64.4 |
| | Slightly more effective | 21 | 35.6 | 35.6 | 100.0 |
| Total | | 59 | 100.0 | 100.0 | |

Bar Chart 8. Quizlet vs Traditional Methods: Effectiveness**Analysis:**

The results indicate that most first-year EFL students view Quizlet as equally or more effective than traditional vocabulary learning methods, with 55.9% rating it as “much” or “slightly more effective” and 32.2% seeing no difference. A small minority found it less effective. These findings suggest strong student support for Quizlet and highlight its potential value in EFL instruction, though effectiveness may vary by usage and learning style.

Item 9: How motivated do you feel when using Quizlet to study vocabulary?**Table n° 10 Learners’ Motivation When Using Quizlet to Study Vocabulary**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Moderately motivated | 17 | 28.8 | 28.8 | 28.8 |
| | Neutral | 21 | 35.6 | 35.6 | 64.4 |
| | Not motivated at all | 3 | 5.1 | 5.1 | 69.5 |
| | Slightly unmotivated | 1 | 1.7 | 1.7 | 71.2 |
| | Very motivated | 17 | 28.8 | 28.8 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

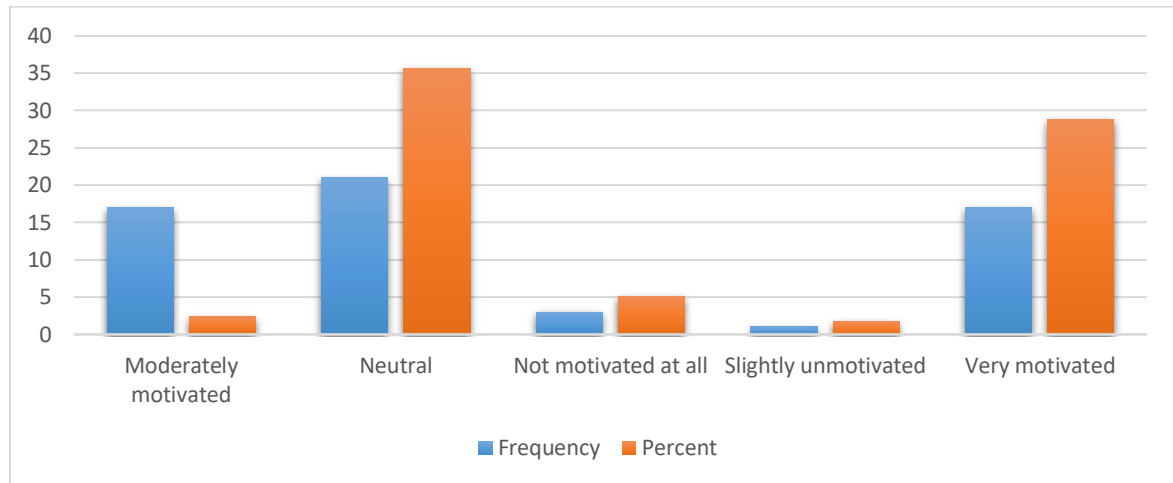
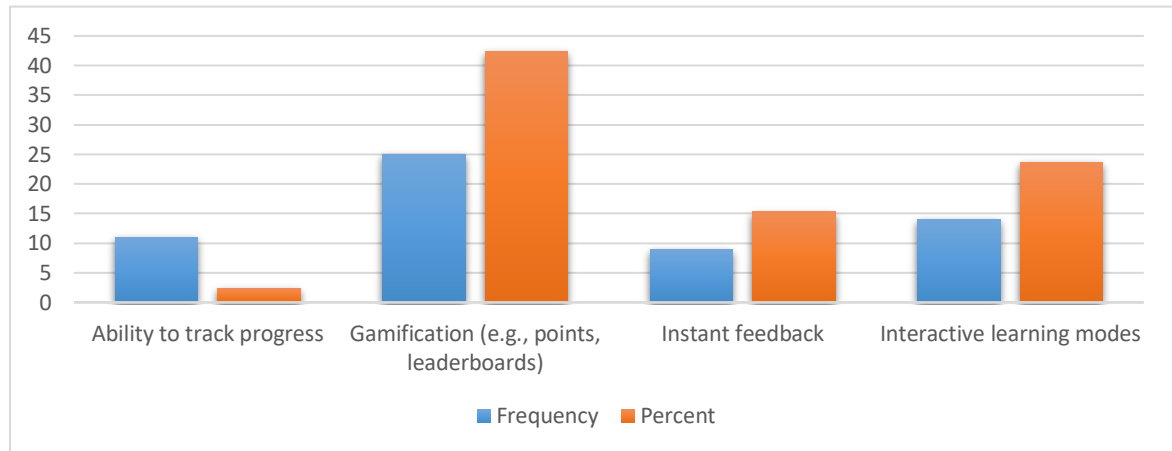
Bar Chart 9. Learners' Motivation When Using Quizlet to Study Vocabulary**Analysis:**

Table 10 and Bar Chart 9 show mostly positive motivation levels with 58% feeling moderately or very motivated, 36% neutral, and a few unmotivated. These results indicate Quizlet's positive impact on motivation but suggest the need for additional strategies to engage less motivated learners.

Item 10: What do you find most motivating about Quizlet?**Table n° 11 Most Motivating Aspects of Using Quizlet**

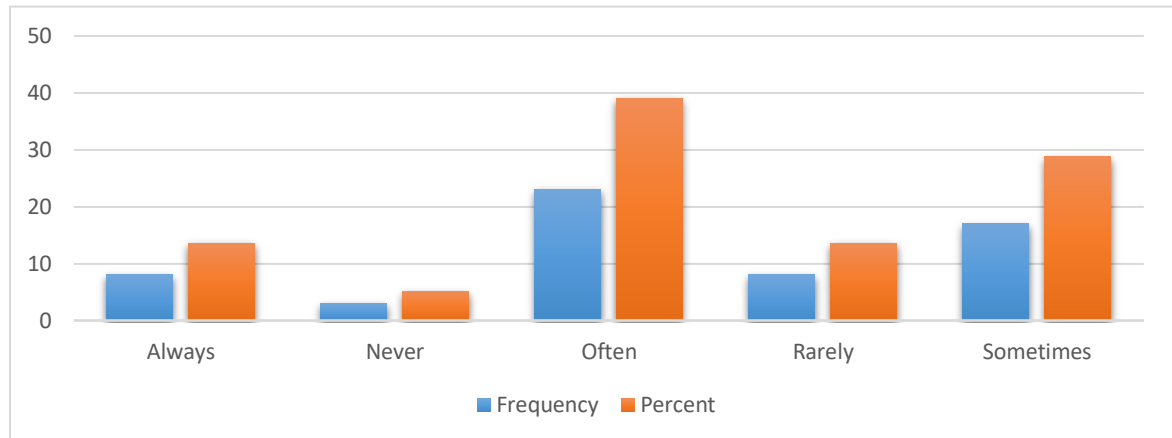
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | Ability to track progress | 11 | 18.6 | 18.6 | 18.6 |
| | Gamification (e.g., points, leaderboards) | 25 | 42.4 | 42.4 | 61.0 |
| | Instant feedback | 9 | 15.3 | 15.3 | 76.3 |
| | Interactive learning modes | 14 | 23.7 | 23.7 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 10. Most Motivating Aspects of Using Quizlet**Analysis:**

Item 10 data revealed that 42.4% of students find gamification elements like leaderboards and points most motivating. Interactive learning modes (23.7%) and progress tracking (18.6%) also support motivation, while instant feedback (15.3%) is less valued. These findings emphasize the role of gamified and interactive features in enhancing motivation and engagement in digital vocabulary learning.

Item 11: How often do you feel a sense of achievement when using Quizlet?**Table n° 12 Frequency of Learners' Sense of Achievement When Using Quizlet**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Always | 8 | 13.6 | 13.6 | 13.6 |
| | Never | 3 | 5.1 | 5.1 | 18.6 |
| | Often | 23 | 39.0 | 39.0 | 57.6 |
| | Rarely | 8 | 13.6 | 13.6 | 71.2 |
| | Sometimes | 17 | 28.8 | 28.8 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 11. Frequency of Learners' Sense of Achievement When Using Quizlet***Analysis:***

The table and bar chart results indicate that most students experience a sense of achievement when using Quizlet. High frequencies of "often" and "sometimes" responses suggest that Quizlet's interactive, goal-oriented features effectively encourage students and enhance their self-esteem, promoting motivation and a positive learning experience.

Item 12: What challenges have you faced while using Quizlet for vocabulary learning?***Analysis:***

Item 12 responses highlighted challenges with Quizlet, including repetitive content, limited context, technical issues, and interface confusion, though some students reported no problems. These findings suggest a need to improve usability and accessibility.

Item 13: In what ways does Quizlet affect your Motivation and interest in vocabulary learning?

Analysis:

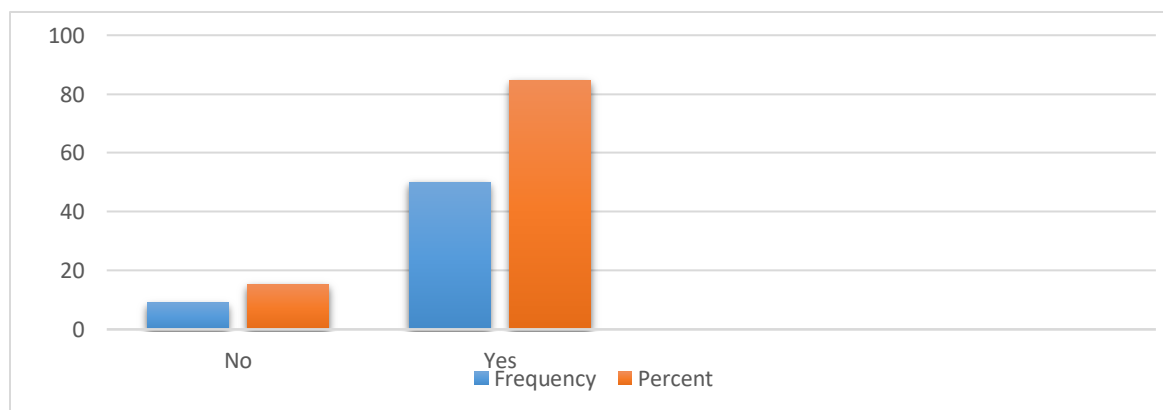
Item 13 responses showed that Quizlet boosts motivation and interest in vocabulary learning through interactive features such as games, quizzes, and progress tracking. While these tools promote focus and regular practice, some students preferred face-to-face interaction, indicating varied motivational effects depending on learner preferences.

Item 14: Would you recommend Quizlet to other students for vocabulary learning?

Table n° 13: Student Recommendations Frequency for Quizlet Users

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | No | 9 | 15.3 | 15.3 | 15.3 |
| | Yes | 50 | 84.7 | 84.7 | 100.0 |
| | Total | 59 | 100.0 | 100.0 | |

Bar Chart 12. Student Recommendations Frequency for Quizlet Users



Analysis:

Item 14 results revealed that 84.7% of first-year EFL students would recommend Quizlet, indicating strong overall satisfaction with its usefulness and ease of use. This

high approval rate underscores Quizlet's perceived value as an effective vocabulary learning tool and supports its continued integration into EFL instruction.

If the answer to the previous question is "Yes," say why. if the answer is "No," say why not?

Analysis:

Responses to Item 14 showed that most students recommend Quizlet for vocabulary learning, highlighting its interactive features, such as flashcards, games, quizzes, and spaced repetition, as effective and engaging. Students valued its accessibility and adaptability to different learning styles. While a few preferred traditional or context-rich approaches, overall feedback indicated strong approval of Quizlet as a convenient and motivating tool.

Item 15: How has Quizlet helped you improve your vocabulary learning?

Analysis:

Most students considered Quizlet an effective tool for vocabulary learning, citing features like flashcards, spaced repetition, and pronunciation support as helpful for memorization and motivation. Tools for progress tracking and feedback were also appreciated. A few students, however, preferred traditional methods, suggesting that effectiveness depends on individual learning styles and usage.

Item 16: What suggestions do you have for using Quizlet more effectively in vocabulary learning?

Analysis:

Responses to Item 16 highlighted the importance of consistent, contextualized, and varied use of Quizlet. Students recommended daily practice, multimedia-rich custom

flashcards, integration with classroom tasks, and enhanced features such as offline access and game variety to improve vocabulary learning outcomes.

Discussion and Interpretation of the Questionnaire's Results

The questionnaire results provide a comprehensive insight into Quizlet's perceptions and usage patterns among first-year EFL students at the University of Mohamed Khider Biskra. The findings reveal that while most students engage in vocabulary study irregularly and primarily when required, there is a clear preference for interactive and multimedia learning methods, such as watching movies and using mobile apps, over traditional techniques like notebooks or paper flashcards. This preference aligns with the general openness to digital tools, with many students favoring or combining platforms like Quizlet with conventional methods. However, despite many students having tried Quizlet, regular usage remains limited, with nearly half using it only occasionally, indicating a need to promote more consistent engagement. Among the features offered by Quizlet, games emerge as the most popular, followed by flashcards and spaced repetition, underscoring students' inclination towards interactive and effective memorization tools.

Most students agree that Quizlet effectively supports vocabulary retention, with a significant majority reporting improved recall after using the platform, and over half considering it more effective than traditional methods. Motivation levels are generally moderate to high when using Quizlet, although some students remain neutral, suggesting opportunities to enhance the motivational aspects further. Gamification elements, such as points and leaderboards, are identified as the strongest motivators, complemented by interactive learning modes and progress tracking, which also contribute to a frequent

sense of achievement among users, fostering learner confidence and positive reinforcement. Nevertheless, students face challenges including repetitiveness, insufficient contextual information, technical issues, and distractions, which indicate areas where both platform design and instructional guidance could be improved.

Despite these limitations, Quizlet is credited with making vocabulary learning faster, more organized, and more engaging, largely due to features like flashcards, spaced repetition, and instant feedback. Most students would recommend Quizlet to their peers, reflecting high satisfaction and perceived usefulness. To maximize its benefits, students suggest consistent use, the creation of personalized and context-rich flashcards, integration with other language skills, diverse study modes, and improved offline access. Overall, these findings highlight Quizlet's potential as an effective vocabulary learning tool that enhances motivation and retention, while also emphasizing the importance of addressing usage challenges and tailoring strategies to individual learner preferences to optimize learning outcomes.

Conclusion

In summary, this chapter presented the analysis and interpretation of the questionnaire data regarding first-year EFL students' use and perceptions of Quizlet for vocabulary learning at the University of Mohamed Khider Biskra. The chapter focused on examining students' learning habits, preferences, and challenges, as well as their attitudes toward the effectiveness and motivational impact of Quizlet. A mixed-methods approach was adopted using a single data collection tool: a questionnaire comprising both closed- and open-ended items. The findings revealed that although many students study vocabulary irregularly, they show a strong preference for digital and interactive tools

such as Quizlet. Students reported improved vocabulary retention and recall, increased motivation, and a positive overall experience with the platform, especially its gamified and multimedia features. Despite some reported limitations, such as a lack of contextual depth, technical issues, and inconsistent use, Quizlet was widely recommended by participants. Therefore, it can be concluded that Quizlet is a valuable and engaging vocabulary learning tool for EFL learners, though its effectiveness depends on consistent use, contextual application, and proper integration into broader language learning practices.

Pedagogical Recommendations

- **Integrate Quizlet into Instruction**

Embed Quizlet activities into the curriculum with weekly vocabulary sets and aligned learning modes to support course objectives.

- **Encourage Active Engagement**

Have students create their flashcards and use collaborative tools like Quizlet Live to boost motivation and participation.

- **Provide Orientation and Support**

Offer a brief introduction to Quizlet and share guides for students needing digital assistance throughout the course.

- **Combine Digital and Traditional Methods**

Use Quizlet alongside discussions, writing tasks, and contextual practice for comprehensive vocabulary learning.

- **Monitor and Give Feedback**

Track student progress on Quizlet and provide feedback to support improvement and strategic learning.

- **Ensure Access and Inclusion**

Address device and connectivity needs and offer alternatives or support for students with limited digital skills.

- **Promote Motivation and Autonomy**

Use Quizlet's interactive features to make learning enjoyable and encourage students to set and track personal goals.

General Conclusion

This study investigated the impact of Quizlet as a digital learning tool in enhancing vocabulary acquisition and student motivation among first-year English as a Foreign Language (EFL) students at Biskra University. Recognizing the limitations of traditional vocabulary instruction, often reliant on rote memorization and characterized by low learner engagement, the research sought to determine whether the interactive and gamified features of Quizlet could meaningfully improve vocabulary learning outcomes. Anchored in self-determination theory, which emphasizes intrinsic motivation and learner autonomy, the study explored Quizlet's potential to make vocabulary learning more dynamic and learner-centered.

The findings revealed that Quizlet significantly enhances vocabulary acquisition by offering varied, engaging, and effective learning modes such as flashcards, spaced repetition, and interactive games. These features were shown to improve both the retention and recall of new vocabulary while simultaneously increasing students' motivation and enjoyment in the learning process. Participants reported a more positive attitude toward vocabulary learning when using Quizlet, underscoring its value as a motivational and pedagogical tool. However, the study also highlighted several challenges, including technical issues and disparities in digital literacy, which may hinder some students from fully benefiting from the platform. Additionally, the reliance on a single research instrument, a questionnaire, and the focus on a specific student group at one university limit the generalizability of the results.

Despite these limitations, the research contributes meaningful insights into the role of educational technology in EFL contexts, particularly within the Algerian higher education system. It affirms the pedagogical potential of integrating digital tools like Quizlet into language instruction to promote more engaging, effective, and autonomous learning experiences. The study recommends that educators adopt a blended approach, combining technology with traditional methods to address diverse learner needs. Future research is encouraged to employ mixed or longitudinal methodologies, broaden participant demographics, and investigate the sustained impact of such tools across varying educational environments. Overall, this study provides a foundation for enhancing vocabulary instruction through digital innovation while encouraging continued exploration of technology-enhanced language learning.

References

- Ahmadi, A., & Sahragard, R. (2022). Motivation in second language acquisition: A review of theories and practices. *Journal of Language and Communication Studies*, 8(2), 45–64.
- Alastuey, M. C., & Nemeth, C. (2020). Comparative effects of Quizlet and traditional methods on EFL learners. *Language and Technology*, 18(2), 67–89.
- Ali, A., & Anwar, B. (2021). Challenges in formal vocabulary application for EFL learners. *International Journal of Linguistics and Language Teaching*, 5(1), 67–80.
- Anjaniputra, A. G., & Salsabila, V. A. (2018). Enhancing vocabulary learning through gamified platforms: A case study on Quizlet. *Journal of Language Studies*, 15(3), 104–121.
- Arc Journals. (2021). The role of vocabulary in academic success through reading engagement. *Language and Education Studies*, 14(3), 123–134.
- Atlantis Press. (2020). Effective vocabulary learning through Quizlet: Receptive vs. productive skills. *Educational Technology Research*, 23(1), 45–52.
- Baytar, A. (2020). The impact of gamification in digital vocabulary tools on intrinsic motivation. *Journal of Educational Psychology*, 22(3), 87–99.
- Boudiaf, H. (2020). The impact of motivation in EFL learning: A theoretical perspective. *Journal of Applied Linguistics*, 10(1), 55–70.
- Cahyono, B. Y., & Widiati, U. (2011). The teaching of EFL vocabulary in the Indonesian context: The state of the art. *TEFLIN Journal*, 22(2), 183–193.
- Chaudhuri, A. (2021). Technology in modern language learning: Benefits and challenges. *International Journal of Language Studies*, 14(2), 33–48.

- Chen, Y., & Wang, X. (2021). Digital tools and motivation in vocabulary acquisition: A self-determination framework. *Journal of Language Education and Technology*, 9(1), 67–85.
- DIVA Portal. (2021). Collaborative learning strategies for vocabulary growth in EFL contexts. *Language Learning and Development*, 15(3), 88–98.
- Dizon, G. (2016). Quizlet in the EFL classroom: Enhancing vocabulary learning and motivation. *Language Learning and Technology*, 20(2), 129–143.
- Dizon, G., & Tang, Y. (2024). Digital flashcards in second language vocabulary acquisition: A meta-analysis. *Journal of Applied Linguistics*, 15(1), 45–67.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- EduSoft Learning. (2024). Mobile-assisted language learning: Current trends and future directions. *Journal of Educational Technology Research*, 12(4), 23–35.
- ELT News. (n.d.). The importance of vocabulary acquisition in EFL learning. *ELT News Online Archive*. Retrieved May 21, 2025, from <https://www.eltnews.com>
- ERIC. (2022). Interactive learning through gamification: A review of Quizlet. *Educational Research*, 29(2), 56–75.
- European Proceedings. (2023). Vocabulary thresholds for reading comprehension in EFL learners. *European Proceedings of Educational Research*, 19(2), 99–115.
- Fatimah, N. (2022). The role of Quizlet in flipped classrooms for vocabulary learning. *Journal of Educational Technology Research*, 14(3), 23–41.

- Frontiers in Psychology. (2024). Gamification in education: Enhancing motivation and engagement. *Frontiers in Psychology*, 15(1), 78–94.
- Gagić, M., & Gajić, D. (2023). Digital platforms in language learning: A review of tools like Duolingo and Zoom. *Journal of Educational Innovation*, 11(2), 45–67.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C. (2010). Motivation and second language acquisition: The socio-educational model. *Journal of Language and Social Psychology*, 29(1), 59–86.
- Husna, N. (2020). Enhancing vocabulary retention and motivation with Quizlet. *Journal of Linguistics and Language Education*, 7(3), 101–110.
- Jantarakantee, T., & Pongpairoj, N. (2023). The motivational effects of personalized flashcards in EFL settings. *Asian Journal of Language Education*, 5(4), 89–104.
- Kaushanskaya, M., & Marian, V. (2009). Bilingualism and the development of cognitive control. *International Journal of Bilingualism*, 13(2), 121–143.
- Learn Worlds. (n.d.). Quizlet as a tool for mobile-assisted vocabulary learning. Retrieved May 21, 2025, from <https://www.learnworlds.com>
- Liu, X., Zhang, L., & Wang, H. (2023). Cognitive and constructivist approaches in digital vocabulary learning. *Journal of Educational Research and Innovation*, 15(4), 56–74.
- Lukov, A. (2022). The cognitive benefits of spaced repetition in digital vocabulary tools. *Journal of Cognitive Linguistics*, 19(3), 56–74.
- Mohammadi, M., Zarei, A., & Ahangari, S. (2022). Reducing EFL anxiety through gamified vocabulary tools. *Journal of Language and Pedagogy*, 11(2), 45–67.

- Nguyen, T. T. (2023). Challenges and benefits of Quizlet in EFL vocabulary instruction. *Journal of Language Studies*, 17(2), 34–56.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), 57–85.
- Platzer, H. (2020). The role of digital flashcards in Japanese EFL classrooms. *Asian Journal of English Language Teaching*, 10(1), 23–45.
- Rahman, M. M. (2017). Exploring integrative and instrumental motivation in EFL learners. *Journal of Educational Studies*, 19(2), 78–92.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Sadeghi, K., & Ketabi, S. (2019). Long-term retention in vocabulary learning: Challenges and strategies. *Journal of Applied Linguistics*, 16(3), 45–67.
- Sanosi, A. B. (2018). The effectiveness of Quizlet in enhancing EFL vocabulary acquisition. *Journal of Educational Technology*, 10(4), 23–35.
- Santi, G., & Widodo, H. P. (2021). Motivation and natural learning opportunities in EFL contexts. *International Journal of Language Education*, 5(2), 45–60.
- Sari, R. (2016). Pronunciation issues among EFL learners: Challenges and solutions. *International Journal of Applied Linguistics*, 12(1), 56–78.
- Setiawan, R., & Wiedarti, H. (2020). Enhancing vocabulary retention through Quizlet's gamified features. *Journal of Language Teaching*, 18(2), 45–67.

- Suryani, R., & Rachmawati, A. (2022). Sociocultural perspectives in collaborative vocabulary learning. *Language Education Research Journal*, 8(2), 89–102.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wijaya, H., Santoso, B., & Hidayat, T. (2023). Comparing behaviorist and constructivist models in vocabulary instruction. *Journal of Language Teaching Methods*, 12(3), 56–78.
- Zhou, Y., & Luo, J. (2023). Classroom integration of digital tools: Challenges and solutions. *Journal of Educational Technology*, 21(1), 34–53.

The Appendices

The Student's Questionnaire

A Questionnaire for First-Year EFL Students at UMKB

Dear Participant,

You are kindly invited to answer this questionnaire, which is designed to collect data for a Master's dissertation. This study aims to investigate the impact of Quizlet on vocabulary acquisition and student motivation among first-year EFL students.

Your responses will help assess the effectiveness of Quizlet as a digital learning tool in enhancing vocabulary learning and influencing student motivation. Your participation is highly valued, and all responses will remain confidential.

Thank you for your time and cooperation.

Please, tick where you find it suitable.

Section One: General Information

Q1. How often do you actively study or practice English vocabulary?

- **Never** ☐
- **Rarely** ☐
- **Sometimes** ☐
- **Often** ☐
- **Very often** ☐

Q2. Which of the following ways do you commonly use to learn new vocabulary? (You may select more than one option.)

- **Reading books, articles, or other texts** ☐
- **Writing new words in a notebook** ☐
- **Using paper flashcard** ☐
- **Using mobile apps (e.g., Quizlet, Anki, Memrise)** ☐
- **Watching movies or listening to music** ☐
- **Engaging in conversations and practices** ☐
- **Other (please specify):** ☐

Q3. Do you prefer using digital tools (e.g., Quizlet, Anki, Memrise) over traditional methods (e.g., notebooks, word lists) to learn vocabulary?

- ☐ **Yes, I prefer digital tools** ☐
- ☐ **No, I prefer traditional methods** ☐
- ☐ **I like using both equally** ☐
- ☐ **I've never tried digital tools**

Section Two: Vocabulary Acquisition Using Quizlet

Q4. How often do you use Quizlet for vocabulary learning?

- ☐ **Always** ☐
- ☐ **Often** ☐
- ☐ **Sometimes** ☐
- ☐ **Rarely** ☐
- ☐ **Never** ☐

Q5. Which Quizlet features do you use the most? (Check all that apply)

- ☐ **Flashcards** ☐
- ☐ **Learn Mode** ☐
- ☐ **Spaced Repetition** ☐
- ☐ **Games (e.g., Match, Gravity)** ☐
- ☐ **Quizlet Live** ☐

Q6. Do you think Quizlet helps you retain new vocabulary effectively?

- ☐ **Strongly agree** ☐
- ☐ **Agree** ☐
- ☐ **Neutral**
- ☐ **Disagree** ☐
- ☐ **Strongly disagree** ☐

Q7. How has Quizlet influenced your ability to recall new vocabulary?

- ☐ **Greatly improved** ☐
- ☐ **Somewhat improved** ☐
- ☐ **No change** ☐
- ☐ **Slightly worsened** ☐
- ☐ **Significantly worsened** ☐

Q8. How effective is Quizlet compared to traditional vocabulary learning methods (e.g., word lists, notebooks)?

- ☐ **Much more effective** ☐
- ☐ **Slightly more effective** ☐
- ☐ **About the same** ☐
- ☐ **Slightly less effective** ☐
- ☐ **Much less effective** ☐

Section Three: Student Motivation with Quizlet

Q9. How motivated do you feel when using Quizlet to study vocabulary?

- ☐ **Very motivated** ☐
- ☐ **Moderately motivated** ☐
- ☐ **Neutral** ☐
- ☐ **Slightly unmotivated** ☐
- ☐ **Not motivated at all** ☐

Q10. What do you find most motivating about Quizlet?

- ☐ **Gamification (e.g., points, leaderboards)** ☐
- ☐ **Interactive learning modes** ☐
- ☐ **Instant feedback** ☐
- ☐ **Ability to track progress** ☐

Q11. How often do you feel a sense of achievement when using Quizlet?

- ☐ **Always** ☐
- ☐ **Often** ☐
- ☐ **Sometimes** ☐
- ☐ **Rarely** ☐
- ☐ **Never** ☐

Q12. What challenges have you faced while using Quizlet for vocabulary learning?

.....

.....

.....

Q13. In what ways does Quizlet affect your Motivation and interest in vocabulary learning?

.....

.....

.....

Q14. Would you recommend Quizlet to other students for vocabulary learning?

- ☐ **Yes** ☐
- ☐ **No** ☐

Why?

.....

.....

.....

Q15. How has Quizlet helped you improve your vocabulary learning?

.....

.....

.....

Q16. What suggestions do you have for using Quizlet more effectively in vocabulary learning?

.....

.....

.....

الملخص

يهدف هذا البحث إلى دراسة تأثير استخدام منصة Quizlet الرقمية على اكتساب المفردات وتحفيز طلاب السنة الأولى لتعلم اللغة الإنجليزية كلغة أجنبية (EFL) في جامعة بسكرة. يواجه العديد من الطلبة صعوبات في حفظ واسترجاع المفردات الجديدة بسبب اعتمادهم على الأساليب التقليدية التي تركز على الحفظ الصّرف، مما يؤدي غالباً إلى انخفاض مستويات الدافعية لديهم. توفر منصة Quizlet حلاً مبتكراً من خلال بطاقتها التعليمية التفاعلية، واعتمادها على تقنية التكرار المتباعد، بالإضافة إلى أنشطة تعليمية ممتعة تعزز التفاعل وتشجع على التعلم الذاتي الفعّال. اعتمدت الدراسة على منهجية البحث المختلط، من خلال استبيان وُزِعَ على عينة مكونة من 124 طالباً من أصل 827 طالباً في السنة الأولى، بهدف قياس مدى تأثير استخدام Quizlet على اكتساب المفردات ومستوى الدافعية. أظهرت النتائج تحسناً ملحوظاً في تحصيل المفردات وزيادة الدافعية لدى الطلبة الذين استخدموا المنصة، مقارنة بالأساليب التقليدية. كما عبّر الطلبة عن رضاهم تجاه الطابع التفاعلي للمنصة، والذي جعل من عملية التعلم أكثر جذباً وأقل مللاً. ومع ذلك، برزت بعض التحديات مثل الصعوبات التقنية وتفاوت الكفاءة الرقمية بين الطلبة. توفر هذه الدراسة توصيات عملية للأساتذة حول دمج أدوات التعلم الرقمية مثل Quizlet في تدريس اللغة الإنجليزية لتعزيز اكتساب المفردات وتحفيز الطلبة. كما تساهم النتائج في إثراء النقاش الأكاديمي حول دور التكنولوجيا في تعليم اللغات، وتفتح آفاقاً لأبحاث مستقبلية في هذا المجال.

الكلمات المفتاحية: كويزلت، اكتساب المفردات، تحفيز الطلبة، اللغة الإنجليزية كلغة أجنبية، أدوات التعلم

الرقمية، السنة الأولى، جامعة بسكرة، تكنولوجيا التعليم، التكرار المتباعد، التعلم التفاعلي