Quizlet's Usefulness for Vocabulary Learning: Perceptions of High-Level and Low-Level Chinese College EFL Learners

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Abstract:- This study investigates the perceived usefulness of Quizlet for vocabulary learning among Chinese college EFL learners and examines differences in perceptions between high-level and low-level learners based on their post-test scores. A descriptive research design was employed, utilizing a web-based survey to gather quantitative data from 95 students in Shandong province, China, after an 8-week intervention using Quizlet. The survey was based on the Technology Acceptance Model (TAM) and focused on perceived usefulness. The findings reveal that overall, students hold a positive attitude towards Quizlet, with an overall mean score of 3.81 (SD = 0.64), indicating its perceived utility in enhancing vocabulary acquisition. Specifically, Quizlet was found to be particularly beneficial for improving both receptive (M=4.18, SD=0.70) and productive (M=4.17, SD=0.68) vocabulary knowledge. However, its perceived usefulness in improving broader language skills such as reading, writing, speaking, and listening was comparatively lower. An independent samples t-test indicated no significant difference in the overall perceived usefulness between high-level and low-level learners, though high-level learners perceived greater benefits in learning speed and productive vocabulary knowledge. These insights suggest that while Quizlet is a valuable tool for vocabulary learning, its integration should be complemented with other methods to address comprehensive language development. The study's implications highlight the need for tailored instructional strategies to optimize digital tools like Quizlet across different proficiency levels in EFL contexts.

Keywords:- Quizlet; Vocabulary Learning; EFL Learners, Chinese Higher Education, Digital Tools.

I. INTRODUCTION

English language education in China holds immense significance, mandated from early primary school through higher education, serving over 400 million learners [1][2]. Despite this widespread exposure, many Chinese college students grapple with mastering English vocabulary, which is pivotal for developing proficiency across all language skills [3][4].

The evolution of digital technologies, such as the Internet and smartphones, has transformed educational practices by introducing innovative approaches like digital game-based learning for vocabulary acquisition [5]. These advancements have given rise to platforms like Quizlet, a web-based tool enabling users to create, share, and study digital flashcards across various subjects, including language education.

This study aims to investigate Chinese college EFL learners' perceptions of Quizlet's usefulness for vocabulary learning and to explore differences in these perceptions between high-level and low-level learners based on their post-test scores. While digital technologies have demonstrated potential to enhance motivation and engagement in language learning contexts [6][7], there remains a gap in understanding how Chinese college students specifically perceive Quizlet's usefulness for vocabulary acquisition. Effective integration of digital tools in education hinges on learners' perceptions and preferences [8][9]. Furthermore, [10] underscored the necessity for inclusive research across varied educational levels to fully comprehend Quizlet's efficacy. Therefore, this study aims to fill this gap by exploring Chinese college EFL learners' perspectives on Quizlet, aiming to provide crucial insights for enhancing language teaching strategies within Chinese higher education.

II. LITERATURE REVIEW

Vocabulary acquisition plays a pivotal role in language proficiency across diverse educational contexts. In China, despite early exposure to English education starting from primary school, many students struggle with expanding their vocabulary, which significantly impacts overall language competence [11]. This underscores the necessity for effective vocabulary learning strategies tailored to support learners in overcoming these challenges.

Digital game-based learning has garnered attention for its potential to transform traditional memorization into engaging and interactive experiences [5]. [6] investigated the impact of digital game-based vocabulary learning among Korean middle school students, noting positive attitudes despite statistically insignificant differences in vocabulary scores compared to traditional methods. Similarly, studies by [7] and [12] highlighted the effectiveness of digital