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Students' Perceptions on the Effectiveness of Integrating Quizlet in Teaching and Learning Vocabulary

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Abstract

Vocabulary refers to the collection of words an individual acquires, understands, and uses for effective communication in any language. Vocabulary learning is important for achieving fluency in a foreign language. With technological evolution, teaching and learning practices in teaching vocabulary have taken a significant leap. Various applications and software have been used in the classroom to help learners enrich their vocabulary. The primary purpose of this study was to examine students' perspectives on the effectiveness of integrating Quizlet in the teaching and learning of vocabulary. This study employed an action research design in which Quizlet was integrated into daily classroom teaching over three months for first-semester undergraduate students in Information Communication and Technology Education (BICTE). There were altogether seventeen learners, including twelve boys and seven girls. Google Forms, focus group discussions, and daily journal writing were used as data collection tools. The quantitative data were analyzed descriptively, and the qualitative data were analyzed thematically. The results showed that students have positive views toward using Quizlet for learning vocabulary, and Quizlet-integrated teaching makes them enthusiastic and motivated to learn lexical items. Therefore, it is useful and effective to use Quizlet, particularly ICT tools in general, in the classroom while teaching vocabulary.

Keywords: Quizlet, Vocabulary Learning, Action Research, Technology-Enhanced Language Learning

Background

Vocabulary comprises a collection of lexical items an individual has in a target language. In other words, vocabulary is the collection of words learners either understand

or use in their daily life (Hiebert & Kamil, 2005). Possessing an adequate repertoire of vocabulary is fundamental for effective communication (Katushemerewe & Rugyema, 2025; Paudel, 2025). Highlighting the importance for learners to expand their knowledge of lexical items, Nation (2006) argues that second language learners should understand around 8000 lexical families for better listening or reading, and 6,000-7,000 lexical items to understand spoken texts. Many studies show that integrating information communication technology (ICT) helps learners increase their knowledge of vocabulary for communicative competence (Saidova, 2025; Yeganehpour & Jalilzadeh, 2022).

In the context of developing countries, ICTs are often taken as empowering tools that provide learners with access to opportunities and choices that were hitherto not available (Shrestha, 2012). Integrating technology in teaching develops learners' autonomy and engaging learners in the learning process. Similarly, it is used to develop caring, trusting relationships, helping in building good rapport (Harmer, 2008) between a teacher and their students, and among students, which in turn motivates them to get involved in learning activities. Learning with technology is far more effective when peer learning and interaction are optimized, such as with collaborative tools (Hattie, 2013) or assistive technology tools (Maor, Currie, & Drewry, 2011).

Mastering and retaining vocabulary for a longer time can be challenging for English as a foreign or second language learners (National, 2001). Harmer (2008) emphasizes that students can increase vocabulary power through extensive book reading, listening to audio, and watching movies. These strategies help learners develop their vocabulary power without being conscious but may not be adequate for academic purposes.

Vocabulary learning is a difficult and dull procedure since pupils must repeat words several times (Albalawi, 2024). Language learners have acknowledged difficulty remembering words (Chen & Chung, 2008). Multimodal presentation and spaced repetition (Kohnke, Zhang, & Zou, 2019) are the two approaches for vocabulary learning. Multimodal presentation implies that students are exposed to terms visually and orally, which activates both channels and enhances vocabulary retention. Spaced repetition allows learners to repeat words at regular intervals, which increases the likelihood of long-term retention (Kohnke, Zhang, & Zou, 2019). The appropriate application of multimodal and spaced repetition methods results in vocabulary learning outcomes.

Flashcards are generally used in teaching vocabulary, but with the development of various applications and software, electronic flashcards are popular in vocabulary instruction. Vocabulary learning has been gamified with the use of different apps and software. Quizlet is an application that makes vocabulary learning engaging and enjoyable for learners. Previous studies have highlighted the benefits of using electronic flashcards Nesselhauf & Tschichold (2002).

Quizlet allows both learners and teachers to create flashcards and offers flexibility in adding images, various types of quizzes and exercises, audio for words, and support for multiple languages. Similarly, Quizlet links can be shared with individual students via URL

links or codes, allowing them to study at their own pace (Waluyo & Bucol, 2021). Various research studies carried out in different countries highlighted students' positive perceptions of Quizlet as a learning tool (Pham, 2022; Dizon, 2016). Similarly, Aprilani and Suryaman, (2021) carried out a research study on senior high school students and found that students are more enthusiastic about learning vocabulary using Quizlet; however, learners are not comfortable with some features of Quizlet, such as Matching, as well as some spelling and definition errors and unnatural pronunciation (Pham, 2022).

Many studies have established that integrating technologies into the teaching and learning process develops learners' lexical items (Marzban et al., 2018). Similarly, other studies conducted in many countries show that Quizlet is one of the applications and web-based platforms for effective vocabulary learning (Özdemir & Seçkin, 2024; Öcel & Subergil, 2025). Quizlet has different features such as Flashcards, Write, Spell, Learn, Match, Test, and Gravity (Quizlet, 2021). The Flashcards feature provides users with the definition of a word. Different images and sounds of the words can be linked to flashcards so that learners get not only the meaning of the terms but also their pronunciation accompanied by the associated pictures. The second feature, *Learn*, allows users to study vocabulary with multiple questions, and students can choose to answer in English or in their first language. The third feature is *Spell*, which allows users to type their answers from what they hear. The fourth feature, *Write*, asks users to write their answers with definitions given in English or in their mother tongue. The fifth feature, *Match*, asks users to match the terms with their definitions, in which the timer is used to see how fast the users finish it. Similarly, the test feature is important for students practicing vocabulary. The last feature is *Gravity*, in which users have to write their answers for the questions labelled in asteroids.

Quizlet is a free website platform and mobile application in which students can practice vocabulary by playing different games such as repeating flashcards and taking tests. Moreover, students can associate meaning with pictures and sounds in flashcards, which engage and improve lexical development (Çeçen, 2020; Dizon, 2016). Similarly, findings of numerous studies conducted in various countries on students' perceptions of the effectiveness of Quizlet for vocabulary learning indicate that learners generally hold positive attitudes regarding the integration of Quizlet into teaching and learning processes (Aprilani & Suryaman, 2021; Dizon, 2016; Pham, 2022). No research study has been conducted in Nepal following an action research design to explore learners' perceptions of the effectiveness of Quizlet in teaching and learning vocabulary at the Bachelor's level. This study reports the findings of an action research study conducted over three months in the researcher's regular class at the Bachelor's level in Communication and Technology Education (BICTE) First Semester.

Study Design

Action research is employed for solving practical problems in the researcher's daily work. Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve

the ways their educational setting operates, their teaching, and their students' learning (Mills, 2011, as cited in Creswell, 2012). I employed this study design to address the issue I faced in my class—students' lack of enthusiasm to learn vocabulary and to increase enthusiasm in learning vocabulary by using Quizlet in the day-to-day teaching and learning process.

Despite the significance of studying vocabulary, students lacked enough scaffolding or supporting resources. As a result, students skip the vocabulary section of the terminal examinations, which results in low passing rates. After finding the problem, I read literature that focused on ways of encouraging students to learn vocabulary. While reading literature, I found a few studies using Quizlet to help students learn vocabulary. Those studies showed that Quizlet increased the students' enthusiasm for learning vocabulary.

I taught students vocabulary for three months using Quizlet and then collected data through focus group discussions and questionnaires to get their views on the effectiveness of the use of Quizlet in learning vocabulary. The questionnaire was developed in Google Forms, having five different options, viz., strongly agree, agree, neutral, disagree, and strongly disagree, and then distributed online, enabling participants to easily submit forms after filling them without feeling pressure. This also facilitated the researcher creating pie charts for data analysis and interpretation. The researcher asked both closed- and open-ended questions to gather numerical data as well as participants' experiences and perspectives on the issue. Then, the focus group discussion was carried out to generate responses regarding the effectiveness of Quizlet in learning vocabulary. The focus of the focus group discussion was on difficulties they faced while learning vocabulary using the app and possible ways of minimizing these challenges while implementing it with other classes. I maintained a daily diary to capture students' feelings and expressions. After that, data were sorted out, coded, and developed into different themes.

The results are presented in pie charts from the Google Forms, accompanied by data from the focus group discussion. For maintaining anonymity, participants were named P1 and P2... Quantitative data were analyzed descriptively, and qualitative data were analyzed thematically.

Ethical Considerations

I discussed the issue with students and told them not to use their names while reporting the findings of the action research. At the same time, I assured them that if they wished not to participate in the focus group discussion and fill in the questionnaire, they could do it without any consequences. Similarly, the researcher obtained oral consent after making them aware of the scope and purpose of the research.

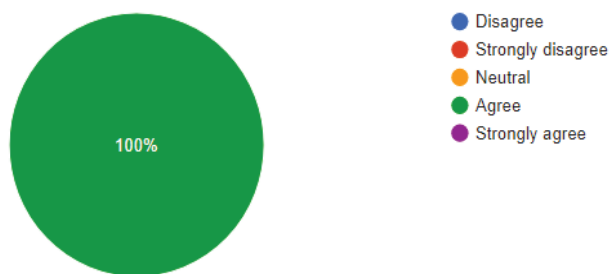
Results

The main objective of this action research was to understand students' perceptions of the effectiveness of Quizlet in teaching and learning vocabulary after integrating Quizlet into the daily teaching and learning process over three months. This section presents the findings

derived from descriptive analysis, including frequencies, percentages, and pie charts. The quantitative findings are complemented by qualitative data, analyzed thematically to explain, corroborate, and challenge to provide a more comprehensive understanding of students' perceptions.

Figure 1

Quizlet is easy to use.



shows that all respondents agreed that using Quizlet is easy for learning vocabulary. P3 states, "It was easy for me because I quickly learned to use it and practiced vocabulary at home". Similarly, P6 expressed that it (Quizlet) supported them in remembering vocabulary faster than before. The Daily Journal (Shrawan 22) shows that they were happy to use Quizlet easily. From the data and Figure 1, I can draw that Quizlet was useful for students in enriching their vocabulary, which required them to communicate ideas and various concepts in their field.

Figure 2

Quizlet made learning vocabulary enjoyable and engaging.



Figure 2 shows that all respondents agreed that integrating Quizlet into teaching vocabulary made their learning vocabulary enjoyable and engaging. They felt that it was like playing games. As P2 said in the focus group discussion, “I practiced quizzes continuously for one hour without interrupting, but without Quizlet, it was difficult to concentrate even for five minutes on practicing vocabulary”. It showed that students practiced vocabulary without knowing that they were learning vocabulary.

Figure 3

Quizlet has improved my study habits for learning vocabulary.

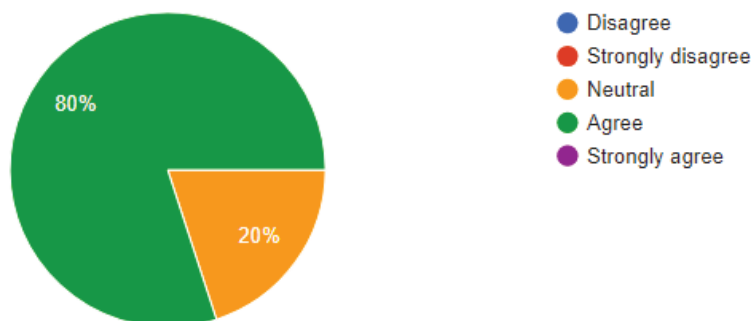


Figure 4

I regularly use Quizlet to reinforce learning vocabulary.

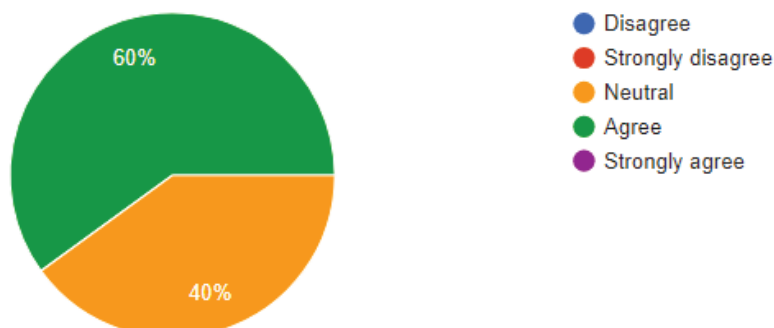


Figure 3 shows 80% of total participants agreed that using Quizlet in teaching and learning vocabulary developed their habits of revising vocabulary; however, 20% of

participants remained neutral regarding improving the habit of learning vocabulary. However, Figure 4 shows that only 60% of participants use Quizlet regularly, and 40% of participants remained neutral. It means students need motivation and encouragement for the regular use of Quizlet, which makes their learning sustainable. However, many students expressed positive responses regarding using Quizlet in vocabulary learning and forming habits. One of the participants (P3) expressed in the focus group discussion, “If I have to do nothing, then I start practicing quizzes, and as a result, I am habituated to it.”

Figure 5

The option to create custom study sets on Quizlet is beneficial for my learning.

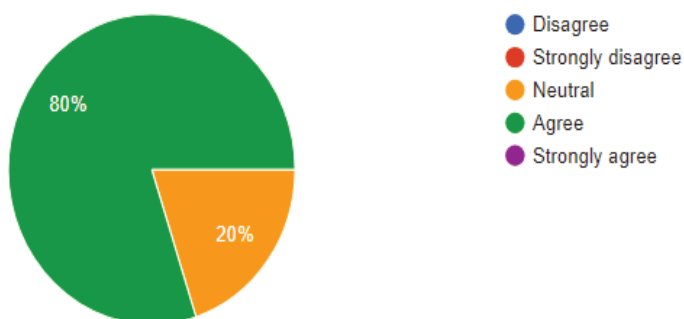


Figure 5 shows that 80 percent of students agreed that custom study sets on Quizlet are beneficial if they practice them. It is one of the features of Quizlet that helps them learn vocabulary or definitions of the terms. P14 expressed their view in the focus group discussion that custom study sets are not only useful in learning vocabulary but also in learning different concepts from education, curriculum, and psychology.

Figure 6

Quizlet's accessibility across different devices (phone, computer, tablet) is convenient for my learning.

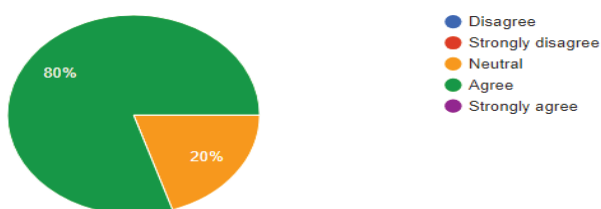


Figure 7

I would recommend Quizlet to others for learning vocabulary.

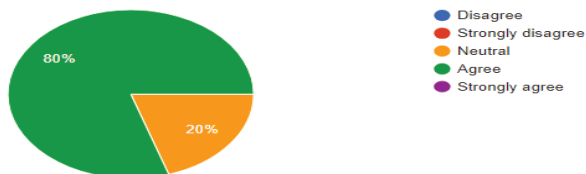


Figure 8

Overall, I am satisfied with Quizlet as a tool for learning vocabulary.

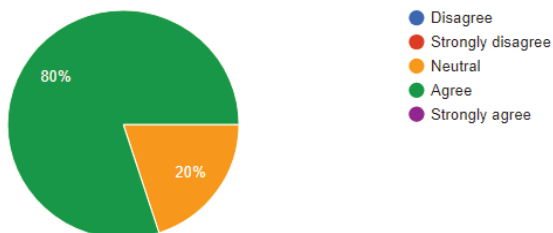


Figure 6 shows that 80 percent of participants expressed their views on the convenience of using Quizlet in learning vocabulary. Similarly, Figures 7 and 8 show that 80 percent of respondents are satisfied and recommended that others use Quizlet for learning vocabulary. However, all participants agreed on the usefulness and convenience of Quizlet as a learning app and recommended it for both faculties and learners. However, qualitative data indicate that students do not show interest in Spell feature of Quizlet as Spell requires students to write meaning or spelling of the words. P 10 expressed, “I don’t like Spell feature as I have to write answer, and I am not confident in spelling of the words.” Similarly, P 6 further said, “I love using Math and Flash Card features.” It shows that students are not interested in taking challenges in learning vocabulary.

Figure 9

Engaging in games and activities on Quizlet enhances my vocabulary learning experience.

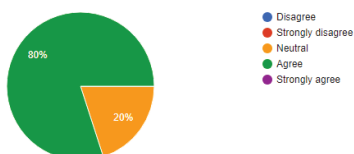


Figure 9 shows that students have good experience while learning vocabulary using the Quizlet app. One of the students in the focus group discussion said that it is easy to use and mobile-friendly; therefore, we can use it anywhere. Another learner shared that he sometimes practices it while coming and going to and from college.

Similarly, data from the diary shows that students were engaged in playing quizzes and the class looked very lively.

Students were doing quizzes. They are challenging among themselves by telling one another about their scores. Students kept on repeating the quiz multiple times until they score hundred percentage (Bhadra 23).

Learners were practicing vocabulary in the classroom by themselves even during breaks using their personal computers (Shrawan 12).

Discussion

The main goals of this study were to investigate students' perceptions of the effectiveness of integrating Quizlet into teaching vocabulary and increasing students' involvement in learning vocabulary. The first finding of the study reveals that students held positive views toward using Quizlet for learning vocabulary, as Quizlet helped them develop the habit of learning vocabulary and revising vocabulary frequently. This aligns with the finding of Aksel (2021), who reported that students' perceptions toward Quizlet were positive. Flash cards/ The finding is also in line with a quasi-experimental study conducted by Van et al. (2020) in Vietnam, which found that Quizlet supports developing students' vocabulary repertoire, sustaining students' willingness to use the app for continuing the learning process. This finding resonates with the present study, as participants in the focus group discussion also expressed enthusiasm and willingness to use Quizlet for vocabulary learning. Different features of Quizlet motivate and engage learners in learning vocabulary. Students in the classroom were more interested in the Match option of Quizlet than in other options. But using only the Match option does not contribute to vocabulary learning, as it is not challenging, and students can guess answers based on word recognition (Tiang-uan, 2020). However, sometimes it was challenging to persuade them to consider other options. When learners were asked to practice the Write option, they did not show much interest because they were supposed to write the spelling of the words. It also shows that students are not ready to take on challenges. We can link it to our education system.

The second finding suggested that students find Quizlet convenient in practicing vocabulary because it can be used across devices. Students who do not have a laptop or a computer can use this app on their smartphones easily. Students' participation and engagement in learning vocabulary increased a lot during the study period. They not only participated in the classroom but also practiced vocabulary at home. This aligns with the findings of Permatasari et al. (2025), who concluded that integrating Quizlet into vocabulary teaching significantly improved students' engagement in the learning process. Integrating technology in English language teaching helps transform the classroom from teacher-fronted to learner-centered (Gyawali, 2024). The finding further reveals students' active

engagement beyond the classroom, too. In teacher-fronted instructional strategies, students generally become passive listeners, which does not support increasing vocabulary repertoire. Furthermore, students do not play a significant role in the teaching and learning process. They listen to the teacher's lecture and write down the teacher's dictation in the notebook (Quamer & Sabahat, 2024). As a result, they develop the habit of being passive and depend on teachers as the sole sources of information and knowledge, which hinders students from developing language competency. Teacher-fronted teaching and learning processes neither facilitate students' foreign language learning nor provide students with the opportunities for developing autonomy and being creative and critical thinkers (Rahmasari et al., 2025).

Conclusion

The findings showed that students were positive about using Quizlet in learning vocabulary. Quizlet facilitates active participation in learning vocabulary. It also supported student agencies in encouraging vocabulary enrichment. Moreover, the app helped learners develop a habit of learning vocabulary as they felt fun while playing quizzes for learning words and their meanings. It highlighted that students followed a systematic approach for learning vocabulary. Integrating Quizlet into teaching vocabulary motivates learners to learn vocabulary continuously.

This study explored only students' perceptions of the effectiveness of Quizlet. It is limited to only one classroom; therefore, its findings cannot be generalized. It requires further study on quasi-experimental or other designs for enriching the literature on the effectiveness of increasing learning achievement.

Implications

Pedagogically, Quizlet is one of the important tools to be incorporated as a learning tool in everyday lessons to aid in learners' vocabulary enrichment, as learners hold positive views on integrating Quizlet. The study also supports the government policy of integrating technology in increasing learners' engagement in the learning process. It also shows that Nepali learners have positive attitudes toward Quizlet integration. Learners have grown up with technology; therefore, technology can be easily used as a supportive aid. However, faculty members need to be cautious in selecting technological tools. Learners need continuous motivation and encouragement to benefit from technological tools. At the same time, students might use their smartphones and laptops for entertainment purposes only if they are not tracked or reminded to do the practice in case some may forget or may not want to do it. Similarly, teachers should provide a weekly report of the class on the top Quizlet performers so that students feel challenged and motivated to learn. Moreover, a faculty member can organize reviews in the classes regularly so that learning becomes sustainable. However, it is necessary to be cautious about the overuse of Quizlet in class.

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