the effects of employing the E-Quizlet technique upon vocabulary development in English

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ABSTRACT—— This research focuses on the main goal of foreign language education: vocabulary acquisition. Teachers can employ online and mobile applications in a variety of ways thanks to modern educational trends and technological advancements. It is necessary to assess the true impact of such a procedure. As a result, the influence of Quizlet, a rapidly increasing application with online and mobile phone versions, on vocabulary acquisition being explored in this experimental-design study. The study included two groups of low-level EFL students from Prince Sattam Bin Abdulaziz Institution al-araq (N = 42). Each group was given a pretest and a posttest and see how well they learned the allotted vocabulary units from our syllabus. After a month of using Active learning techniques for vocabulary study,
Keywords Galleria – CALL – Word Improvement – Result set MALL – CALL – Language Development – Result set

1. INTRODUCTION

The primary goal of foreign language instruction is vocabulary acquisition, which is the focus of this study. Thanks to recent educational trends and technological advancements, teachers can use online and mobile applications in a variety of ways. It is necessary to assess the procedure's genuine impact. As a result, this experimental-design study looked into the effect of Quizlet, a fast expanding program with internet and mobile phone versions, on vocabulary development. At IRAQ Prince Sattam Bin Abdullah University, two groups of low-level Efl students (N = 42) took part in the study. A pretest and a posttest been provided to each group to see how well they remembered the vocabulary units from their course. After using Quizlet, the experimental group participants show a considerable improvement in vocabulary post-test

To assist teachers as well as course designers in effectively teaching vocabulary, researchers give principles that can be applied in a variety of educational situations. One of the concepts suggested in this regard is learning through significance input, in which learners are expected to engage in intentional learning activities such as studying vocabulary from bilingual flashcards and performing curly braces exercises with missing words or matching pairs [2]. These tactics are being applied electronically on a variety of subjects, leveraging technology breakthroughs and the evolving methodology of Computer Assisted Language Learning (CALL). As a consequence, the impact of such approaches on vocabulary acquisition and proficiency must be evaluated. The findings of such measurements can provide advice on how to put these popular teaching techniques into reality..

2. Overview Of Relevant Literature

CALL's implementation in language classes has transformed and expanded the field of second language teaching and learning [3]. Modern teaching and learning strategies "scaffold, aid, and supplement traditional classroom learning materials and activities" [4, p. 420], indicating this transition. As according [5,] smart phones have become useful components in higher education, contributing in the emergence of a new generation of CALL. [4]. CALL's implementation in language classes has transformed and extended the field of second language teaching and learning [3]. Modern teaching and learning methods "scaffold, support, and supplement traditional classroom learning materials and activities" [4, p. 420] reflect this change.

2.- Language Learning via Mobile Apps (MALL)

Globally, there have been seven billion mobile subscribers in 2016 [6], or nearly 96 percent of the entire population. Because of the widespread use of mobile phones, MALL is an inevitable extension of CALL, as described by (Rounder shape) [7], because mobile phone use affects all aspects of life, including language acquisition. MALL [8, also known as M-learning] is stated to "improve second language instruction and learning by putting it into the actual world" [9, p. 71] and "convert learning into a personal, informal, participative, and ubiquitous experience" [5]; [10. The development of the internet, as well as the advent of web - based technologies, has expanded MALL usage. According to [11], "most phone users use the Web, enabling ubiquitous access." *Flashcards is a "web and mobile study program that helps students to learn facts using learning tools and games" [13]. It uses consumer learning modules, which consist of terms and their explanations or descriptions. These modules (known to as study sets by Quizlet) are presented to students in various of ways, including flashcards, games, collaborations, and quizzes, in order to establish rote learning environments that can help students master various topics, particularly languages and vocabulary. There are seven training modes on the website application interface, five of those are available*

on the mobile application interface. Table 7 compares the two interfaces: Table 1 shows the learning modes accessible on Quizlet's website and mobile app.

on website) a ... 1 (on only the ... only the web...	image explanation explanation explanation image...	id users) ph... & iOS) Ap...
Know	...g multiple choice and writing questions, students ca... ...of the words. The complexity of the questions varie... to difficult.	Available
Flashcard	...se explanations or illustrations which clarify the ter... ...shcards can be flipped using clicks or tabs on displ...	Available
Write	...rs are provided the duty of coming up wit definition... ...images that have been presented. If the individual ... error, extra work is necessary.	Available
Spell		. Not availabl...
Test	...ompts are provided for learners to listen to and then... ...If they write a term wrong, they'll hear it read alou... ...whereas the right response is typed on only the scre... ...are provided to learners who listen to and then type... ...hey spell a term wrong, they'll hear it read out loud... ...s, while the correct answer is written only on the di...	Maybe
Match	...can learn the meaning of words by completing mult... ...y questions. The questions range is complexity fro... difficult.	Maybe
Gravity	...l explanations or visuals which elucidate the term, ...uct is not u... ...an be turned utilizing mouse clicks or tabbed on scr... ...xplanations or illustrations which clarify the term, ...cards can be turned utilizing clicks or tab on screen...	
Live	...s are given the duty for coming up with definitions ...em is not av... ...r images that were presented. If the student makes ... ...l effort is required. Learners are provided the task ... ...n definitions for the words or images that were pres... ...ed the student makes a mistake, extra work is neces... ...s performed up of oral, multiple choice, matched, a... ...problems. The answers are derived from the resear... ...nt as to whether the words are clarified by a visual, ...slation. Students look at their marks and the proper... see if there are any mistakes..	

All the study modes provide input and error checking, culminating in learner autonomy that really is highly effective. Visitors can reply using words or explanation, listen or just not play sound, or study all or classification based.Ever since debut in 2007, learners in 86 countries have used Quizlet's website and Iphone or iOS app to conduct over 1.4 billion study time. 204 million sets were used during the sessions[14]. As according [15], two key advantages of Quizlet are its ease of use management, its superiority for ego through a range of learning styles, and the various features offered in its free app. Viewers can audio input, draw graphs, choose from a variety of images.

3- A previous study (Ashcroft & Imrie) [16] examined the benefits of using Quizlet to study terminology for esl students that used the Substitute, Amplification, Mutation, New definition (Embarking) Model in technological evaluation research.Take a look at Quizlet's cards. They came to the conclusion of improving the function of flashcards via digitalization may change pupils' lexical learning experiences. According the researchers, Quizlet's set of features makes it a complete learning vocabulary tool.

Other studies looked at Quizlet's effect in and out of the school. For instance, (Andarab) [17] investigated the effect of using Quizlet cards upon EFL learners' vocabulary learning to use an empirical research design. The much more recent findings showed a significant disparity in scores between the two groups, with the experimental class beating the control group.

3. METHODOLOGY
: OBJECTIVES OF THE STUDY

The present study builds on previous work by looking at the impact using Notecards on vocabulary acquisition in L2 Language learning that speak Arabic is their first language. To do so, the study looked into to the following hypothesis

H1. Students could use cards to assist in the learning of Knowing a word.

As stated previously, it aims to remove most majority all academic access barriers to studies.

The present study expands on earlier research by examining into the impact of Flashcards on vocabulary acquisition in L2 English learners who speak Arabic for their first tongue. To do so, the study investigates the following assumptions:

H1. Flashcards aids students in learning English vocabulary.

This must eliminate the technical barriers that have hampered a bulk all past studies, as described above.

5- Research method

A research strategy with a midterm test comparison group would be used in the investigation. A solo exploratory research design was used in several prior Quiz experiments. Researchers gave the very same individual a pre - test and a posttest and said the improvement was due to the use of this learning approach. This improvement might be due to other reasons, such as the practice effect [21]. On the other hand, the current study's approach employs a two-group format, with each subject getting a pre - test and post to reduce the number of plausible factors that might explain for the experiment firm's gains.

6- an instance of a study population

Two of low-level male Esl learners participated on the research. These subjects were divided into two categories.

7- An investigational tool

Test are the main tool used in this study. Test results was given to the original study 2 categories: a pre-test and a comment. Every test comprised of 3 types of questions: multiple choice, disparity, so match, so it assessed pupils' knowledge of four course units. Each test had a five ceiling, distributed evenly across some of the three questions.

An investigative tool

8- Reliability and validity

The test results were designed with a university vocabulary curriculum (B J Thomas's Introductory Language) in mind [22]. The first five units, titled The Family, Mobility, Body Parts, and Clothes, provided the content for the pre-test. These units provide training on a total of 81 new words. This posttest's content was made up of four further modules, titled Go Shopping, Work, Education, and Money, accordingly. There really are 90 phrases in total in this units. The content validity of a test was verified by altering the curriculum and spreading the questions across the book sections.

Each of the two tests was given to a woman language class just at university to test the survey instrument. Cronbach 's alpha coefficient

presents the results of a reliability analysis.

Table 2: Validity of an assessment

Testing	's Alpha is a measu well a system works	umber of Ite	ty coefficient Beta (Sq rement as to how depe something is.
Pretest Posttest	*.809*	*14*	*.88*

Since both tests seem to be trustworthy, the final versions of the assessments were used to collect the research data.

3. There are six procedures all total.

After first four units of the program were delivered to a participants, the study's pretest were administered to a 2 categories. The subjects' scores were recorded so that they'd be compared to the posttest results. The experimental, on the other hand, was expected to learn the four prescribed units utilizing Quizlet within and without the classroom in the second part of the study. They took four weeks of classes wherein the identical subjects were taught using Quiz Learning, Flashcards, and Live learning modes. They were also instructed to download an app on their smartphones and learn the assigned modules at leisure utilizing other learning modalities such as Write, Test, Matching, or Pressure. However, the control group is doing nothing.
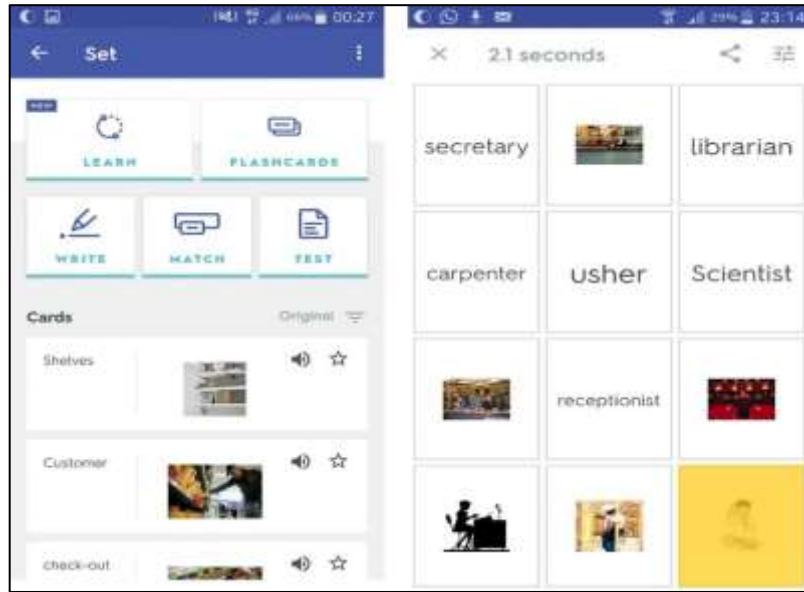

Figure 1: Two studied units' studying set & learning mode as seen on a mobile device.

Figure 2 shows the Test learning mode for unit 6 (Employment) as well as the study group for unit 7 (Education) as shown on the website interface.

Figure 1: Study set and learning mode of two studied units as appeared in website.

The group members then were given the summative evaluation. The results of the second test were then analyzed to determine if the research hypothesis were correct.

4. Data Analysis

The results of second test was examined in order to establish that experiment firm's anticipated growth. The mean score, variance, or volatility (Gdm Development) of the participants was computed utilizing Matlab. Overall importance of variations among experiment group members at the pre - test and post was evaluated

to use a S n. The S n of the control group scores also was computed to check out whatever gains made by the experiment members of the group.

5. RESULTS

The subjects underwent the results seen in table 2 while completing this pretest.

Figure 3 presents the standard deviation of the participants' results on just two of both the tests.

Section	Testing	Rating Maximu	Del Devi
Management	Pretest	6.90	3.72
	Posttest	7.07	2.4٤
Extraordinary	Pretest	6.78	٤. 9
	Posttest	10.21	2.65

Figure 3 presents the T-test results again for scores.

Table 4: T-test results of the scores

		Mean	N	Std Dev	t. value	p. value
Pair 1	Exp_pre[1]	6.78	٢٢	3.49	-.10-	0.918
	Cont pre2	6.90	21	3.72		
Pair 2	Exp pre	6.78	٢,٥	3.49	-3.18	0.005
	Exp_post[	10.21	٠ز١٥	2.6٣		
Pair 3	Cont_pre	6.90	21	3.72	-.16	0.8٦4
	Cont_post	7.07	21	2.43		
Pair 4	Exp_post	10.21	21	2.65	3.51	0.00٣

Note because Exp pre means an experimental group pre - test, Cist indicates a control group pretest, Explor post denotes an experiment post - test, while Cont post denotes a controlled group post - test.

6. Conclusions With Comments

In average, all average score showed that trial company's efficiency had improved significantly. The group's members made tremendous progress (3.43). Given that the maximum test score was 15, the increase may well be found important, as it accounted for nearly 23% of the maximum result. Despite the fact that the two tests was combined, the controls union countries a small increase, that confirms this result. Controls group members, on either hand, had made good headway, with such a 0.17 difference in mean score reflecting only 1% of the ceiling score. Moreover, the research firm's Gdm Del

The S n results indicate there was a substantial difference between the observed group mean pre-test or reply scores. An p-value is the likelihood of something occurring.

The p-value of the gap between the controlling firm's pre-test and post-test mean rating indicates that the group members' behavior was comparable. The difference is greater than the alpha value, with a score of 0.67, suggesting that mean difference scores of the test series are insignificant. Moreover, the p-value of 0.91 for the variance in the pretest scores shows the uniformity of 2 groups. Based from the findings of these studies, it's reasonable to assume that Quiz aids with vocabulary growth.

The expanding role of computer technology in all aspects of life could be ascribed to Quizlet's success as an e-learning application in boosting vocabulary learning. Younger generations of students having grown up.

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