

投稿類別：英文寫作類

篇名：

Analysis of high school students' willingness to use Quizlet and E-testing for studying English

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## **I. Introduction**

### **1. Background**

It cannot be denied that English is one of the common global languages and an important means of communication. Therefore, English learning has become more and more necessary. With the growth of technology, the approach to learning English has changed. As the progress of the smartphone, many platforms for English learning has come out. It is believed that “mobile assisted language learning (MALL) can augment second language teaching and learning by taking it into the real world.” (Palalas, 2011, p.71) English learning doesn't limit to paper books, and users can learn English wherever and whenever with APPs.

### **2. Motivation**

“Mobile Assisted Language Learning has emerged as a potential assistive tool in the complex process of language learning.” (Taj, Sulan, & Ahmad, 2016, p. 82) Therefore, we would like to investigate how do apps influence English learning. Our school has an English learning tool called E-testing, which provides a large number of exercises for students, but students rarely use it. However, we found out that a lot of students will use some English Learning Apps such as Quizlet to improve their English. We want to find out the reason why students tend to use these Apps to learn English instead of using E-testing. During the research, we can know the habit of students to use applications and realize how much time students spend on English learning applications every day. Moreover, we also want to know whether these apps help students improve their English ability or not.

### **3. Research Questions**

RQ1: Do students improve their English learning motivation via using E-testing and Quizlet?

RQ2: How do E-testing and Quizlet improve students' English ability?

RQ3: Do students recommend other senior high school students to use E-testing and Quizlet to help them learn English?

### **4. Methodology**

#### **4.1 Participants**

Participants can be divided into two parts, senior one (10<sup>th</sup> grader) and senior two (11<sup>th</sup> grader) in Fu-Jen Senior High School. There were altogether 162 participants. 86 participants were from senior one, and 76 participants were from senior two. In terms of gender, there are 82 males and 80

females in this study.

## **4.2 Instrument and Procedure**

In this research, the Google form questionnaire is used to investigate how senior one and senior two students regard Quizlet and E-testing as a way to learn English. In the questionnaire, we analyze the participants' learning motivation towards the four language skills which are listening, speaking, reading, and writing and vocabulary ability. After receiving all the responses, we organized the results and sought answers for our research questions.

## **II. Body**

### **1. Quizlet**

Quizlet is a free website and application for people to learn information through flashcards and different study modes. Learners who use Quizlet can establish their word cards and learning sets in Quizlet, or choose from billions of learning sets created by others. In Quizlet, learners only need to enter keywords to search and you can easily find out all the learning sets in it. Quizlet also can turn the vocabulary cards into a game test. Simple card practice can not only help memory vocabulary but also increase the joy of learning English, the cards also have the pronunciation of every single word so that learners can practice speaking on it. You need to find the correct pairs in the card stack and see how much time you spent finding these words while you playing the "matching games". Writing and learning functions must enter the same words as the content shown, this process will be repeated until learners get familiar with it, learners' spelling ability can be strengthened with these functions. As Wright (2016) argued that "Quizlet has the potential to be a powerful vocabulary-learning tool if used properly." (p.439)

### **2. E-testing**

E-testing is an English ability testing platform which made from Studio Classroom, it provides a complete question database for GEPT and TOEIC, including listening and reading subject. E-testing also provides pre-tests of GEPT and TOEIC for students, teachers, and systems will distinguish the student's ability gradation. After the pre-test, students can escalate by the promotional test. Besides the promotional test, students can practice by using mock tests function. English teachers can prepare the test for students as online homework, teachers can see the complete analysis after students finish the test, including the test time, the average grades of the class, and so on. Having a function like E-testing, teachers can analyze the problems of students more efficiently and help students raise their grades better.

### 3. Results of questionnaire

As Kim & Kwon said (2012). “The ESL apps seem effective in that they provide a personal and learner-centered learning opportunity with ubiquitously accessible and flexible resources and activities. This could encourage learners to develop a sense of individuality and develop life-long learning habits.” (p.53)

The chart shows that about 62 percent of our participants will learn English with Apps, but there are still about 38 percent of the participants are used to learn with textbook.

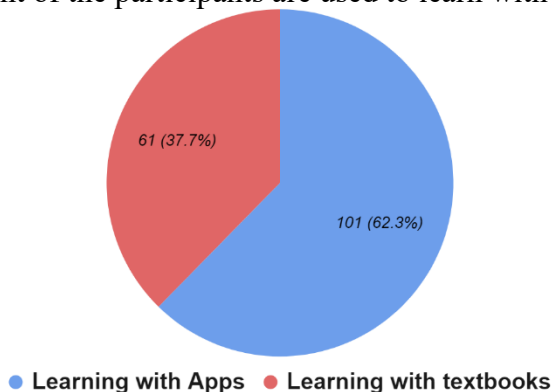


Chart 3: The percentage of the way that participants learning English.

From chart 4 we can know that about 86.4 percent of the participants know what Quizlet is and 13.6 percent of the participants do not know what Quizlet is. Chart 5 shows that about 93.2 percent of the participants know what E-testing is, only about 6.8 percent of the participants do not know what E-testing is. So, we can discover that the rate of participants who know E-testing is more than Quizlet.

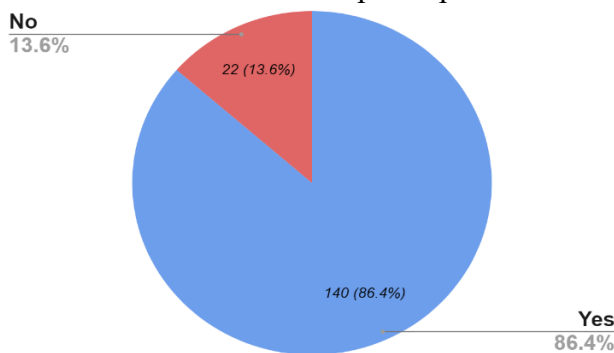


Chart 4: The percentage of our participants knowing Quizlet or not

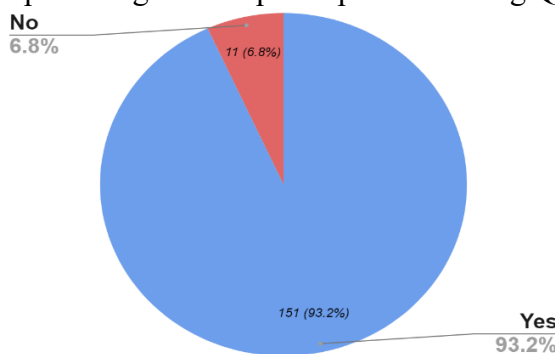


Chart 5: The percentage of our participants knowing E-testing or not.

According to chart 6, about 74.7 percent of the participants use Quizlet frequently and 25.3 percent of the participants do not use Quizlet frequently. As a result, we can know that most of our participants know Quizlet and they use Quizlet to help them learn English. However, from chart 7 we can see that only about 37.7 percent of our participants use E-testing frequently. On the other hand, 62.3 percent of the participants seldom use E-testing. We can find out that although most of our participants know what E-testing is, but they don't use E-testing to learn English.

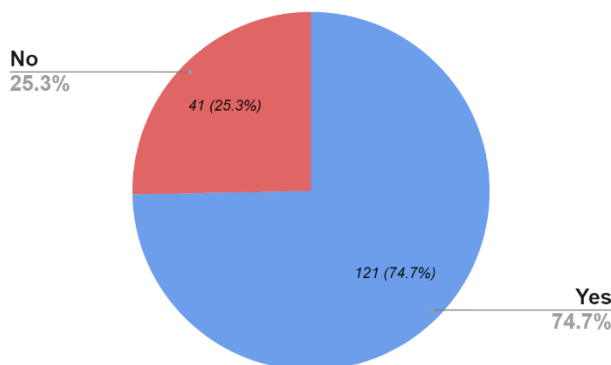


Chart 6: The percentage of our participants using Quizlet frequently or not.

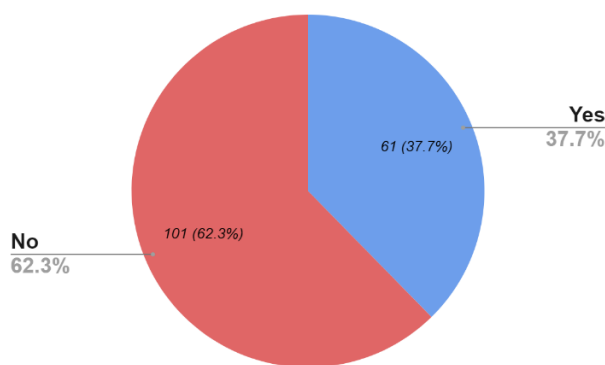


Chart 7: The percentage of our participants using E-testing frequently or not.

According to table 1, it shows that more than 50 percent of our participants agree that continually using Quizlet will improve their English learning motivation and about 39 percent of our participants stay neutral. As a result, we can know that most of our participants consider that using Quizlet can improve their learning motivation, so we also investigate the reason why they want to use Quizlet to learn English.

Table 1: The percentage of increasing motivation by using Quizlet

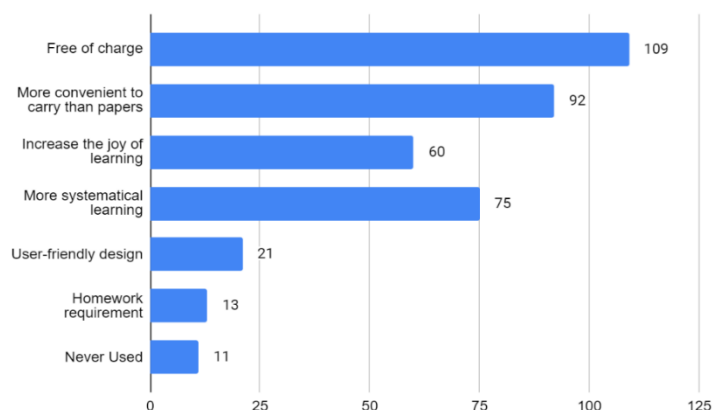
	Quizlet
<b>Strongly Agree</b>	10.5 %
<b>Agree</b>	45.7 %
<b>Neutral</b>	38.9 %
<b>Disagree</b>	4.3 %
<b>Strongly Disagree</b>	0.6 %

With the analysis of table 2, we can find out that more than 50 percent of our participants stay neutral. About 41 percent of participants agree that using E-testing improve their learning motivation, and 8 percent of participants disagree with that. However, 51.2 percent of them stay neutral.

Table 2: The percentage of increasing motivation by using E-testing

	<b>E-testing</b>
<b>Strongly Agree</b>	4.9 %
<b>Agree</b>	35.8 %
<b>Neutral</b>	51.2 %
<b>Disagree</b>	6.8 %
<b>Strongly Disagree</b>	1.2 %

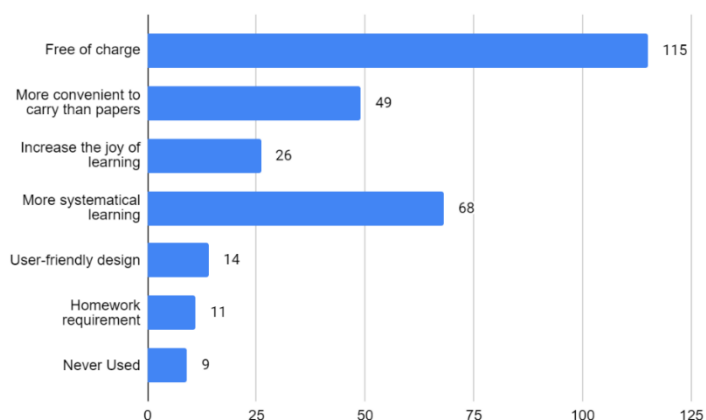
As most of our participants considered that keeping using Quizlet will increase their English learning motivation, we have collected several reasons why they use Quizlet to learn English. More than 100 participants use Quizlet because it is free of charge, and over 90 participants use it because it is more convenient to use with electronic devices. 60 participants agreed that using Quizlet can increase the joy of learning. Besides, 75 participants use Quizlet because it is more systematic learning. About 20 participants keep using Quizlet because of its user-friendly design, and 13 participants use it because of homework requirements. 11 participants have never used Quizlet before.



Graph1: The reasons of why participants feel like using Quizlet

Although most of our participants don't use E-testing frequently, there are still some people who will use it. According to graph 1, it shows that 115 participants will use E-testing because it is free, and 49 of them thought E-testing is more convenient to use with electronic devices. 26 participants considered that using E-testing will increase the joy of learning. 68 of our participants said that using E-testing can be more systematic. Only 14 participants thought that E-testing is a user-friendly design, which might be the reason why most of our participants won't use it frequently.

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Graph2: The reasons of why participants feel like using E-testing

In addition, we also analyze the relationship among English listening ability, reading ability, and vocabulary words by using Quizlet and E-testing. More than half of the high school students think both Quizlet and E-testing can improve their listening ability. On the contrary, some of the participants stay Neutral, and 6.6 percent of our participants disapprove the idea that English listening ability can be sharpen by learning English through Quizlet and E-testing.

Table 3: The percentage of improving listening ability via Quizlet and E-testing

	<b>Quizlet</b>	<b>E-testing</b>
<b>Strongly Agree</b>	9.3 %	16.0 %
<b>Agree</b>	43.2 %	48.8 %
<b>Neutral</b>	42.0 %	32.1 %
<b>Disagree</b>	3.1 %	5.6 %
<b>Strongly Disagree</b>	2.5 %	0.6 %

From table4, it can be seen that about 53 percent of the participants agree that Quizlet can improve their reading ability, and 40 percent of participants remain neutral. Moreover, about 72 percent of the participants agree that E-testing can improve their reading ability; 25 percent stay neutral.

Table 4: The percentage of improving reading ability via Quizlet and E-testing

	<b>Quizlet</b>	<b>E-testing</b>
<b>Strongly Agree</b>	10.5 %	26.5 %
<b>Agree</b>	43.8 %	46.3 %
<b>Neutral</b>	40.1 %	25.3 %
<b>Disagree</b>	3.7 %	1.2 %
<b>Strongly Disagree</b>	1.9 %	0.6 %

Furthermore, based on table 5, 46 percent of participants strongly agree that their English vocabulary ability have been improved after using Quizlet. It is indeed that quizlet help learners refine their level of English vocabulary. (Montaner-Villalba, 2019) On the other hand, only 16 percent of participants strongly agree that E-testing helps them boost English vocabulary ability.

Table 5: The percentage of improving vocabulary ability via Quizlet and E-testing

	<b>Quizlet</b>	<b>E-testing</b>
<b>Strongly Agree</b>	46.9 %	16.0 %
<b>Agree</b>	35.2 %	45.1 %
<b>Neutral</b>	17.3 %	34.6 %
<b>Disagree</b>	0 %	3.1 %
<b>Strongly Disagree</b>	0.6 %	1.2 %

From the chart, we can see that the percentage of our participants who will recommend Quizlet to senior high school students account for 86 percent. Thus, we can agree that most of our participants believe Quizlet can indeed help them increase their English ability.

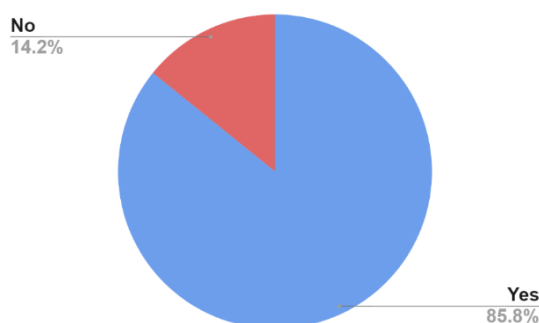


Chart 8: The percentage of recommending Quizlet

Additionally, we analyze the percentage of our participants who will recommend E-testing to other senior high school students. Based on chart 9, more than 75 percent of our participants agreed with recommending E-testing to other senior high school students. However, almost 1/4 of our respondents still consider there is no need to suggest their friends to use E-testing. To sum up, Quizlet and E-testing are two powerful apps for high school students to learn English.

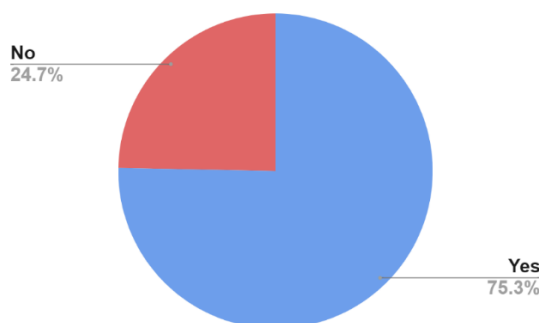


Chart9: The percentage of recommending E-testing



### III. Conclusion

To sum up, according to our research, it demonstrates that more than half of our participants have used Quizlet and E-testing to help them learn English, and most of them considered that using Quizlet and E-testing to learn English can increase their English learning motivation. Moreover, most of them prefer to use Quizlet and E-testing to learn English because it is free and students can learn English anywhere and anytime with electronic devices. Besides, the majority think that using E-testing to learn English remarkably help their listening and reading abilities. Especially, our respondents have significant improvement in vocabulary ability by using Quizlet. Furthermore, we can find out that although most of our participants know what E-testing is, they rarely use E-testing to learn English because the design is not user-friendly. This is an issue for future research to explore. All in all, we can conclude that Quizlet and E-testing boost high school learners' English learning motivation, listening ability, reading abilities, and vocabulary words. Future research should further develop and confirm these initial findings

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