

## EFFECT OF QUIZLET USE ON UKRAINIAN SERVICE MEMBERS' ENGLISH VOCABULARY ACQUISITION

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**Abstract.** *The article focused on exploring the effect of the use of Quizlet on Ukrainian service members' English vocabulary acquisition and their perceptions of its utilisation in the educational process. A mixed-method research design combining quantitative and qualitative approaches was employed in this experimental study, which consisted of 3 stages. The data for the analysis were collected through 3 survey questionnaires and 2 tests. The obtained results reported a beneficial effect of Quizlet integration into the English language course on the service members' English vocabulary mastery. The participants demonstrated high learning outcomes and significant English vocabulary acquisition progress after systematic and continued Quizlet utilisation in and out of class. Ukrainian service members positively responded to Quizlet implementation during the course and supported its further integration into the programme. The participants viewed Quizlet as an effective learning tool and highly valued its practical use. They praised Quizlet's simplicity, convenience, mobility, and time-saving abilities but underestimated its motivating and entertaining potential. Under the current conditions of the increased demand for English-speaking personnel, this study can contribute to the development of practice guidelines for the incorporation of Quizlet and other vocabulary-building mobile applications into the English language courses for military professionals at higher military educational institutions.*

**Keywords:** *English language; foreign language teaching; mobile-assisted language learning; Quizlet; service members; vocabulary acquisition.*

### 1. INTRODUCTION

In the Fourth Industrial Revolution era, digital technologies have become an integral part of the education system and have transformed foreign language teaching dramatically, contributing to the development of the innovative mobile-assisted language learning (MALL) concept. Enhanced with the implementation of handheld mobile devices, this contemporary teaching method provides educators and students with unique possibilities of immediate interaction, easy access to unlimited informational resources, and continuous and independent learning.

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The potential of MALL is taken into consideration in the process of foreign language preparation of the military personnel of the Armed Forces of Ukraine provided by English courses at higher military educational institutions, so the integration of technologies and modern teaching techniques into their educational programmes is highly recommended (Basic principles, 2019). The English language courses aim to prepare Ukrainian service members to use English while being involved in operational duty as a part of multinational military forces, cross-organisational collaboration, training sessions abroad or international military exercises. The successful realisation of professional communication in a multinational environment depends on the military personnel's language fluency and accuracy. Therefore, the top priority of Ukrainian service members' English training is building appropriate vocabulary in a restricted time frame. This crucial task can be carried out by implementing vocabulary-building applications in language preparation.

In the context of the considerations mentioned above, we have decided to introduce the mobile application Quizlet into the English language course for Ukrainian military personnel at Odesa military academy to investigate its utilisation's effect on Ukrainian service members' English vocabulary acquisition.

## **Literature Review**

Over the past few decades, the potential of Quizlet as a teaching and learning tool in English language training has attracted considerable interest from researchers worldwide. They focused on the various aspects of Quizlet integration into teaching scenarios and its influence on the educational process.

The studies that should be paid attention to are the analysis of Quizlet influence on the students' proficiency in speaking skills (Fursenko et al., 2021), tracking differences in the use of Quizlet modes and activities (Platzer, 2020), contrasting students' perceptions of Quizlet to other flashcard websites (Chien, 2015).

Among the variety of problematic issues to study, the impact of the use of Quizlet on the learners' vocabulary acquisition aroused the most significant scientific interest (Al-Malki, 2020; Barr, 2016; Platzer, 2020; Ramos, 2021; Sanosi, 2018; Than, Ngoc, & Linh, 2018; Waluyo, & Bucol, 2021). Most researchers experimentally proved its positive effect on students' learning outcomes and academic performances.

According to the evidence, Quizlet was more effective than traditional paper flashcards (Andarab, 2017; Ashcroft et al., 2018). Al-Malki (2020) recorded significantly increased performances in vocabulary acquisition among the foundation students after a five-week period of Quizlet utilisation. The experimental research conducted with university students by Sanosi (2018) also acknowledged the considerable progress of the participants in vocabulary acquisition after a month of using Quizlet. However, Platzer's (2020) findings made him conclude that "using Quizlet for vocabulary learning had a slightly higher impact on test scores than students' prior English competence" (p. 434).

Several researchers, besides analysing the influence of Quizlet application on students' vocabulary acquisition, paid attention to the participants' attitude to its use (Anjaniputra & Salsabila, 2018; Avisteva & Halimi, 2021; Chaikovska & Zbaravska, 2020; Çinar, & Ari, 2019; Dizon, 2016; Fursenko et al., 2021; Huong, & Hong, 2020; Okkan, & Aydin, 2020; Setiawan, & Wiedarti, 2020). Most of the findings reported the English

language learners' positive response to Quizlet introduction into the educational process. The participants of Bueno-Alastuey and Nemeth's (2020) experiment greatly preferred the Quizlet methodology regarding their receptive or productive vocabulary acquisition. Anjaniputra and Salsabila (2018) stated that the learners found Quizlet valuable and beneficial. The participants of the experiments conducted by Dizon (2016) and Avisteva and Halimi (2021) viewed this application as valuable and easy to use. Kose, Cimen and Mede's (2016) findings revealed that the students treated Quizlet as an effective language learning tool, particularly in recalling definitions, synonyms and pronunciation. Young learners considered Quizlet an effective and motivating tool for vocabulary learning (Huong & Hong, 2020). The first-year students found this application a factor in improving their motivation for taking English classes (Fursenko et al., 2021). The increase in the students' motivation in vocabulary learning with Quizlet was also reported by Setiawan and Wiedarti (2020). In contrast, Okkan and Aydin (2020) stated that "its utilisation does not influence motivation and achievement" (p. 22).

The literature review shows that despite the significant amount of experimental research conducted at different educational establishments, there are no investigations of the effect of Quizlet implementation at higher military educational institutions. It has never been analysed how the active duty members of the Armed Forces, whose average age is over 30, respond to the integration of Quizlet into traditional paper-based English courses and how Quizlet utilisation influences their vocabulary mastery.

Thus, this experimental study **aims** to explore the effect of using Quizlet on Ukrainian service members' English vocabulary acquisition. To reach it, the following research questions should be answered:

1. How does the use of Quizlet impact the service members' progress in English vocabulary acquisition?
2. How do the service members perceive the use of Quizlet in learning English vocabulary?

## **2. METHODS**

In order to achieve this aim, we employed a mixed-method research design based on the combination of quantitative and qualitative approaches. The quantitative method was adopted to determine the service members' English proficiency level and investigate their experience and perceptions of using Quizlet by data collecting and processing. Fisher Criterion (Fisher, 2017) was implemented to determine the statistical significance of the participants' test results. The qualitative method was utilised to deepen the understanding of the service members' attitude towards using Quizlet in learning new English vocabulary (open-ended questionnaire). Collected from the open-ended questionnaire, information was analysed in 3 stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). The final stage of the analysis involved triangulation to enable the credibility and validity of the obtained results. The descriptive method was implied for interpretation, systematisation and comprehensive presentation of the research findings.

### ***Participants***

The experimental study participants were active duty members of the Ukrainian armed forces, 53 males and 3 females, aged from 23 to 45, who did the English language course at Odesa military academy. The study was designed in accordance with the

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founding principles of research ethics, such as anonymity, informed consent and voluntary participation. The participants were informed about the experiment, its aim and procedures and consented to participate.

### ***Instruments and Procedure***

The information for the analysis was collected through 3 survey questionnaires (1 pre-experimental and 2 post-experimental ones) and 2 tests (pre-test and post-test).

The pre-experimental questionnaire focused on the participants' background experience with using mobile applications and consisted of 7 close-ended questions. To find out data regarding their perceptions of the use of Quizlet during the English course, we employed 2 different types of post-experimental survey questionnaires. The first one contained 12 items and was designed using a five-point Likert scale with 1 "Strongly disagree", 2 "Disagree", 3 "Neutral", 4 "Agree", 5 "Strongly agree". The second one incorporated 3 open-ended questions aimed at drawing out more accurate information on the participants' attitude to using Quizlet and receiving feedback on the usefulness of integrating Quizlet into the English language course.

The pre-test and post-test were equivalent in terms of difficulty forms of the American Language Course Placement Test (ALCPT) created by the Defense Language Institute English Language Center (USA) for a foreign military to place the participants in the language course and assess their achievements at the end. It is a 4-option multiple-choice test consisting of 100 items, which evaluates vocabulary comprehension through the modes of listening (66 items) and reading (34 items). The results of the test are reported as a point score which is used to measure the students' English proficiency: Level I (up to 29 points), Level II (up to 51 points), Level III (up to 63 points), Level IV (up to 74 points), Level V (up to 81 points), Level VI (up to 85 points).

The research consisted of three stages.

The first stage of the study was diagnostic and focused on defining the initial service members' English competence and their background experience of using educational mobile applications. It started with a pre-test that determined the participants' English proficiency level, and they were divided into two groups: the experimental one (n=30) and the control one (n=26). The service members of the experimental group were supposed to acquire new English vocabulary using the Quizlet application on their mobile phones. In contrast, the service members of the control group should master it using a traditional paper-based vocabulary learning method. In order to find out the details about the participants' experience with the mobile applications, a survey involving a questionnaire was organised. In the second stage, the experiment, which covered the autumn term of 2021, was conducted. It started with the introduction of Quizlet at the first English lesson. Having downloaded the Quizlet application on their phones, the participants were informed about it in detail; they were demonstrated different modes and were instructed how to use them in the process of learning vocabulary individually and collaboratively. In the experimental period, the participants received a link to the vocabulary set they would learn in class before each vocabulary lesson. The lessons began with the introductory stage incorporating Quizlet flashcards with new words and expressions, after which "learn" and "match" modes activities followed. Quizlet-based activities supplemented traditional paper book exercises in class, such as gap filling,

matching, making collocations, choosing the correct word or odd word out. The participants were encouraged to learn new vocabulary, revise the previous sets, and test their vocabulary retention using Quizlet during their academy and out-of-class self-study sessions. The service members of the control group were taught English vocabulary using a traditional method. They were introduced to new vocabulary in class by their instructor. The service members practised it with the help of the course book exercises in class and learned it using their paper notebook vocabulary outside of class.

The third stage of the study was evaluation. It started after the experimental learning and aimed to assess the impact of Quizlet on the service members' English vocabulary acquisition and their perceptions of its utilisation in the learning process. The effect of Quizlet on the participants' progress in English vocabulary acquisition was investigated by conducting a post-test, the outcomes of which were compared to the ones obtained by the service members of the control group. The statistical significance of the participants' test results was determined. To gather information on the service members' perceptions of the use of Quizlet during the English language course, the participants were suggested to answer two survey questionnaires (close-ended and open-ended). The information from the open-ended questionnaire was organised, reduced, displayed by a diagram and correlated with the one received from the close-ended questionnaire.

### 3. RESULTS

The results of the pre-experimental questionnaire aimed at determining the service members' background experience of using mobile applications (Table 1) revealed that all of them owned mobile phones and were active mobile application users. They utilised their mobile applications for communication the most (56.6 %), used them for work (30 %) and entertainment (13.4 %), but not as an educational tool. Before the experiment, the main learning instrument for 93.3 % of military professionals was a traditional paper textbook. The majority of them (73.4 %) never experienced the use of mobile phones in class. As to the service members' familiarity with the Quizlet application, most of them (90 %) had never used it before the project. Despite that, 70 % of the participants positively responded to the possible incorporation of educational mobile applications into the English language course.

**Table 1.** Ukrainian service members' background experience in mobile applications use

Total	Questions and options to choose			
100 %	1. Do you have a mobile phone?			
	Yes		No	
	100 %		0 %	
100 %	2. How often do you use mobile applications on your phone?			
	Often	Usually	Seldom	Never
	53.3 %	46.7 %	0 %	0 %
100 %	3. For what do you use your mobile applications most often?			
	Entertainment	Communication	Work	Studying
	13.4 %	56.6 %	30 %	0 %

100 %	4. How often were mobile phones used at English lessons (your experience)?			
	Very often	Usually	Seldom	Never
	0 %	0 %	26.6 %	73.4 %
100 %	5. What educational tools were mostly used at English lessons (your experience)?			
	Paper text books	Multimedia projectors	Computers	Mobile phones
	93.3 %	0 %	6.7 %	0 %
100 %	6. How often did you use Quizlet for learning English vocabulary?			
	Very often	Usually	Seldom	Never
	0 %	0 %	10 %	90 %
100 %	7. Should educational mobile applications be integrated into English courses?			
	Yes	No	Difficult to answer	
	70 %	0 %	30 %	

To answer the first research question regarding the impact of Quizlet on the service members' progress in English vocabulary acquisition, we contrasted the pre-test and post-test results of the experimental and control groups. According to the obtained data (Table 2), the military professionals of both groups joined the course with the same English proficiency level (Level II). The table figures manifested the improvements in English proficiency in both groups. In the experimental group, 10 service members reached Level III, 8 service members – Level IV, 5 service members – Level V, 5 service members – Level VI. In the control group, 7 service members obtained Level III, 5 service members – Level IV, 2 service members – Level V.

**Table 2.** The service members' pre-test and post-test results

Levels of English proficiency	Number of students in experimental group		Number of students in control group	
	Pre-test	Post-test	Pre-test	Post-test
Level I	0	0	0	0
Level II	30	2	26	12
Level III	0	10	0	7
Level IV	0	8	0	5
Level V	0	5	0	2
Level VI	0	5	0	0

Fisher's Criterion (Fisher, 2017) was used to identify the group that demonstrated the most significant progress in English vocabulary acquisition.

We formulated the following hypotheses:

H0: The percentage of the service members who have achieved higher progress in English vocabulary acquisition in the experimental group is not more significant than in the control group, as reported by the experimental results.

H1: The percentage of the service members who have achieved higher progress in English vocabulary acquisition in the experimental group is more significant than in the control one, as reported by the experimental results.

We considered that the service members who reached Level IV and higher gained an "effect" during the experiment, and the service members who could not reach Level IV were regarded as those who did not achieve it (Table 3).

**Table 3.** The degree of the experimental learning effectiveness

Groups	Number of students		Total
	Gained "effect"	Did not gain "effect"	
Experimental group	18 (60 %)	12 (40 %)	30 (100 %)
Control group	7 (26.9 %)	19 (73.1 %)	26 (100 %)

The Fisher Criterion was calculated according to the formula  $\varphi^*_{emp.} = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}$  where  $\varphi_1 = 1.772$  (60 %),  $\varphi_2 = 1.091$  (26.9 %),  $n_1 = 30$  (number of service members in the experimental group),  $n_2 = 26$  (number of service members in the control group).

$$\varphi^*_{emp.} = (1.772 - 1.091) \cdot \sqrt{\frac{30 \cdot 26}{30 + 26}} = 0.681 \cdot 3.732 = 2.54$$

As  $\varphi^*_{emp.}$  is in the significance zone ( $\varphi^*_{emp.} > 2.3$ ), hypothesis  $H_1$  is accepted.

Thus, the final results indicated that the service members of the experimental group demonstrated more significant progress in English vocabulary acquisition than the service members of the control group.

In order to answer the second research question about the military professionals' perceptions of the use of Quizlet in the process of English vocabulary learning, we conducted a survey, the outcomes of which are presented in Table 4.

**Table 4.** The service members' perceptions on the use of Quizlet

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1. Quizlet facilitates memorising new vocabulary	0 %	0 %	0 %	36.7 %	63.3 %	100 %
2. Quizlet makes the process of learning new vocabulary faster	0 %	0 %	6.7 %	33.3 %	60 %	100 %
3. Using Quizlet I remember more new words	0 %	0 %	10 %	30 %	60 %	100 %
4. Using Quizlet I control and test the level of acquisition of new vocabulary	0 %	0 %	13.3 %	46.7 %	40 %	100 %

5. Using Quizlet I track the progress in vocabulary acquisition	0 %	0 %	20 %	40 %	40 %	100 %
6. Quizlet enhances my results in vocabulary acquisition and productivity	0 %	0 %	0 %	23.4 %	76.6 %	100 %
7. Quizlet is easy to download and use	0 %	0 %	0 %	26.7 %	73.3 %	100 %
8. Quizlet is simple to use in the process of learning	0 %	0 %	0 %	33.3 %	66.7 %	100 %
9. It's interesting to use Quizlet for learning new vocabulary	0 %	0 %	20 %	40 %	40 %	100 %
10. Quizlet contributes to my motivation and involvement in the process of learning new vocabulary	0 %	6.7 %	23.3 %	53.3 %	16.7 %	100 %
11. Quizlet gives freedom: makes learning autonomous and independent	0 %	0 %	0 %	26.7 %	73.3 %	100 %
12. Quizlet simplifies the process of learning new vocabulary	0 %	0 %	0 %	46.7 %	53.3 %	100 %

According to our findings, the participants ultimately accepted that Quizlet facilitated memorising new vocabulary, enhanced vocabulary acquisition and productivity results, was easy to download and simple to use, gave freedom by making learning autonomous and independent, and simplified the process of learning new vocabulary. The highest proportion of the service members strongly agreed that Quizlet enhanced their results in vocabulary acquisition and productivity (76.6 %), it was easy to download and use (73.3 %), and it gave them freedom by making learning autonomous and independent (73.3 %). The participants demonstrated the highest number of neutral reactions to the statements, determining that Quizlet contributed to the motivation and involvement in learning new vocabulary (23.3 %) and that using Quizlet for learning new vocabulary (20 %) was interesting. They tracked the progress in vocabulary acquisition using

Quizlet (20 %). Moreover, Quizlet's contribution to the motivation and involvement in the learning process caused the lowest proportion of strong agreement (16.7 %), and it was the only one that provoked some disagreement (6.7 %).

To deepen the understanding of the military professionals' attitude towards the use of Quizlet, we proposed they give answers to the open-ended questionnaire consisting of the following questions:

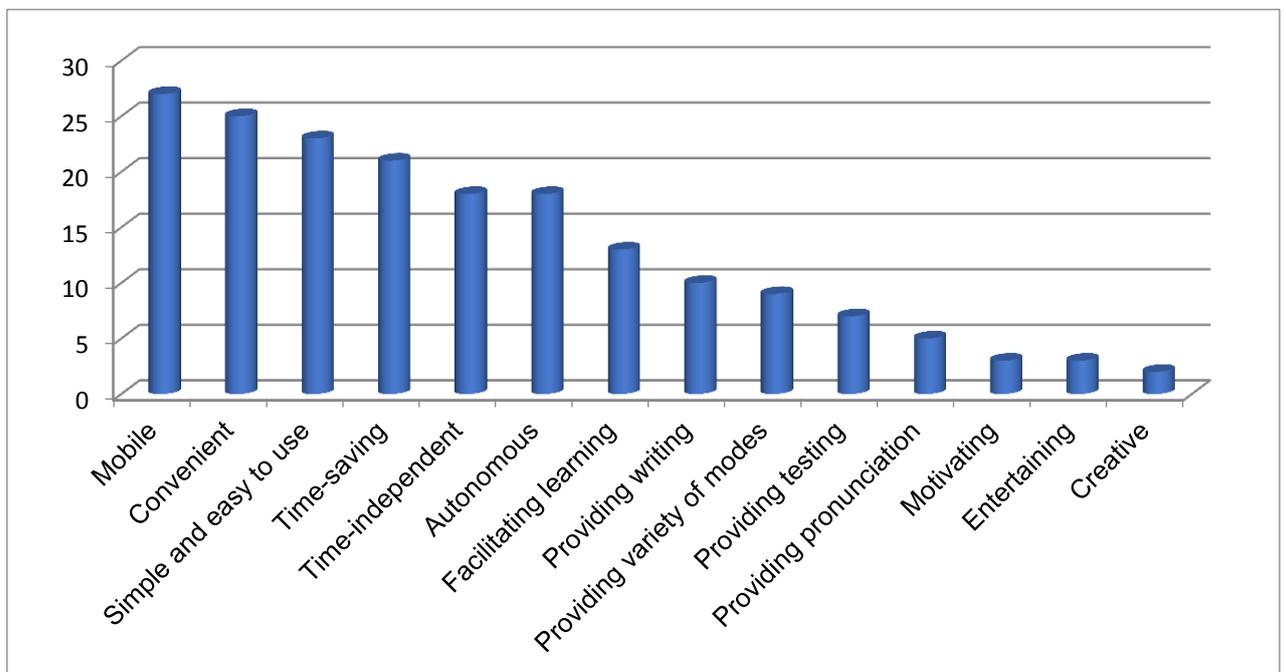
1. What was your attitude to the use of Quizlet during the English language course?
2. In your opinion, is it efficient to continue using Quizlet while teaching this course?

Comment on your answer.

3. What did you like while using Quizlet, and what disappointed or irritated you?

The data obtained demonstrated that all of the participants (100 %) responded positively to introducing Quizlet into the English language course, and all (100 %) supported its further incorporation into the programme. 20 % of the service members left the second question without comments. As some participants provided more than one Quizlet benefit in their comments, each answer was recorded and categorised. Thus, among the service members who left their comments, the convenience of the use of Quizlet (79.2 % of the service members mentioned it), its contribution to English vocabulary acquisition (62.5 %) and the independence it gave to learners (58.3 %) were of the highest priority regarding the efficiency of Quizlet integration into the English language course.

Figure 1 displays the reduced data obtained from the participant's answers to the first part of the third question aimed at finding out their favoured characteristics of Quizlet. All of the service members provided more than one characteristic they liked, so each characteristic mentioned was categorised.



**Figure 1.** The positive characteristics of Quizlet

The diagram shows that Quizlet's mobility was the highest priority among the military professionals (90 % of the service members mentioned it). They highly praised the

ability to use this application anywhere and on the way. Describing its convenience (83.3 %), the participants often mentioned that this learning tool was always at hand and did not require additional tools to start learning (pens, paper notebooks, books or dictionaries). They highlighted that Quizlet was simple and easy to use (76.7 %). Such characteristics of Quizlet, such as time-saving ability (70 %), time-independence (60 %), and autonomy (60 %), turned out to be quite valuable for military professionals. They emphasised that it economised their time while they learned new words, fastened the process of memorising the vocabulary, and could be used without any schedules. Almost half of the participants (43.3 %) paid particular attention to the fact that Quizlet facilitated learning, as it did not require additional preparations or equipment. The learners praised the variety of modes it provided for learning (30 %). Some service members emphasised writing (33.3 %) or testing (23.3 %) mode. The ability to hear the correct pronunciation of the words was also considered (16.7 %). Relatively low attention was paid to motivating (10 %), entertaining (10 %) and creative (6.7 %) potential of Quizlet.

As to the second part of the third question aimed at finding out the negative characteristics of Quizlet, 53.4 % of the participants gave no comments on them. 23.3 % wrote that they were delighted with the application. 16.7 % mentioned that using it while learning new vocabulary could be distracting, and 6.6 % stated that incoming messages and calls interrupted the process of learning.

#### **4. DISCUSSION**

This experimental study contributed to the discussion on the effect of Quizlet on English language learners' vocabulary mastery. The research addressed the unexplored issue of Quizlet's impact on Ukrainian service members' English vocabulary acquisition and their perceptions of its use.

In the first stage of the experimental study, the fact that, being active mobile applications users, the participants didn't utilise them for educational purposes revealed the lack of experience in MALL. The military professionals' underestimation of the mobile applications' potential and the insufficient awareness of their advantages as educational tools could be explained by implementing policies that restricted cadets from using their mobile phones in the educational process at some higher military educational institutions. The benefits of integrating Quizlet into the English language course for military personnel were proved experimentally.

As to the first research question regarding the impact of Quizlet on the service members' progress in vocabulary acquisition, our findings reported its positive influence, resulting in higher learning outcomes. The obtained results agreed with the previous researches proving the significant effect of Quizlet as a learning tool on English language learners' vocabulary mastery (Al-Malki, 2020; Andarab, 2017; Ashcroft et al., 2018; Avisteva & Halimi, 2021; Chaikovska, & Zbaravska, 2020; Çinar, & Ari, 2019; Dizon, 2016; Fursenko et al., 2021; Huong, & Hong, 2020; Ramos, 2021; Sanosi, 2018; Than et al., 2018). However, it should be mentioned that in our experiment, both groups demonstrated achievements in vocabulary enhancement. These findings supported the idea that, though Quizlet-based learning was more efficient, traditional paper-based techniques were also

helpful for vocabulary acquisition and retention (Fursenko et al., 2021). The post-test results conducted after the experiment that lasted the whole term (more than 16 weeks) demonstrated statistically more significant score gains of the experimental group compared to the control one. Thus, they proved a strong correlation between the positive effect and the duration of the use of Quizlet. We favour the idea that the potential of Quizlet as a practical learning tool can be fully realised if its utilisation is continued and systematic.

Regarding the second research question referring to the service members' perceptions of the use of Quizlet in learning English vocabulary, the research findings revealed that they positively responded to its integration into the educational process. The obtained results were congruent with the outcomes of the previous studies, which reported the participants' positive attitude to Quizlet-integrated learning (Anjaniputra & Salsabila, 2018; Avisteva & Halimi, 2021; Bueno-Alastuey, & Nemeth, 2020; Chaikovska, & Zbaravska, 2020; Chien, 2015; Çinar, & Ari, 2019; Dizon, 2016; Fursenko et al., 2021; Huong, & Hong, 2020; Setiawan, & Wiedarti, 2020). Based on the substantial agreement of the military professionals with the fact that Quizlet enhanced their results in vocabulary acquisition and productivity, our conclusion that Quizlet was an effective learning tool was in line with the previous investigations (Al-Malki, 2020; Andarab, 2017; Ashcroft et al., 2018; Sanosi, 2018). The correlated data of the two questionnaires indicated that the fact that Quizlet was convenient, easy and straightforward to download and use attracted high support among the users and were parallel with the previous conclusions (Avisteva & Halimi, 2021; Chaikovska & Zbaravska, 2020; Dizon, 2016). According to the information received from both questionnaires, the military professionals underestimated Quizlet's motivational potential. These findings didn't accord with the researches proving a perceived high positive effect on the learners' motivation and engagement (Anjaniputra & Salsabila, 2018; Çinar & Ari, 2019; Fursenko et al., 2021; Huong & Hong, 2020; Setiawan, & Wiedarti, 2020). We presume that this disagreement was caused by the fact that the participants of the previous experiments (school, college, and university students) were relatively young compared to the military professionals who had a high intrinsic motivation to learn English for specific purposes. The assumption of Quizlet's low influence on motivation correlated with some previous evidence (Okkan & Aydin, 2020). We suggest that the open-ended questionnaire was more informative and gave a deeper understanding of the service members' perceptions on using Quizlet as they could freely express their opinions without any leading questions. According to it, the service members prioritised the Quizlet application's mobility, convenience and simplicity. They highly praised its time-saving abilities but rarely referred to its entertaining and creative characteristics. These results advocated for the idea that the practical use of the application was of higher priority than its entertaining qualities for military professionals.

### **Limitations**

The present experimental study had some limitations. First, only one higher military educational institution was involved. Second, the research was limited by a small sample size. Thus, further studies are needed, including more participants and conducted in other military educational institutions.

## CONCLUSIONS

This experimental study aimed to investigate the effect of the use of Quizlet on Ukrainian service members' English vocabulary acquisition and their perceptions of its utilisation in the process of learning English vocabulary.

Judging by the presented results, Quizlet integration into the English language course significantly impacts the service members' English vocabulary mastery. Systematic and continued Quizlet utilisation for classroom activities and self-preparation results in high learning outcomes and more significant progress in English vocabulary acquisition.

Concerning the military professionals' perceptions, the data collected revealed that they positively responded to introducing Quizlet into the learning process and supported the idea of further integrating Quizlet into the English language course. Ukrainian service members highly value the practical use of this application and view it as a convenient, simple, time-saving mobile tool for mastering vocabulary. It enhances their vocabulary acquisition and productivity results and gives them freedom, making learning autonomous and independent.

Therefore, incorporating Quizlet into English courses for military personnel at higher military educational institutions is highly recommended, especially under the increased demand for English-speaking personnel and strict time limits for their language training.

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