Quizlet: Putting Grammar to the Next Level of Learning

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Abstract
Malaysian pupils in general are still having problems understanding and applying correct grammar in English. This action research investigated the effectiveness of an educational apps (Quizlet) in improving pupils' grammar. This research draws upon 10 primary school pupils and 20 secondary school pupils. To access the effects of this intervention in enhancing grammar, two different grammar learning modules entitled 'Shine Bright in Grammar for Year 6' and 'Shine Bright in Grammar for Form 6' were created for both primary and secondary level. This study required the pupils to learn and complete the Quizlet grammar modules encompassing of nine basic grammar components. The data collection methods utilised in this study were pre-test and post-test. The findings revealed that both primary and secondary school pupils showed positive improvements in their grammar after the intervention. This study has benefited and changed both teachers' as well as pupils' perceptions on the use of educational apps in grammar learning especially in the 21st century classroom.
Keywords: Quizlet, Educational apps, grammar learning, grammar in Quizlet

Introduction
        Education nowadays needs something new and advance to lead an individual to the next level of learning. Therefore, it is important for a teacher to explore innovative ways of teaching. ICT aids in active learning. Active use of it in various activities helps learners learn as they do and, whenever appropriate, work on real life situations, making learning less abstract and more relevant (Uddagatti, 2016). By using Quizlet, a suite of powerful tools that help us learn more efficiently and effectively, an individual will be able to study smarter not harder. Quizlet is an educational app that allows an individual to be more creative in their learning. This educational app can be used in both computer and mobile phone.
        Mobile learning, the use of portable electronic devices to access and share information is presently a trend in higher education and it is redefining the manner which

learning takes place and how instruction is delivered (Geist, 2011: Miller,2012). Mobile learning present learners and professionals with the unique opportunity to access information instantaneously regardless of location (Rossing, Miller, Cecil & Stamper, 2012). This means that learning can occur anywhere and by using Quizlet, an individual will be able to learn and improve their grammar everywhere. Becoming limitless in learning is our aim to create a better future and with the existence of Quizlet, it will be one step closer to accomplish that aim.

There are many issues which affect the Malaysian education system as a whole. English had never been referred to as one of the Malaysian languages. English is only accepted as a second language, secondary importance in the ranking of languages of Malaysia (Thirusanku & Yunus, 2014). Malaysian secondary school pupils are academically assessed in English subject based on grades attained in the national examinations such as Ujian Penilaian Sekolah Rendah (UPSR), Pentaksiran Tingkatan Tiga (PT3), Sijil Pelajaran Malaysia (SPM), and Sijil Tinggi Pelajaran Malaysia (STPM). The Ministry of Education has set up a fair allocation of assessment for all the skills including reading, writing, speaking and listening. Identifying the fact that both primary and secondary school pupils still have weak grammar proficiency in English, an educational apps such as Quizlet would be a stepping stone for pupils to improve their grammar.

The main purpose of this paper is to explore the effectiveness of Quizlet which puts grammar in educational apps in improving pupils' grammar proficiency. Two different grammar modules entitled "*Shine Bright In Grammar for Year 6*" and "*Shine Bright In Grammar for Form 6*" were created in Quizlet to help pupils study and master grammar to the next level.

Literature Review

The use of educational apps in today's field of education is inseparable and its benefits has been approved by researchers all over the world in their studies. Malini, Munir and Siti (2016) investigated the perceptions of Malaysian ESL students on the usability of apps for a grammar test. They piloted an application for grammar test named MyGrammarTest (MyGraTe) on a group of undergraduate ESL students in Universiti Sains Malaysia (USM) and found that the use of app in evaluation of learning is deemed to be more convenient, helpful, effective, accessible and interesting.

In another study, Zuraina et.al (2015) has established a focus group discussion on the use of learning apps among 13 international students taking Preparatory Intensive English course in one of the universities in the East Coast of Malaysia. The study revealed that the use of apps could facilitate learning as the integration of entertainment features such as videos has given a chance for students to learn and play at the same time. Other than that, the study also found that educational apps could upsurge the students' motivation towards learning.

Qiaochu and Xuan (2014) investigated the feedbacks of college students in China on the use of apps to facilitate English learning. They interviewed 5 college students studying in USST or SDTU, China about their attitudes on using apps and the findings discovered that the new learning approach of using apps has been helpful and effective in helping students to improve their English. Other than that, the use of apps has encouraged self-regulated learning instead of learning using the traditional approach. Apps have been escalating their interests to learn independently at their own pace and time.

Another study was conducted by Ehsan Soleimani, Kemboja Ismail and Rosniah Mustaffa (2014) from Universiti Kebangsaan Malaysia to explore the extent of acceptance of Mobile Assisted Language Learning (MALL) among 25 Malaysian ESL postgraduates in the university. The study revealed that the participants of the study exhibit a positive response to MALL and they deemed it to be a more convenient, practical and easy way of assisting them in enhancing their ESL learning. This research implies that educators and curriculum designers should consider exploiting the use of educational applications in mobile phones in order to cultivate independent and interactive ESL learning either inside or outside of the classroom.

Ganapathy et.al (2016) investigated the potential of mobile phone in enhancing grammar learning. This study involves the use of (i-MoL), an intelligent mobile learning reinforcement tool for learning grammar. Five ESL lecturers were interviewed in this study and they agreed that the grammar module that can be installed in mobile phone can improve students' proficiency in a flexible and convenient manner. The lecturers also agreed that the use of such educational app can be a useful supplementary tool for them to deliver effective grammar lessons which could engage and motivate their students to learn in an interesting environment.

Through this, it can be concluded that the benefits of apps particularly in English learning is undeniable. This can be contributed to the new learning method that educational apps have to offer. Harry and Andrew (2012) stated that this new learning method indulge students in a healthy thinking process and help them understand things from a different perspective. Educational apps help transform boring lessons into the kind of learning where they can visualize and interpret information better through the help of audios, visuals, music and even videos. Educational apps could definitely contribute to a better learning process and reshape the future of education in the long term.
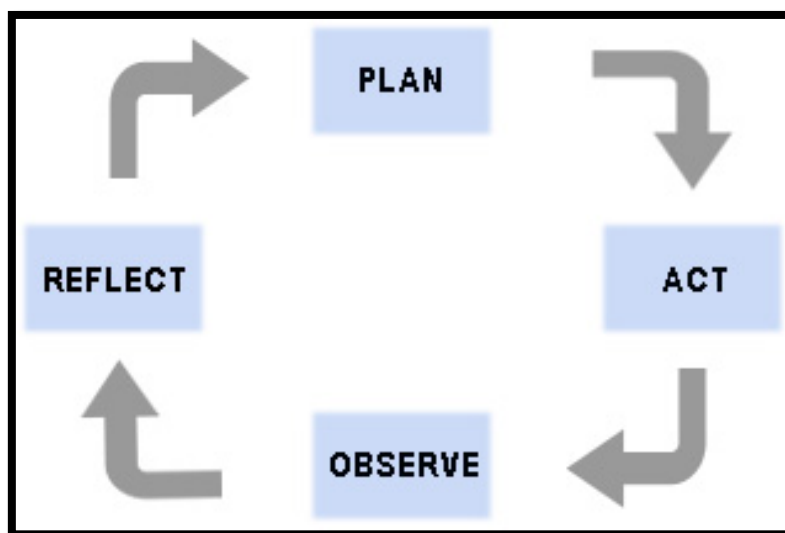
Methodology

Figure 1: The Kemmis and McTaggart Action Research Model

This study utilised the action research design where individual research was conducted by the teachers on their particular group of students within an English class to improve their grammar learning. The Kemmis and McTaggart action research model is employed where according to Bradbury (2015), researchers have to develop a plan of action to improve what

is already happening. In the case of this study, the developed 'plan' is the Quizlet application which was used to teach grammar. Secondly, the researchers should act to implement the plan. The use of Quizlet application had been employed to 10 primary and 20 secondary school pupils in their English grammar lessons. Next, the researcher must observe the effects of the action in which it occurs. The effect of Quizlet in improving pupils' grammar proficiency was observed through the use of pre-test and post-test data collection method. Lastly, the researcher should reflect on these effects as a basis for further planning. Further planning and suggestions for further studies are explained in the final part of this paper.
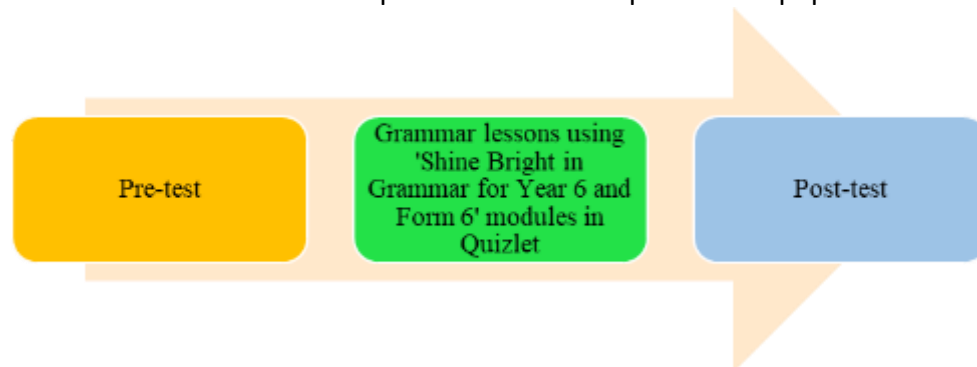

Figure 2: The procedures of the intervention

Both primary and secondary pupils were initially required to sit for a pre-test and their marks were recorded. The intervention was then carried out within 9 English lessons where each lesson covers one grammar component; resulting in a coverage of 9 grammar components which are: nouns, articles, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions as well as simple present tense and simple past tense at the end of the intervention. Both 'Shine Bright in Grammar for Year 6 and Form 6' modules were used throughout the lessons. Pupils were given the chance to learn grammar through 7 different features which are available in the Quizlet application. Next, the pupils were then asked to sit for a post-test and their marks were recorded once again. Pupils' marks in both pre and post-test were then compared and analysed.
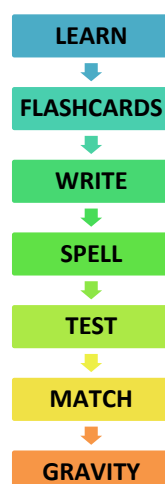

Figure 3: Seven grammar learning features in the Quizlet application.

Data Collection and Findings

Table 1

Pre and post-test scores of primary school pupils

No	Respondents	Pre-test scores (Percentage %)	Post-test scores (Percentage %)	Increments (Percentage %)
1	A	64	98	34
2	B	52	82	30
3	C	82	98	16
4	D	76	100	24
5	E	42	68	26
6	F	44	78	34
7	G	98	100	2
8	H	84	96	12
9	I	90	94	4
10	J	44	68	24

Table 2

Mean and standard deviation for primary school pupils' pre-test scores

Mean	N	Std. Deviation
67.6000	10	21.07763

Table 3

Mean and standard deviation for primary school pupils'

post-test scores

Mean	N	Std. Deviation
88.2000	10	13.01111

Based on the tables above, it can be concluded that all 10 primary-school participants show positive improvements in their grammar after the intervention. There were increments in their post-test scores as compared to the pre-test. Pupils were able to remember and understand grammar concepts better whereas their interest towards grammar learning has tremendously improved. This would assist them in producing better sentences and essay writing in their UPSR examination.

Table 4

Pre and post-test scores of secondary school pupils

No	Respondents	Pre-test scores (Percentage %)	Post-test scores (Percentage %)	Increments (Percentage %)
1	A	30	68	38
2	B	38	66	28
3	C	40	54	14
4	D	46	52	6
5	E	54	56	2
6	F	60	74	14
7	G	66	74	8
8	H	74	84	10
9	I	80	96	4
10	J	82	100	18
11	K	50	80	30
12	L	70	90	20
13	M	38	50	12
14	N	60	70	10
15	O	50	70	20
16	P	70	80	10
17	Q	80	90	10
18	R	60	68	8
19	S	60	65	5
20	T	60	70	10

Table 5
Mean and standard deviation for secondary school pupils' pre-test scores

Mean	N	Std. Deviation
58.4000	20	15.15673

Table 6
Mean and standard deviation for secondary school pupils'
post-test scores

Mean	N	Std. Deviation
72.8500	20	14.26543

Based on the tables above, it can be concluded that all 20 secondary school participants show positive improvements in their grammar after the intervention. There were increments in their post-test scores as compared to the pre-test. Pupils were able to remember, understand and apply grammar concepts correctly in their speaking and writing exercises. This would greatly help them in their STPM and MUET examinations.

Implications to Pupils

Quizlet is a mobile and web-based study application that allows pupils to search and study needed information through provided learning tools such as flashcards and games. Educators and pupils can use Quizlet to study and learn intended content created by other users. Like other educational application, Quizlet allows users to share their learning content and sets of study with peers, classmates and students. Interestingly, Quizlet offers its own section which benefits teachers. Quizlet offer subscription packages for teachers that enable teachers to create more engaging content and custom their content of study.

Quizlet offers its' own specialty in the education system as it allows teacher to comply ICT integration in teaching and learning. Unlike other educational apps, Quizlet can be operated in both web and mobile device. The implementation of Quizlet as a medium to teach grammar is a project-based activity that allows users to share their learning content and study sets in WhatsApp and Facebook. Using this learning tool, pupils can study learning content created by their teacher accordingly through terms and definitions in flashcards, next learn to pronounce through available audio feature in Quizlet app, then do assessments provided by teachers, play interactive learning games, interact with fellow classmates through Quizlet Live and lastly seek feedback from teachers.

Next, teachers are able to monitor their pupils' work and give feedback in their learning progress from lower level thinking skills to higher level thinking skills. Grammar in Quizlet aimed to maximize grammar acquisition through the creation of study sets related to grammar activities. As grammar learning takes a long time to be understood and mastered especially for non-native speaker, pupils are able to carry out grammar learning activities in a non-stressful way as they are in charge of their own learning. Grammar in Quizlet also allow students to learn collaboratively whereby they can create flashcards together. As stated by Corket & Benevides (2013), teachers need to provide engaging way of learning with the opportunity to learn through a variety of dimensions. Therefore, learning grammar through Quizlet will allow positive behavioural changes among pupils and they can learn in a fun and engaging way especially learning outside the classroom. They can even learn in their free time outside of the classroom as Quizlet also enable users to use it offline.

Other than that, pupils will be able to improve their grammar accordingly to their own progress of learning as they are able to learn the content area based on their preferences. Pupils can even learn to spell and articulate their pronunciation by listening to the audio. They will also be able to learn on how to construct correct simple sentences once they learned tenses in grammar. Once they mastered all the topics in grammar, they can do the provided task and assessment as provided by their teachers. Another outstanding feature in Quizlet is that it allows pupils to learn collaboratively through Quizlet Live created by their teacher. This can be done as a learning game in a classroom where pupils can work in teams and sit together to correctly match terms with their definitions.

Figure 4: Year 6 pupils learning grammar through the *'Shine Bright in Grammar for Year 6'* module created in Quizlet.

Figure 5 : Form 6 pupils learning grammar through the *'Shine Bright in Grammar for Form 6'* module created in Quizlet.

Figure 6: An example of the *'Shine Bright in Grammar for Year 6'* module and the available features.

| drink |
| drive |
| write |
| dance |

Figure 7: The 'LEARN' feature. Pupils look at the picture and click the correct answer. They will be informed the correct answer if their answer is wrong.
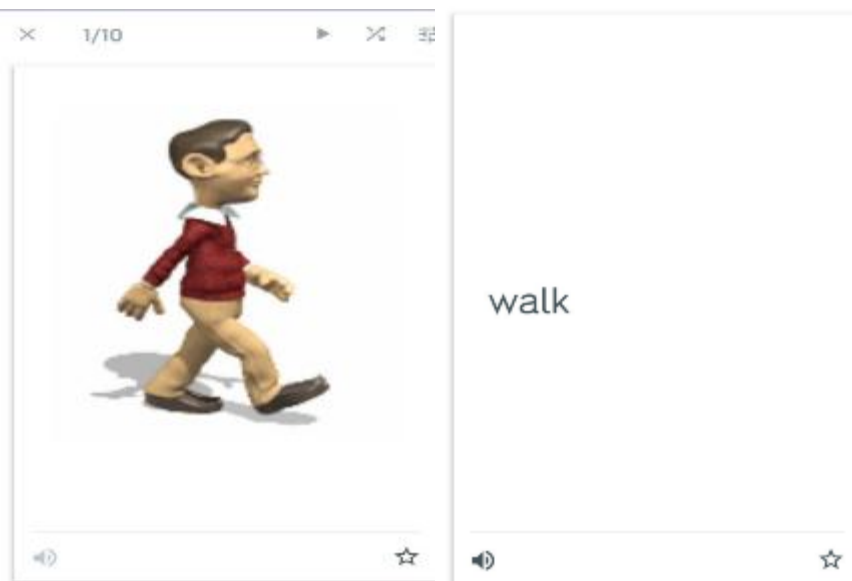

Figure 8: The 'FLASHCARD' feature. Pupils could click at the picture and read the verb 'walk'. The audio button will show pupils how to pronounce the word 'walk'.
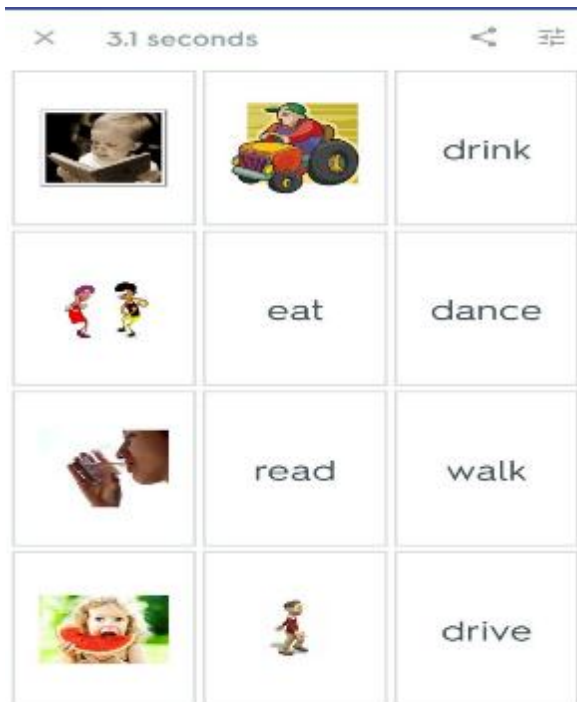
Figure 9: The 'MATCH' feature. Pupils could match the pictures with the correct verbs. Scores will be given at the end of the activity.

Figure 10: The 'WRITE' feature. Pupils look at the picture and write the correct verb. They will be informed the correct answer if their answer is wrong.

Figure 11: The 'TEST' feature. Pupils could choose the types of question they prefer and try the test. Scores and the correct answers will be given at the end of the test.

Implications to Society

With over 100 million user-created study sets and 40 million users every month (Quizlet, 2016), Quizlet is one of the most widely used flashcard systems available. Grammar in Quizlet is a free and friendly learning tools to the user. As there are many benefits and interesting features available in Quizlet, it offers the easier and quickest way to learn anytime and anywhere. Built in audio capabilities, compatibility on variety of devices such as on iOS, Androids, Mac and Windows make it beneficial to students worldwide. Teachers and students can also learn global content by playing games, making quizzes and by flipping through flashcards. Through grammar in Quizlet, educators and teachers can also create a study plan and set deadlines for their assessments and tasks. Grammar in Quizlet are also created to comply the Bloom Taxonomy when pupils make their own flashcards which falls in 'creating' ability and give feedback to others which falls in 'evaluating' ability. This will enable educators to attain teaching and learning goals using Bloom Taxonomy in order to encourage higher-order thinking skills by building up from lower-level cognitive skills.

In a recent study, Jackson III (2015) found that Quizlet was favoured over Educreations, a mobile application that lets teachers create and share instructional videos, by university students in the United Arab Emirates. In his study, Quizlet was used in conjunction with Educreations to help promote vocabulary learning while using both L1 and L2. Three reasons were cited for the preference for Quizlet: 1) receiving a mark/grade after each study session, 2) the availability of L1 translations, and 3) the games. In addition to studying the learners' perceptions, Jackson III (2015) looked into their study habits outside of class. He found that the majority of them studied the target vocabulary with Quizlet for the recommended amount of time, i.e., 10-15 minutes each night, indicating that most of students took advantage of the additional opportunities to study L2 with the online tool. This is significant because learners often exhibit a high level of unpredictability and variability in online environments (Fischer, 2012; Taylor, 2006). Nowadays, teacher must be creative to attract

pupil's attention to stay focus and have an interest in learning the particular lesson that will conducted by the teacher.

Discussion

Through this study, it can be concluded that Quizlet is able to improve pupils' grammar skills in reading, writing and speaking. The results of this study also revealed that Quizlet enables pupils to improve their grammar anywhere and anytime they want. The existence of Quizlet makes grammar learning limitless. According to Vij Ramamuruthy and Srinivasa (2015) in Trilling and Fadel (2009), to create new knowledge and innovation, learners have to possess the ability to ask and answer important questions, provide critical review, generate solution for a problem, communicate and work with others in learning. That the reason why Quizlet is the stepping stone for pupils to improve their grammar, so that low proficiency in grammar would not be an obstacle for them to communicate with others.

Recommendations

Quizlet can be further commercialized through the marketing of study sets which are aligned with the local curriculum. Taking into example the Malaysian education system, teachers or curriculum developers can create Quizlet study sets which are related with the new Common European Framework Reference (CEFR) curriculum for primary as well as secondary schools and advertise it online to attract educators and learners nationwide to join it. These CEFR-related study sets could not only accommodate grammar learning; but it can also be used to nourish the learning of the other four different language skills in order to provide a complete coverage of the new English curriculum.

Atherton (2018) states that Quizlet is on a quest to reach 1.5 billion users and it is currently commercialized through the subscription of advanced versions of the apps which are Quizlet Plus and Quizlet Teacher for only 19.99 and 35.99 dollar a year. These advanced versions enabled users to gain offline access to the apps, upload own images and create as many classes as they need. These subscription packages can be promoted to schools and teachers in rural areas where they could subscribe it at a very low price and utilise it offline in their classroom without being hindered by poor internet connection. Through this, Quizlet makes it possible for learners in rural areas to learn grammar and other English language skills interactively using ICT despite the absence of internet connection.

It would be worthwhile for all stake holders in education, for an example parents, teachers and government to encourage pupils in their respective areas of responsibilities to use Quizlet as the medium for them to improve their grammar. Time and place will not be the limit for pupils to learn. In order to be a be step forward in education system, Quizlet is the way.

Conclusion

Grammar in Quizlet provide positive educational implications for both teachers, primary and secondary school pupils. Overall, both primary and secondary school Malaysian pupils in this study have shown resounding approval on the use of Quizlet educational app in the learning of English grammar. It is an advantage for teachers to be able to utilise ICT in teaching and redefine our pupils' way of learning grammar.

Theoretical and Contextual Contribution
The theoretical contribution of this knowledge is it has enhanced and stressed on the vitality of Affective Filter Hypothesis which was developed by Stephen Krashen. Quizlet has transformed the boring, traditional and stressful way of learning grammar into more interesting, interactive and motivating lessons. This indirectly diminish all the negative factors that could hinder learning and instil a sense of enjoyment into grammar lessons in Malaysian schools. This approach is significant to the Malaysian education system as an innovative approach of transforming the way pupils learn grammar. Long-term implementation ensures a vast improvement in pupils' English grammar and this will indirectly facilitate them in owning a better proficiency of the second language.

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