

Enhancing reading skills for 8th graders by applying quizlet at a secondary school

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Abstract: This study investigates the effectiveness of multimedia technology, particularly Quizlet, in enhancing reading skills among 8th-grade students at Dong Anh Secondary School in Hanoi. The primary aim is to determine the extent to which Quizlet can improve reading proficiency, speed, comprehension, and retention.

The research also examines students' attitudes towards using Quizlet in their learning processes, focusing on engagement levels, ease of use, and overall satisfaction. A quasi-experimental design with 80 participants is divided into a control and a comparison group to provide a quantitative and qualitative measure of Quizlet's impact.

By comparing traditional reading methods with the Quizlet-based approach, the findings revealed significant positive effects of integrating multimedia technology into educational curricula. Furthermore, results from the pre-and -posttests between the comparison group and the control one pointed out that this technique brought back positive academic performance in teaching and learning English.

Keywords: Multimedia technology, reading skills, Quizlet, educational technology, 8th grade.

1. Introduction

In recent years, the use of multimedia technology in education has emerged as a trend of global interest. The integration of text, audio, video, and interactive elements has transformed the traditional classroom, making learning more engaging and accessible. This approach has been particularly effective in enhancing reading skills, as it caters to various learning styles and preferences. Students are no longer passive recipients of information but active participants in a learning process that is dynamic and multi-sensory.

However, the adoption and effectiveness of multimedia technology in enhancing reading skills vary widely across different regions and educational systems. In the context of Vietnam, and specifically in a secondary school in Hanoi, the application of multimedia technology, particularly Quizlet in teaching reading skills is still in its nascent stages. While some schools have started to experiment with these methods, a comprehensive understanding of their impact and effectiveness is still lacking. This gap in knowledge and practice underscores the need for research in this area.

2. Content

2.1. Definition of Quizlet

Quizlet is an interactive learning tool that has

garnered widespread popularity in the realm of education, known for its versatility and user-friendly interface. Primarily, it is an online platform that facilitates learning through a variety of engaging and interactive methods. The essence of Quizlet lies in its ability to transform traditional learning content into a more dynamic and interactive format, making it an appealing tool for students and educators alike.

One of the key features of Quizlet is its flashcard-based learning system. Users can create their own sets of flashcards, or they can choose from millions of sets created by other users. These flashcards can contain text, images, and even audio, catering to different learning styles and preferences. This flexibility is instrumental in making learning personalized and more effective in language teaching.

2.2. Quizlet technology activities and reading skills

Technology has emerged as a promising tool for enhancing reading skills among students, particularly in the context of secondary education. One notable technology that has garnered attention in educational settings is Quizlet. Quizlet is an online learning platform that offers various tools and activities to support learning across different subjects. In the realm of reading skills development, Quizlet's features can be leveraged to create interactive and

engaging activities that cater to the diverse learning needs of students.

According to Smith and Clark (2019), Quizlet technology activities have been shown to facilitate vocabulary acquisition and retention, which are essential components of reading comprehension. Through features such as flashcards, matching games, and quizzes, students can actively engage with the vocabulary encountered in reading materials, reinforcing their understanding and ability to recall key terms and concepts. Additionally, the gamified nature of Quizlet activities adds an element of fun and motivation to the learning process, making it more enjoyable for students to practice and master reading skills.

2.3. Test results.

Comparison of pre-test and post-test results

The comparison between the pre-test and post-test results for both the control group (class 8A1) and the comparison group (class 8A2) offers a comprehensive view of the impact of the multimedia-enhanced curriculum, specifically the role of Quizlet, in reading skill enhancement for 8th graders. The analysis of these changes sheds light on the effectiveness of incorporating multimedia tools in educational settings, providing valuable insights for educators and policymakers.

Starting with the control group, class 8A1, which followed the traditional reading curriculum, we observed modest improvements across the board. The decrease in students classified as 'Weak' from 45% to 32.5% indicated some advancement in reading proficiency. However, the 'Medium' category remained constant at 45%, and only slight increases were seen in the 'Good' and 'Excellent' categories. These changes suggested that while traditional methods can foster improvement in reading skills, the pace and scale of advancement might be limited compared to more innovative approaches.

In contrast, the comparison group, class 8A2, which was exposed to a reading curriculum enhanced with multimedia tools including Quizlet, demonstrated remarkable improvements. The most striking change was the reduction in the 'Weak' category, plummeting from 42.5% to a mere 5%. Moreover, significant escalations were observed in the higher proficiency categories, with the 'Good' category surging from 7.5% to 40% and the 'Excellent' category from 5% to 20%. These results underscored the substantial impact that multimedia tools can have on enhancing reading skills, providing

a more engaging and effective learning experience for students.

2.4. Questionnaire results

**Pre-questionnaire results*

The pre-questionnaire results provide an insightful snapshot into the reading habits, experiences with digital learning tools, and expectations toward digital tools for reading among the students of class 8A2. These findings are essential for understanding the baseline attitudes and experiences of the students before introducing multimedia tools like Quizlet into their reading curriculum.

Table 5: Reading habits and attitudes

Question	Choices	8A2	
		No	%
How do you feel about reading in general?	I enjoy it a lot	2	5%
	I somewhat enjoy it	8	20%
	It's okay	12	30%
	I do not enjoy it	18	45%

The responses to questions about reading habits and attitudes revealed a somewhat lukewarm relationship with reading among the students. A significant portion, 45%, indicated they do not enjoy reading, while 30% considered it okay. Only a small fraction of the class, 5%, reported a strong enjoyment of reading. This distribution suggests that reading is not a favored activity for the majority of the students, pointing to a potential area of opportunity for interventions aimed at making reading more engaging and enjoyable.

**Post-questionnaire results*

The post-questionnaire results depicted in table providing insights into students' attitudes towards learning reading skills using Quizlet, with their responses rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The data indicate a positive reception overall, with a majority of students agreeing or strongly agreeing with the statements presented.

Statement 1, "I find learning reading skills through Quizlet enjoyable," received a favorable response. A combined total of 83% of the respondents either agreed (43%) or strongly agreed (40%) with the statement. This suggests that most students enjoy using Quizlet as a tool for learning reading skills.

Statement 2, "Using Quizlet has improved my interest in reading," also showed positive feedback, with 82.5% of students either agreeing (40%) or strongly agreeing (42.5%). This indicates that Quizlet not only maintains but potentially enhances students' interest in reading.

Statement 3, “I think Quizlet helps me understand reading materials better than traditional methods,” had similar results, with 83% of students agreeing (43%) or strongly agreeing (40%) with the statement. This outcome suggests that a significant majority of students perceive Quizlet as a more effective tool compared to traditional reading methods in terms of understanding the material.

Overall, these results indicate a high level of satisfaction with Quizlet as a tool for learning reading skills. The data suggest that Quizlet is not only enjoyable but also enhances the students’ interest in reading, improves their understanding of reading materials, and boosts their confidence and motivation to engage in regular learning activities.

*The comparison between the pre-questionnaire and post-questionnaire results

Contrasting sharply with these initial findings, the post-questionnaire data showcases a significant positive shift in students’ attitudes towards using Quizlet for learning reading skills. A high percentage of students agreed or strongly agreed that they found learning reading skills through Quizlet enjoyable (83%), that Quizlet improved their interest in reading (82.5%), and that it helped them understand reading materials better than traditional methods (83%). Furthermore, 87.5% of students felt more confident in their reading skills and were motivated to use Quizlet regularly. This transition from a general disinterest in reading and skepticism towards digital tools to a strong endorsement of Quizlet highlights several key impacts. Firstly, Quizlet appears to have successfully engaged students who were previously indifferent or negative towards reading. The interactive and gamified elements of Quizlet might have contributed to making the learning process more enjoyable and accessible. Secondly, the increase in confidence and motivation among students indicates that Quizlet provides a supportive environment for learning that perhaps feels more personalized and effective than traditional methods. This can be crucial in sustaining long-term interest in reading. Lastly, despite the initial hesitation or lack of interest in digital learning tools, the positive reception to Quizlet underscores the potential of well-integrated technology to transform educational experiences. Students’ readiness to adopt new tools may increase when they witness tangible benefits in their learning process.

In summary, the juxtaposition of pre- and post-questionnaire results underscores the transformative potential of incorporating technology like Quizlet into educational curricula. While initially, students showed a lack of enthusiasm for reading and digital tools, the post-intervention responses reveal significant improvements in their attitudes and perceptions. This indicates that with the right tools and approaches, it is possible to significantly enhance student engagement and learning outcomes, turning previously uninterested readers into motivated learners. This comparison suggests that effectively introducing engaging and interactive platforms like Quizlet could bridge the gap between disinterest and enthusiasm, making reading a more enjoyable and enriching experience.

3. Conclusion

The findings from this study provide compelling evidence of the efficacy of multimedia technology, particularly Quizlet in enhancing reading skills and transforming student attitudes towards reading among 8th graders in Hanoi. The conclusions drawn from the analysis offer important insights into both the pedagogical value of integrating technology in education and its impact on student engagement and learning outcomes.

The data clearly demonstrated that Quizlet significantly improves reading proficiency of the students at Dong Anh secondary School. This was particularly evident in the comparison between pre-test and post-test results of the students who utilized Quizlet, where marked progress in reading skills was observed. The control group’s lesser gains underscore the added value that multimedia tools can bring to the educational process, specifically in terms of enhancing learning effectiveness and efficiency.

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