Enhancing Vocabulary Engagement through Quizlet: A Preliminary Study in Japanese Higher Education

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Abstract

This presentation reports part of an ongoing study examining how gamified vocabulary learning using Quizlet fosters engagement among Japanese EFL university students. Fifty-six first-year students participated in a semester-long English communication course that integrated Quizlet's Live: Individuals and Blast modes for weekly vocabulary practice. A mixed-methods design, combining quantitative survey data with qualitative text-mining analysis, was employed to explore learners' perceptions, engagement patterns, and contextual factors influencing sustained motivation. Findings indicate that most learners perceived Quizlet as enjoyable, user-friendly, and effective for vocabulary learning. Competition and repetition were identified as key motivational elements. While Live: Individuals supported self-paced autonomy and accuracy, Blast provided excitement and time-pressured competition. Although Quizlet enhanced in-class engagement, long-term independent use remained limited due to exam-oriented habits and reliance on teacher direction. The study highlights that autonomy-supportive gamification, combined with pedagogical scaffolding and reflective analytics, can enhance learner engagement and self-regulated learning in higher education EFL contexts.

Keywords: engagement; EFL; gamification; higher education; Quizlet