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Using Quizlet to Enhance Learner Agency and Self-Efficacy in EFL

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To motivate independent study, students were introduced to Quizlet, an online flashcard application. Exploratory research provided insight into the extent that Quizlet affects the construction of learner agency and learner self-efficacy. A survey on motivation given to 180 second-year EFL students with an average Common European Framework of Reference level of A1 showed that more than 80% of the students believed studying English was important for their futures, yet less than 25% of the students routinely worked on English assignments. Surveys on Quizlet given after 12 quizzes in a 30-week course showed users responded more positively than nonusers to the statements “I think I’m improving” and “I can make my own sentences using the vocabulary I learned.” Students’ thoughts on using Quizlet were positive and included positive impressions, perceived usefulness, enjoyment of use, and the intent to use Quizlet again in the future.

英語を学ぶ学生が自主的に学習できるという動機付けになるように学生に対してQuizlet(オンラインフラッシュカードアプリケーション)を導入した。探索的研究によりQuizletが学習者主体と学習者の自己効力感の構築にどの程度影響を与えるかについて洞察を提供した。ヨーロッパ言語共通参照枠によるレベルが平均的なA1の2年生の学生180人に実施したモチベーションに関する調査では、学生の80%以上が英語学習は将来のために重要であると捉えているが、日常的に英語の課題に取り組んでいる学生は25%未満に留まった。また、30週間の科目で12回の語彙テスト後に行った調査ではQuizlet使用者から「英語力が伸びていると思う」や「学習した語彙を使用して文章を作成できる」という前向きな感想が得られ、それには前向きな印象、有用性の認識、使用の楽しさ、及び将来Quizletを再び使用するという積極的な意図が含まれていた。

Motivating students to study outside of the classroom can be a challenge. Some typical sources of motivation for students studying EFL in Japan include passing entrance examinations for universities, pleasing parents, appearing competent

amongst peers, and receiving the praise of a teacher. Students’ perception of progress and improvement in ability can also motivate them to study. Prat Sala and Redford (2010) found that, “From a motivation point of view, subjective judgments of efficacy determine how much effort a person makes and how much this person persists given an adverse situation” (p. 301). To enhance motivation in an EFL class at an engineering technical school in southern Japan to study independently, 182 second-year students, approximately 16 to 17 years old with an average Common European Framework of Reference level of A1, were introduced to Quizlet—a free, online learning community which allows people to upload and interact with learning content through a variety of different activities in multiple languages. Quizlet was introduced with the aim of giving students more control of how they learn by providing an alternative option to traditional study methods and allow them to better track and be aware of their progress in language learning, thus leading to increased motivation to study. In order to gain insight into the potential for Quizlet to enhance students’ sense of agency and self-efficacy while learning vocabulary in an EFL classroom, data was collected from 12 postquiz surveys throughout a 30-week course.

Online Self Study, Learner Agency, and Self-Efficacy

Learner agency includes controlling one’s behavior, engaging in actions that affect other entities as well as oneself and that are the object of evaluation (Duranti, 2004). Many online tools allow learners to control how they interact with learning content. This control can put students at the center of their learning experience, creating learner agency. Lindgren and McDaniel (2012) described learner agency as the following:

The notion of agency as contributing to cognitive processes involved in learning comes primarily from the Piagetian notion of constructivism where knowledge is seen as “constructed” through a process of taking actions in one’s environment and making adjustments to existing knowledge structures based on the outcome

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of those actions. The implication is that the most transformative learning experiences will be those that are directed by the learner's own endeavors and curiosities. (p. 346)

Self-evaluating one's competence is one way to provide a measure of self-efficacy (Mar, DeYoung, Higgins, & Peterson, 2006). Evaluation, in its many forms, and the implementation of change as a result of evaluation are essential components of education, and self-assessment is particularly powerful. Online tools can provide students the ability to self-assess their progress and proficiency, which contributes to effort (Prat-Sala & Redford, 2010). Therefore, EFL students who are unable to see progress or perceive themselves to be poor EFL learners are likely to be less motivated to study. "I can" and "I can't" are statements of perceived self-competence, while "self-efficacy is a person's judgements of his or her capabilities to organise and execute courses of actions required to attain designated types of performance" (Kremer, Moran, Walker, & Craig, 2012, p. 85). Self-efficacy is a good predictor of academic achievement (Bong, 2001; Hsieh & Kang, 2010; Mills, Pajares, & Herron, 2007; Multon, Brown, & Lent, 1991; Zimmerman & Bandura, 1994). Thus, creating a study plan for oneself and the ability to self-evaluate using online tools can be viewed as positive steps towards academic achievement in EFL.

There are a multitude of online tools available for learning vocabulary via computers and other devices, and many applications for smartphones are available free of charge for users of various mobile platforms. For some applications, with a paid subscription, users can also download additional activities or gain access to resources offline. Online tools present users with various activities to interact with vocabulary. Different learning modes and games let learners customize their learning experience. Users can use digital flashcards, practice spelling, listen to audio, play games, take assessments, and track their progress, which gives them more control over their learning experience and the ability to self-evaluate.

Course Design

When designing the contents of the vocabulary building portion of an EFL course, a variety of factors were considered. Previous teachers of the course reported that students had negative attitudes towards learning, a lack of self-confidence, and low scores on various assessments, suggesting a lack of self-efficacy. Previous instructors also noted cases of students losing textbooks and claiming they did not have enough time to study for assessments. Despite students reporting a lack of time to study, the author (who was also the teacher of the course) observed them using smartphones and personal

computers for recreational purposes before and after school as well as between classes. These issues suggested a lack of motivation related to learning English in this course.

To address these issues, steps were taken to empower students to exert more control over their learning experience and to provide a means for them to assess their progress. Students were introduced to new units of vocabulary from their course textbook (*Sokudoku Eitango Nyūmonhen*, Kazahaya, 2010) weekly over a 30-week course. Although the total number of new vocabulary words varied from week to week, on average, each unit consisted of approximately 15 new words. For each unit of vocabulary in the textbook, at least three Quizlet sets were created. One set was always the English vocabulary word paired with its Japanese equivalent (e.g., dog/犬). A second set was always the vocabulary word with a cloze type example sentence also taken from their course textbook (e.g., dog/The ___ is running.). The third set varied from week to week and included matching words with pictures, example sentences paired with their Japanese equivalents, and simplified English definitions.

Quizlet was chosen for its accessibility in English and Japanese via the Internet, its availability as iOS and Android applications and on browsers on smartphones, its variety of activities, and its audio options. In comparison to more traditional methods of instruction, such as textbooks, using Quizlet has been found to increase student engagement behaviorally, emotionally, and cognitively among university students (Stroud, 2014). Dizon (2016) found Quizlet to be an effective approach to studying second language vocabulary in a university course and reported that learners believed Quizlet to be a useful and simple-to-use method to study vocabulary.

Methodology

Because of the reported issues with motivation in previous cohorts, the author decided to first investigate the current cohort's motivation. The 180 students were given a survey of their motivation to learn English. The survey was adapted from the survey used by Moya (2014), which was adapted from a survey created by Wang (2008). The 6-point Likert-style survey consisted of 23 items in both English and Japanese (see Appendix B) and the students were asked whether they *strongly agreed*, *agreed*, *slightly agreed*, *slightly disagreed*, *disagreed*, or *strongly disagreed* with each statement.

Quizlet was introduced in the first week of class. Using the computers in the CALL classroom, students were shown how to access the website and were then given the option to create an account or log in as a guest and then were encouraged to follow along as the instructor explained each of the Quizlet activities. The students were then given time to explore the online application as the instructor monitored and answered

questions. Following this initial introduction, links to the sets for each unit were sent to the students' school email accounts weekly. The use of Quizlet was an optional alternative to studying from the textbook and not mandatory. All students had laptop computers and access to the school's Wi-Fi network, which afforded the use of Quizlet to all of the students in the course. Therefore, all students in the course had a choice as to whether to use Quizlet or not.

Every 2 weeks, the students took quizzes covering two units of vocabulary in class via Blackboard Learn, a server-based learning management system. Each quiz consisted of 10 cloze sentences, and students were given 10 minutes at the start of the class to review followed by 10 minutes to complete the quiz. After each quiz students were asked to take an anonymous survey, which included an informed consent statement, on Blackboard Learn (Appendix A). Over the 30-week course, the students took 12 quizzes and postquiz surveys. The goal of the present study was to examine (a) to what extent Quizlet affected learner self-efficacy and (b) to what extent Quizlet affected the construction of learner agency.

Results

In the survey on motivation given prior to the start of the course, 14 out of the 23 questions produced responses in which more than 60% of the students agreed or disagreed with the statements (see Table 1). English is the lingua franca of science and according to the results of the survey, amongst other motivations, many of the students appeared to be motivated to study English because of the important role English will play in their futures. Over 80% of the students reported that they agreed with the statements "Learning English is a great advantage in my future career (86%)," "I study English diligently for potential development in the future (81%)," and "English is a very important tool for communication, so I study it diligently (87%)." Despite the role English proficiency may play in the careers of future engineers, a small percentage of the students answered that they agreed with the statements "I work on my English assignments according to a planned schedule (24%)," and "I feel more confident in English studies compared with my classmates (16%)." In addition, 82% of the students agreed with the statement, "I treat English exams as an evaluation of what I have learned about English."

Table 1. Motivation Survey Results (N = 180)

Question	M	IQR	Responses (%)					
			1	2	3	4	5	6
I like listening to speeches in English.	3	2	9	22	31	21	13	3
I like reading articles in English.	3	2	14	23	29	24	7	2
I feel more confident in English studying compared with my classmates.	2	2	31	35	20	10	4	2
I work on my English assignments according to a planned schedule.	3	1	13	32	31	21	3	1
I study English diligently for potential development in the future.	4.5	1	2	6	11	31	35	15
I treat English exams as an evaluation of what I have learned about English.	4	1	2	5	11	42	33	7
I am excited when I have accomplished a difficult task in English learning.	4	2	4	9	24	31	24	8
I study English hard for the praise of the teacher.	2	1	17	34	26	18	4	1
I seldom read English outside of English class.	4	2	8	12	15	24	33	9
I study English only to get a high score on TOEIC Bridge or TOEIC.	3	1	21	26	32	20	2	1
I seldom finish English homework.	2	1	19	46	22	7	4	2
It is very challenging to communicate with foreign speakers.	4	2	4	13	22	32	20	9
English is a very important tool for communication, so I study it diligently.	4	1	1	2	11	42	27	17
Learning English is a great advantage in my future career.	5	1	1	4	9	32	37	17

Note. Answers were to a 6-point Likert-style survey. 1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *agree*, 6 = *strongly agree*. IQR: interquartile range.

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Data related to the students' overall usage, frequency of use, duration of use, and thoughts about Quizlet as well as self-assessments of perceived English ability were collected from 12 postquiz surveys (see Appendix A) throughout the course (see Figure 1). An average of 165 surveys were submitted after each quiz (Figure 2). For the initial four postquiz surveys, an average of 34% of the students reported using Quizlet; 56% reported using it for the remaining eight postquiz surveys. Due to circumstantial issues in the weeks leading to Quiz 5, students were given time to use Quizlet in class, which accounts for the drastic increase in usage from Quiz 4 to Quiz 5. Other possible factors may have resulted in decreased usage at certain points: Long vacations (Quiz 7 and 11) and high-stake examinations in other courses (Quiz 8 and Quiz 11) were factors in decreased usage, according to student comments.

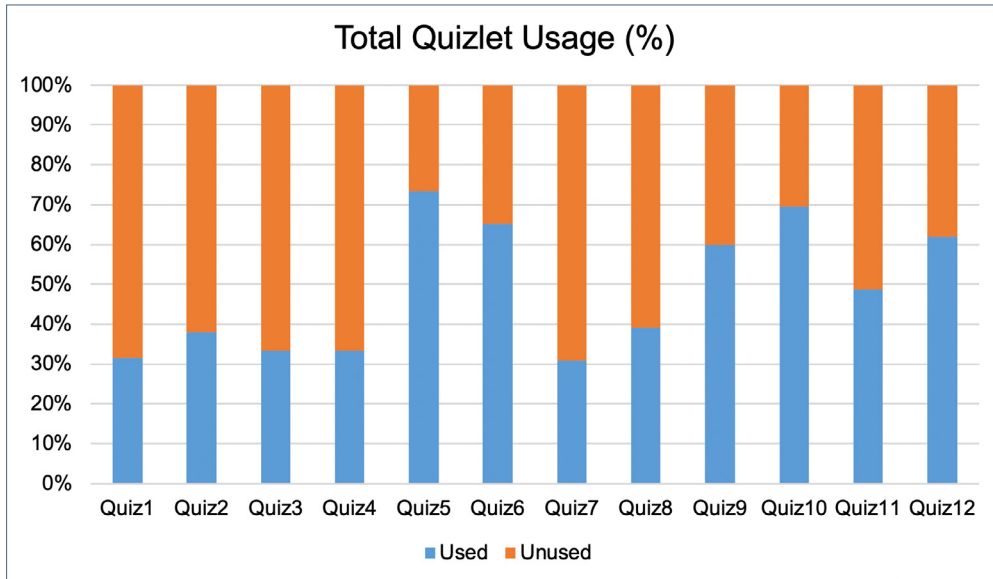


Figure 1. The percentage of self-reported users and nonusers of Quizlet in each postquiz survey.

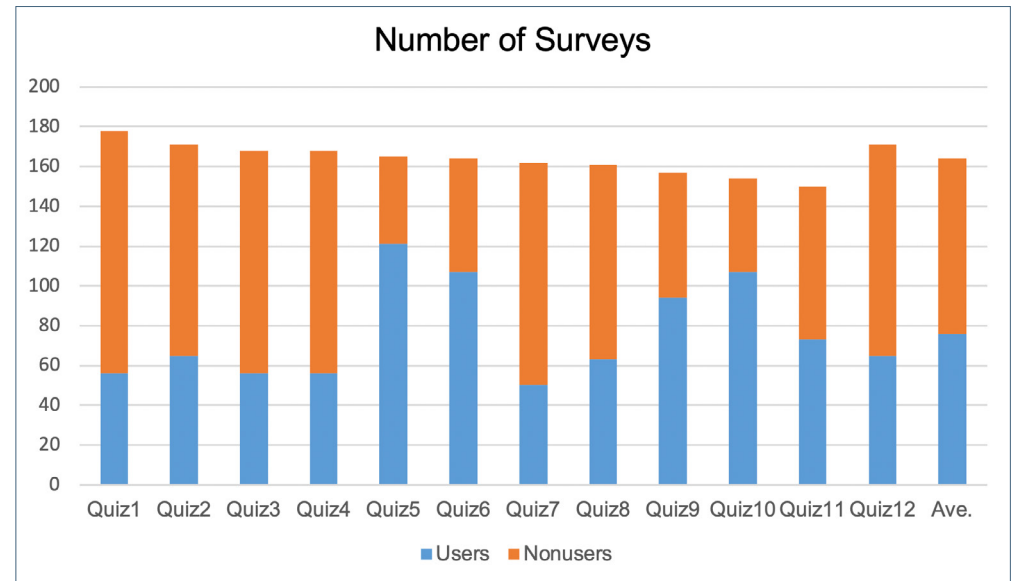


Figure 2. The number of surveys submitted for each postquiz survey.

Data from the surveys over the 30-week course also showed that an average of 93% of the students who used Quizlet (users) engaged in activities one to two days per week (Figure 3). For time per session, 25% of the users spent less than 5 minutes, 43% spent 5 to 15 minutes, and 23% spent 15 to 30 minutes using Quizlet (Figure 4). Students overwhelmingly used sets that contained English terms with Japanese equivalents. Sixty-six percent of the users, compared to 45% of nonusers, reported agreeing with the statement “I think I’m improving” (Figure 5). To the statement “I can make my own sentence” (Figure 6), 60% of the users and 44% of nonusers reported agreement.

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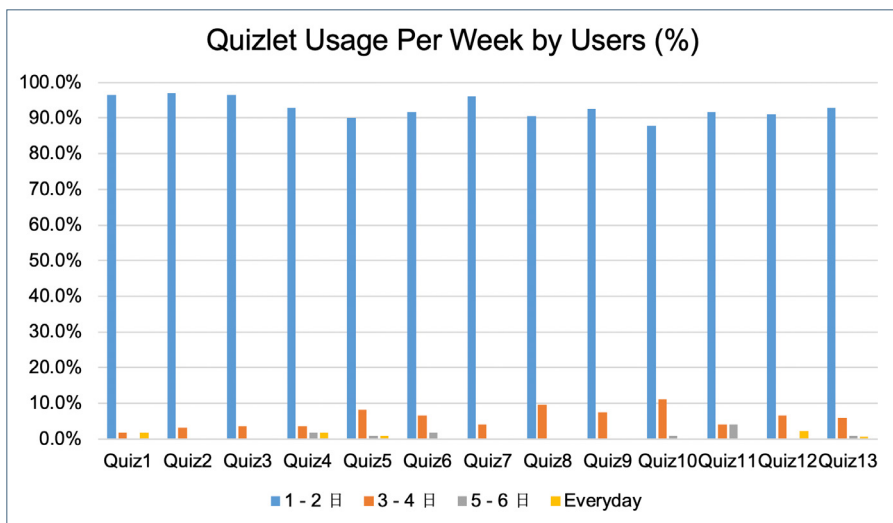


Figure 3. Quizlet usage per week by users. The percentage of self-reported days of use per week of Quizlet in each postquiz survey. (See Figure 2 for n numbers)

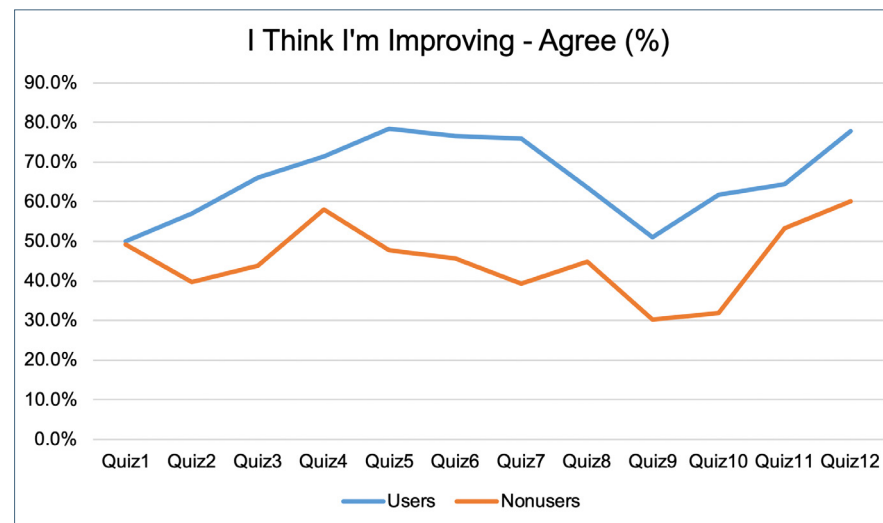


Figure 5. The percentage of self-reported users and nonusers of Quizlet who agreed with the statement in each postquiz survey. (See Figure 2 for n numbers.)

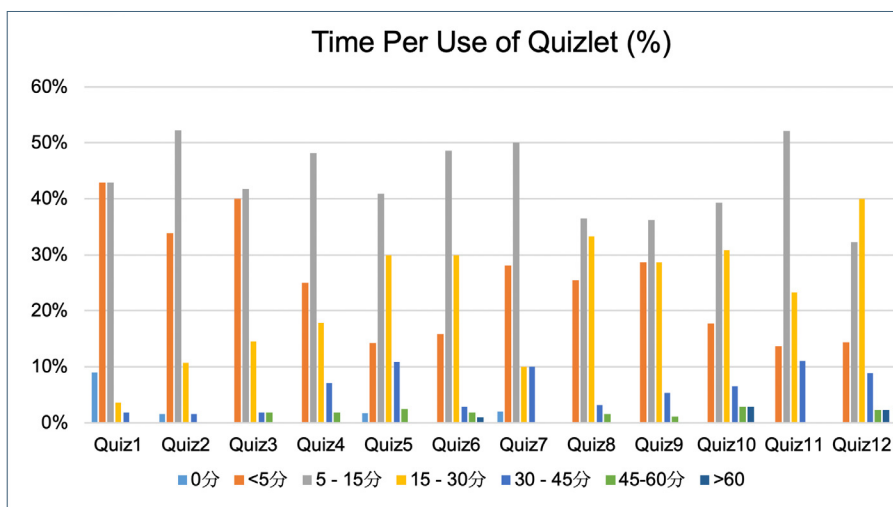


Figure 4. The percentage of self-reported time spent per use of Quizlet in each postquiz survey. (See Figure 2 for n numbers.)

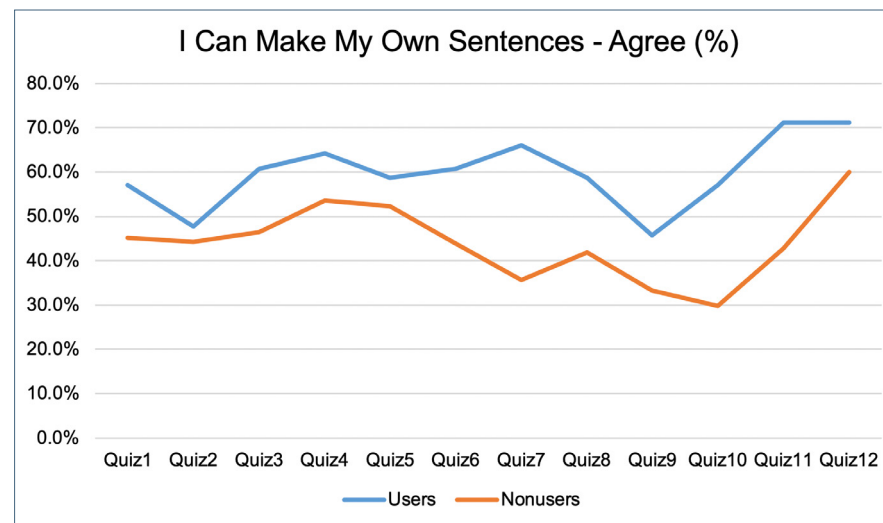


Figure 6. The percentage of self-reported users and nonusers of Quizlet who agreed with the statement in each postquiz survey. (See Figure 2 for n numbers.)

A content analysis of repeated themes was conducted on the students' responses in the postquiz surveys to the open-ended question, "What are your thoughts on using Quizlet?" Recurring positive themes were related to positive impressions, perceived usefulness, the enjoyment of use, and intent to use Quizlet in the future. Recurring negative themes suggested that Quizlet was "bad" (*warui/yokunai*) and difficult to use. Overall (N=1,495), 57% of the students' responses were positive, 7% were negative, 20% reported no use, and 16% were ambiguous or commented on something other than Quizlet (Appendix C). Positive comments were categorized into four themes: good/easy to use (14%), useful (21%), fun/games (12%), and plan to use in the future (9%). Negative comments were categorized into two themes: bad (1%) and hard (6%). For users (n=740), 76% of the students' responses were positive, 6% were negative, 3% reported no use, and 15% were ambiguous or commented on something other than Quizlet. For nonusers (n=755), 38% of the students' responses were positive, 9% were negative, 36% reported no use, and 18% were ambiguous or commented on something other than Quizlet.

Discussion

In comparison to nonusers, users always responded more positively to the statements "I think I'm improving" (Figure 5) and "I can make my own sentences" (Figure 6). This suggests that users had a more positive perception of their progress and ability. Although Quizlet's effect on test scores was not part of this study, it is interesting to note that despite the number of users from week to week, users scored an average of 10% higher than nonusers. Average nonuser scores were never higher than users' scores. However, it cannot be determined whether this difference in scores is attributable to Quizlet use.

The open-ended question, "What are your thoughts on Quizlet?" provided some important insight. Comments by users after the first four quizzes were generally positive. Users commented on the general usefulness of the application, ease of use, how sets could be further improved, which sets they planned to use in the future, and their enjoyment of playing games while learning. Nonusers frequently commented that they forgot or did not know about Quizlet, the application was difficult to use, and they did not have enough time to use it. It is unclear whether nonusers' alternatives to Quizlet were to use other methods of study or to not study at all. After the students were allowed to use Quizlet in class (during the 11th week of the course), there was a change in comments by nonusers. Although there were still some comments about difficulty of use or that Quizlet was not fun, nonuser comments about Quizlet were relatively positive, conveying intent to use Quizlet and which sets they planned to use in the future. Some

of the students' comments alluded to past use of Quizlet. The survey asked students about weekly frequency and duration of use but did not include questions about overall usage throughout the course. It is unclear whether positive comments about Quizlet posted by nonusers were made by students who had used Quizlet in the past or had never used Quizlet. In future research, questions about past use could yield more insight into the students' perception of self-competence and self-efficacy.

Both users and nonusers expressed a belief that Quizlet had a positive effect on scores, alluding to the usefulness of the application. Thirty-four percent of the users reported that Quizlet was useful or influenced their scores and 11% of nonusers responded similarly. The students' positive comments on the usefulness of Quizlet are in line with the results from other studies of students' perceptions of the perceived usefulness of digital flashcard systems (Al-Jarf, 2007; Altiner, 2011; Azabdaftari & Mozaheb, 2012; Dizon, 2016; Lu, 2008). To learn more about student beliefs about language learning in future studies, a more detailed inventory, such as Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI), could be administered pre- and postcourse.

The impetus for introducing Quizlet in the course was to motivate the students to study by increasing learner agency and self-efficacy. It was assumed that Quizlet would allow students to study independently outside of the classroom using an alternative to traditional methods of study and provide a resource for them to assess their progress in English. Twelve percent of the students commented that using Quizlet was fun or that they enjoyed learning while playing games and competing with friends. However, it is not clear whether students actually studied more outside of the classroom, as the survey did not inquire about study habits other than the use of Quizlet. In the future, questions to determine if Quizlet was used as an additional educational resource or as a replacement of other learning materials could provide more insight on the effect Quizlet has on the time students spent on vocabulary outside of the classroom.

The change in usage before and after the in-class use of Quizlet between the fourth and fifth quizzes suggests that proper training, time for students to familiarize themselves with the application, and peer-to-peer training could have a positive impact on student self-study outside of the classroom. Despite the change in usage, a higher percentage of users compared to nonusers agreed to the statements "I think I'm improving," and "I can make my own sentences." If a positive self-evaluation of self-competence improves self-efficacy, as concluded by Mar et al. (2006), the use of Quizlet may lead to enhanced academic achievement in an EFL vocabulary learning course.

Conclusion

There is no question that technology can enhance the learning experiences of many students. In this class, Quizlet seemed to allow students greater access to and engagement with vocabulary in and outside of the classroom. The overall response to Quizlet was positive, and it was associated with an enhanced sense of self-efficacy as surveys consistently showed that a greater percentage of users felt like they were improving compared to nonusers. A third of all users believed that Quizlet was useful or had a positive effect on their quiz scores. It is difficult to determine to what degree learner agency concerning the use of Quizlet developed without longitudinal data, but users' comments included statements about how sets could be improved and which sets the students planned to use in the future. According to the comment analysis, even nonusers believed the Quizlet was useful and fun to use. With proper training and familiarization, the addition of Quizlet into their toolkit of learning resources, students can better control the way they engage with vocabulary and evaluate their progress.

Bio Data

Makoa K. Carman is an EFL teacher at the National Institute of Technology, Okinawa College. He has been teaching EFL to students of all ages in Japan for over a decade and has been involved in teaching, counseling, and mentoring youth for 25 years. His research interests include motivation, anxiety, and lesson design in EFL classrooms. <makoacarman@gmail.com>

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Appendix A
Postquiz Survey

Age:

Sex: Male Female Other

Degree course

Mechanical Systems Information Communication
Media Information Bioresources

How many days a week did you use Quizlet?

0 days 1-2 days 3-4 days 5-6 days Everyday

What is the average amount of minutes you spent using Quizlet per day?

0 min. < 5 min. 5-15 min. 15-30 min. 30-45 min. > 60 min.

Which set did you use the most?

(Dependent on unit)

Which set did you use the least?

(Dependent on unit)

I think I am improving.

Strongly disagree Disagree Slightly disagree
Slightly agree Agree Strongly agree

I can make my own sentences using the vocabulary I learned.

Strongly disagree Disagree Slightly disagree
Slightly agree Agree Strongly agree

What are your thoughts on using Quizlet? (Open-ended)

Appendix B
Motivation Survey With Japanese

Strongly disagree まったく同意しない(当てはまらない)	=	1
Disagree 同意しない(当てはまらない)	=	2
Slightly disagree 少し同意しない(当てはまらない)	=	3
Slightly agree 少し同意する(あてはまる)	=	4
Agree 同意する(あてはまる)	=	5
Strongly agree 強く同意する(あてはまる)	=	6
I like listening to speeches in English. 英語でのスピーチを聞くのが好きです。	1 2 3 4 5 6	
I like reading articles in English. 英語の記事を読むことが好きです。	1 2 3 4 5 6	
I feel more confident in English studying compared with my classmates. クラスメイト比べると英語学習に対して自信を持っています。	1 2 3 4 5 6	
I work on my English assignments according to a planned schedule. 計画性を持って英語の課題に取り組んでいます。	1 2 3 4 5 6	
I study English diligently for potential development in the future. 将来のために英語を勉強します。	1 2 3 4 5 6	
I treat English exams as an evaluation of what I have learned about English. 英語の試験は今までの英語学習の評価に値すると考えています。	1 2 3 4 5 6	
I am excited when I have accomplished a difficult task in English learning. 英語学習において難しいことを達成したとき興奮します。	1 2 3 4 5 6	
I study English hard for the praise of the teacher. 先生からほめてもらいたいから英語を熱心に勉強します。	1 2 3 4 5 6	

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I seldom read English outside of English class. 英語の授業以外ではめったに英語を読む機会がないです。	1	2	3	4	5	6
I study English only to get a high score on TOEIC Bridge or TOEIC. TOEIC Bridge やTOEICで良い点を取るためだけに英語を勉強します。	1	2	3	4	5	6
I seldom finish English homework. 英語の宿題を終わらせることは滅多にないです。	1	2	3	4	5	6
It is very challenging to communicate with foreign speakers. 外国人とコミュニケーションをとることは非常に挑戦的です。	1	2	3	4	5	6
English is a very important tool for communication, so I study it diligently. 英語はとても大切なコミュニケーションツールであるため、一生懸命英語を勉強します。	1	2	3	4	5	6
Learning English is a great advantage in my future career. 英語を学習することは自分の将来のキャリアにとっても有利に働くので一生懸命勉強します。	1	2	3	4	5	6
I like learning English. 英語を勉強するのが好きである。	1	2	3	4	5	6
I will persist when facing difficulties in English learning. 英語学習に難しさに直面しても、勉強をやり通すことができます。	1	2	3	4	5	6
I can finish my English studies actively. 積極的に英語の勉強を終わらせることができます。	1	2	3	4	5	6
I like the challenge of difficult tasks. 難しいことに挑戦することが好きです。	1	2	3	4	5	6
I like English films. 洋画(または英語の映画)が好きです。	1	2	3	4	5	6
In order to conduct research in my major, I study English diligently. 自分の専攻分野のリサーチを行うために英語を一生懸命勉強します。	1	2	3	4	5	6
The English achievement is a crucial factor in getting accepted into a university, so I study English diligently. 大学に入学するために英語は極めて重要であるため、英語を一生懸命勉強します。	1	2	3	4	5	6
I study English diligently merely to graduate from Okinawa Kosen. 単に沖縄高専を卒業するために英語を一生懸命勉強します。	1	2	3	4	5	6

In order to go abroad in the future, I study English diligently. 将来海外へ行きたいので、英語を一生懸命勉強します。	1	2	3	4	5	6
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Appendix C
Postquiz Survey Comment Content Analysis

		Positive			Negative				Total	
		Good/easy to use	Useful	Fun/games	Plan to use	Bad	Hard	No use/forgot		Other
Survey 1	All	17	30	19	19	2	20	48	9	164
	User	8	21	8	2	0	5	3	6	53
	Non	9	9	11	17	2	15	45	3	111
Survey 2	All	11	26	26	22	1	22	29	8	145
	User	5	17	16	8	1	10	2	2	61
	Non	6	9	10	14	0	12	27	6	84
Survey 3	All	19	22	11	11	2	10	39	18	132
	User	10	20	6	2	0	5	4	3	50
	Non	9	2	5	9	2	5	35	15	82
Survey 4	All	16	21	14	14	2	6	37	24	134
	User	8	18	9	5	1	3	0	9	53
	Non	8	3	5	9	1	3	37	15	81
Survey 5	All	22	33	37	10	2	4	13	16	137
	User	15	32	36	7	2	2	1	11	106
	Non	7	1	1	3	0	2	12	5	31

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		Positive				Negative				Total			Positive				Negative				Total
		Good/easy to use	Useful	Fun/games	Plan to use	Bad	Hard	No use/forgot	Other				Good/easy to use	Useful	Fun/games	Plan to use	Bad	Hard	No use/forgot	Other	
Survey 6	All	18	36	25	5	2	4	17	20	127	Survey 12	All	8	23	3	3	1	1	6	24	69
	User	12	31	21	5	0	1	4	10	84		User	3	16	1	1	0	0	1	13	35
	Non	6	5	4	0	2	3	13	10	43		Non	5	7	2	2	1	1	5	11	34
Survey 7	All	26	19	15	6	1	5	31	23	126	Total Number	All	211	316	185	135	18	93	292	245	1495
	User	12	13	8	2	0	3	2	3	43		User	127	245	130	58	7	38	23	112	740
	Non	14	6	7	4	1	2	29	20	83		Non	84	71	55	77	11	55	269	133	755
Survey 8	All	23	22	7	10	1	6	27	23	119	Total Percent	All	14%	21%	12%	9%	1%	6%	20%	16%	100%
	User	16	16	5	1	1	2	4	6	51		User	17%	33%	18%	8%	1%	5%	3%	15%	100%
	Non	7	6	2	9	0	4	23	17	68		Non	11%	9%	7%	10%	1%	7%	36%	18%	100%
Survey 9	All	12	23	8	18	3	7	12	34	117	Total Number Averages	All	18	26	15	11	2	8	24	20	125
	User	11	16	7	14	1	4	0	19	72		User	11	20	11	5	1	3	2	9	62
	Non	1	7	1	4	2	3	12	15	45		Non	7	6	5	6	1	5	22	11	63
Survey 10	All	21	37	12	7	0	3	8	24	112	Total Positive/Negative	All		57%			7%		20%	16%	100%
	User	18	31	8	6	0	1	0	16	80		User		76%			6%		3%	15%	100%
	Non	3	6	4	1	0	2	8	8	32		Non		38%			9%		36%	18%	100%
Survey 11	All	18	24	8	10	1	5	25	22	113											
	User	9	14	5	5	1	2	2	14	52											
	Non	9	10	3	5	0	3	23	8	61											