

Research Article

Vietnamese EFL students' perceptions of Quizlet for English vocabulary learning

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Abstract: Vocabulary learning has been acknowledged as a persistent challenge for many English as a Foreign Language (EFL) learners, especially in contexts where vocabulary teaching is largely dependent on memorization and provides little opportunity for authentic language use. Mobile-assisted language learning (MALL) tools are becoming more and more available and applications such as Quizlet have been widely used to facilitate vocabulary development. This study investigated Vietnamese EFL students' perceptions of using Quizlet for English vocabulary learning at Melbourne Polytechnic Vietnam. The study used a sequential explanatory mixed-methods design, comprising a questionnaire answered by 35 students and follow-up interviews with seven of the participants. Quantitative data were analyzed using descriptive statistics. Meanwhile, qualitative data were analyzed using thematic analysis. In addition, the results indicated positive perceptions of the usefulness, ease of use, engagement and satisfaction with Quizlet. Students identified Quizlet as a tool that improved vocabulary retention due to frequent exposure and retrieval practice, increased motivation through engaging and game-based activities, and provided easy access on mobile devices. However, participants identified several limitations, including repetitive learning activities, Internet-related issues and a lack of opportunities for contextualized vocabulary use. The study also suggests that Quizlet can be an effective supplement to vocabulary learning when incorporated with teacher guidance and communicative classroom practices. The findings add to the growing body of research on technology-enhanced vocabulary learning and have pedagogical implications for EFL instruction in Vietnamese higher education. Furthermore, the study extends existing research by providing insights into learners' experiences with Quizlet in an underexplored Vietnamese tertiary EFL context.

Keywords: EFL vocabulary learning; learner perception; MALL; Quizlet; Vietnamese EFL context

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1. Introduction

Vocabulary remains one of the most difficult elements of language learning for many English as a Foreign Language (EFL) learners. Even when they possess a basic understanding of grammar, limited vocabulary often prevents them from expressing ideas effectively and participating confidently in communication. Therefore, vocabulary knowledge is considered a fundamental component of language proficiency since it forms the basis of learners' ability to comprehend and produce language in the listening, speaking, reading and writing skills. Previous research has consistently emphasized the important role of vocabulary knowledge in successful language learning and academic achievement (Nation, 2013; Schmitt, 2008).

Despite its importance, vocabulary learning is still often seen as synonymous with rote learning of word lists and their meanings in many EFL contexts. These approaches may help learners to recognize new words, but do not necessarily lead to long-term retention or meaningful use of vocabulary. Additionally, effective vocabulary learning often requires repeated exposure, retrieval practice, and opportunities to encounter words in different contexts (Nation, 2013; Webb & Nation, 2017). As a result, many learners struggle to remember vocabulary over time and apply it appropriately in real communicative situations. These challenges have encouraged educators to explore alternative approaches that can make vocabulary learning more engaging, accessible, and effective.

The increasing use of educational technology has created new opportunities for language

learning. In recent years, mobile-assisted language learning (MALL) has gained considerable attention. This is because mobile applications allow learners to access learning materials anytime and anywhere (Kukulska-Hulme & Shield, 2008). Previous studies have shown that digital learning tools can support learner autonomy, increase motivation, and create more interactive learning experiences (Burston, 2015; Tran et al., 2023; Viberg & Grönlund, 2013). Furthermore, gamified learning spaces have proven to stimulate participation and sustain learners' interest, e.g., by employing features such as instant feedback, competition, and rewards (Hamari et al., 2014).

The recent observed evidence has further strengthened the role of digital vocabulary learning tools in EFL education. In addition, Nguyen and Le (2022) found that Quizlet significantly enhanced Vietnamese university students' lexical retention compared with traditional vocabulary learning regardless of whether the application was used in class or at home. Similarly, Nguyen and Le (2023) confirmed that students who learnt vocabulary through Quizlet achieved significantly better vocabulary retention than those receiving conventional instruction. A systematic review and meta-analysis not long ago by Özdemir and Seçkin (2024), synthesized findings from 23 empirical studies and concluded that Quizlet had significant positive effects on vocabulary achievement, vocabulary retention, and learners' attitudes. These findings suggested that Quizlet has become an effective digital tool for supporting vocabulary learning in diverse EFL contexts.

Among some of the digital applications used in language classrooms, Quizlet is one of the most widely used apps for vocabulary learning. It has a variety of learning modes like flashcards, matching games, practice tests and cooperative activities, allowing students to study vocabulary in different ways. Furthermore, the platform is also enriched with visual and audio elements as well as interactive ones, which optimizes the flexibility and engagement of vocabulary learning. There are early studies have demonstrated that Quizlet improved university students' vocabulary learning, engagement, and motivation (Dizon, 2016; Sanosi, 2018). The researchers also highlighted its mobile accessibility and contribution to self-regulated learning (Ashcroft et al., 2018; Köse et al., 2016). More recent studies have been built on these findings, provided further empirical evidence of Quizlet effectiveness across different EFL contexts. Moreover, Nguyen and Le (2022) found that Quizlet significantly enhanced Vietnamese university students' lexical retention regardless of whether it was used in class or at home. Meanwhile, a subsequent quasi-experimental study confirmed its positive impact on long-term vocabulary retention (Nguyen & Le, 2023). In terms of learners' perceptions, Pham (2022) reported that students regarded Quizlet as a useful, engaging, and accessible platform for vocabulary learning. Huong and Chi (2023), likewise, found that learners appreciated Quizlet convenience, flexibility, and support for independent learning. Recently, Özdemir and Seçkin (2024) synthesized findings from 23 empirical studies and concluded that Quizlet had significant positive effects on vocabulary achievement, vocabulary retention, and learners' attitudes. Additionally, Pham and Pham (2026) demonstrated that Quizlet gamified features promoted learner engagement and active participation in vocabulary learning.

Although previous studies have generally reported positive findings regarding Quizlet, much of the existing research has focused on vocabulary achievement and learning outcomes. Comparatively less attention has been paid to learners' perceptions of Quizlet, particularly their experiences with its benefits and limitations in everyday vocabulary learning. This gap is especially evident in the Vietnamese tertiary EFL context, where research on students' perceptions of Quizlet remains limited. In addition, while the advantages of gamified vocabulary learning have been widely discussed, potential challenges related to repetitive activities, technological constraints, and meaningful vocabulary use have received less attention. Therefore, the present study investigates Vietnamese EFL students' perceptions of using Quizlet for English vocabulary learning of students at Melbourne Polytechnic Vietnam. Understanding students' perspectives is important because learners' perceptions may influence their willingness to adopt and continue using educational technologies.

Davis (1989) proposed the technology acceptance model (TAM), which indicates that the acceptance of the technology by the users is mainly based on perceived usefulness and ease of use. These factors can influence students' perceptions of technology-enhanced learning and their participation in digital learning tools in an educational environment. Students' perceptions of Quizlet in terms of usefulness, ease of use, engagement and satisfaction were reviewed based on the TAM (Davis, 1989) and later extensions of the technology acceptance research (Venkatesh & Davis, 2000).

Based on this background, the study aimed to explore and investigate how Quizlet is

utilized in learning English vocabulary at Melbourne Polytechnic Vietnam by Vietnamese EFL students. Interviews were conducted in addition to the questionnaire to gather more information about students' experience with Quizlet and to make the quantitative results more comprehensible.

Accordingly, the study is guided by the following main research question and four sub-research questions. Main research question is the following: What are students' perceptions of using Quizlet as a tool for English vocabulary learning?

The main research question is further elaborated through the following four sub-research questions, each addressing a specific dimension of students' perceptions of Quizlet.

- (1) How do students perceive the usefulness of Quizlet for English vocabulary learning?
- (2) How do students perceive the ease of use of Quizlet for English vocabulary learning?
- (3) How do students perceive the engagement provided by Quizlet during English vocabulary learning?
- (4) How satisfied are students with using Quizlet for English vocabulary learning?

2. Materials and Methods

2.1. Research Design

This study adopted a sequential explanatory mixed-methods design, which consists of two phases: a quantitative phase followed by a qualitative phase, to examine the perceptions of Vietnamese EFL students on the use of Quizlet for the purpose of learning English vocabulary. The students' perceptions were the main dimension of evidence obtained from the quantitative data collected using the structured questionnaire. In addition, in order to have a better understanding of the results of the survey, further in-depth interviews were held with the selected respondents. The qualitative data provided explanatory and elaborative information on the quantitative findings, especially on students' experiences, perceived advantages and the difficulties of using Quizlet.

2.2. Participants and Setting

The participants consisted of 35 Vietnamese EFL students studying at Melbourne Polytechnic Vietnam in Ho Chi Minh City. The participants were enrolled in upper-intermediate English courses corresponding to a B1 toward B2 proficiency level based on the Common European Framework of Reference. The participants were selected through convenience sampling because they belonged to an intact English class where Quizlet had been regularly integrated into vocabulary instruction during the Summit 1 course.

Prior to completing the questionnaire at Melbourne Polytechnic Vietnam, the participants had experienced Quizlet-supported vocabulary learning activities for approximately eight weeks, corresponding to the standard instructional duration of the Summit 1 course. Quizlet was regularly integrated into classroom vocabulary instruction, as students typically spent approximately 20-30 minutes per lesson on vocabulary-focused activities. During this period, Quizlet was used through flashcards, matching games, vocabulary review exercises, and other interactive classroom tasks conducted during class time.

Table 1. Participant demographics.

Variables	Categories	Frequency	Percentage
Gender	Male	24	68.6
	Female	11	31.4
English proficiency	B1	2	5.7
	B1+	16	45.7
	B2	17	48.6
Device used for Quizlet	Smartphone	21	60
	Laptop	8	22.9
	Tablet/iPad	6	17.1
Frequency of Quizlet use	Sometimes	3	8.6
	Often	3	8.6
	Every lesson	29	82.9

Participation in the study was voluntary, and all participants were informed about the research purpose before completing the questionnaire. The goal of the study is to offer

exploratory insights into students' perceptions in a specific Vietnamese EFL classroom context, so the results cannot be generalized for all EFL learners. From the demographic results presented in the table below (table 1), it was found that 68.6% of the students were male and 31.4% were female. As far as English proficiency is concerned, 48.6% of the participants had a B2 level, 45.7% had a B1+ level, and 5.7% had a B1 level. In terms of devices, smartphones were the most frequently used device to use Quizlet (60.0%), followed by laptop (22.9%) and tablet/iPad (17.1%). Furthermore, 82.9% of the participants indicated that Quizlet was used in almost all vocabulary lessons of the day.

2.3. Research Instrument

In this study, the researcher used two research instruments which were structured questionnaires and semi-structured interviews.

This study's questionnaire was inspired by the previous studies on technology acceptance (Davis, 1989), MALL (Viberg & Grönlund, 2013), and learner perceptions of digital vocabulary learning tools (Köse et al., 2016). Some modifications were made to make it more appropriate for the context of Quizlet-supported learning of new words in Vietnamese EFL classrooms.

There were two parts to the questionnaire. The first section gathered demographic data, such as gender, English proficiency level, use of devices and how often they use Quizlet during vocabulary lesson time.

The second section was designed based on a five-point Likert scale, including 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The five-point scale was computed using the following interval range: 1.00-1.80: Strongly disagree, 1.81-2.60: Disagree, 2.61-3.40: Neutral, 3.41-4.20: Agree, 4.21-5.00: Strongly agree. The following 18 items were selected to assess students' perceptions of Quizlet, based on four factors: perceived usefulness (5 items), perceived ease of use (4 items), engagement (4 items), and satisfaction (5 items).

Additionally, the questionnaire also contained three open-ended questions asking students to describe their experiences, perceived benefits, challenges, and suggestions for the use of Quizlet for vocabulary learning. These responses gave some preliminary qualitative information that was used to supplement the quantitative results.

Semi-structured interviews were conducted with seven MPV volunteers after the questionnaire phase to gain deeper insights into the students' experiences. The interview protocol consisted of six questions. The following is a list of questions that will focus on students' experience with Quizlet, their perceptions of its impact on vocabulary learning and retention, desired features, motivation and engagement, difficulties with use, and suggestions for future use in vocabulary classes.

The questionnaire was pre-tested with a small number of students, who did not participate in the main data collection period, to facilitate the clarity and comprehension of the items before the main data collection period. Cronbach's alpha was computed for reliability in SPSS. Internal consistency was judged to be acceptable when Cronbach's alpha was ≥ 0.70 . The result of Cronbach's alpha for students' perceptions of Quizlet in the questionnaire is shown in table 2, which is obtained at 0.914, meaning that the students' perceptions of Quizlet have a very high degree of reliability.

Table 2. Reliability statistics.

Scale	Cronbach's alpha	Number of items
Students' perceptions of Quizlet	0.914	18

2.4. Data Collection Procedure

The study was conducted during English vocabulary lessons at Melbourne Polytechnic Vietnam. Quizlet was integrated into classroom activities through modes such as flashcards, matching games, interactive review activities, and vocabulary exercises. Students used Quizlet on their personal devices, particularly smartphones, during vocabulary learning sessions. Prior to data collection, participants had experienced Quizlet-supported vocabulary learning for approximately eight weeks during the Summit 1 course.

The data collection process was conducted in two phases. Participation was voluntary, and anonymity and confidentiality were ensured for all respondents. In the first phase, quantitative data were collected through an online questionnaire administered via Google Forms. It took about 10-15 minutes to finish the survey on average. Participants were coded

from S1 to S35. The questionnaire gathered information regarding students' perceptions of Quizlet in terms of usefulness, ease of use, engagement, and satisfaction. To improve trustworthiness, the process of coding was reviewed carefully by the co-author. Any differences of opinion were addressed by means of constructive discussion to reach a consensus.

In the second phase, qualitative data were collected through semi-structured interviews with seven students who had previously completed the questionnaire. The interview participants were selected voluntarily to provide deeper insights into their experiences using Quizlet for vocabulary learning. Each interview lasted approximately 10-15 minutes and was conducted in a comfortable learning environment. Together with participants' consent, notes were taken during the interviews and later reviewed for analysis.

2.5. Data Analysis

The quantitative data collected from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean scores, and standard deviations were computed to determine the level of the students' views on Quizlet as a tool for learning English vocabulary. Cronbach's alpha was also calculated in order to check the internal consistency and reliability of the questionnaire.

The questionnaire data were collected using a five-point Likert scale. So as to interpret the mean scores consistently, the score ranges shown in table 3 were adopted in this study. Mean scores from 1.00 to 1.80 indicate strong disagreement, 1.81 to 2.60 indicate disagreement, 2.61 to 3.40 indicate a neutral response, 3.41 to 4.20 indicate agreement, and 4.21 to 5.00 indicate strong agreement. These interpretation ranges were used throughout the analysis of students' perceptions in this study.

Table 3. Mean score interpretation.

Mean range	Interpretation
1.00-1.80	Strongly disagree
1.81-2.60	Disagree
2.61-3.40	Neutral
3.41-4.20	Agree
4.21-5.00	Strongly agree

In addition, the qualitative data gained from the three open-ended questionnaire questions and the semi-structured interviews were analyzed through thematic analysis (Braun & Clarke, 2006). The researchers read through all of the answers and the transcriptions of the interviews, getting themselves familiar with the data. Common themes, ideas, experiences and suggestions were then identified, coded, and clustered together. Analysis was conducted from students' perception of Quizlet in terms of perceived benefits, ease of use, engagement, satisfaction, challenges faced when using Quizlet, and recommendations for future implementation. The qualitative results were then used to explain and validate the quantitative results.

3. Results

3.1. Students' Perceptions toward Quizlet Use for Vocabulary Learning

The findings overall are positive, with each of the four dimensions (usefulness, ease of use, engagement, and satisfaction) seeing positive perceptions consistently across all types. All mean scores are high, suggesting that, overall, the Vietnamese EFL students have shown a favorable attitude towards the use of Quizlet to learn word knowledge.

Table 4. Overall students' perceptions toward Quizlet.

Dimension	Mean	SD	Interpretation
Usefulness	4.77	0.32	Strongly agree
Ease of use	4.73	0.35	Strongly agree
Engagement	4.74	0.37	Strongly agree
Satisfaction	4.75	0.40	Strongly agree

As presented in table 4, students expressed highly positive perceptions of Quizlet across all four dimensions. All mean scores ranged from 4.73 to 4.77, indicating a strong level of

agreement. Among the four dimensions, usefulness received the highest mean score ($M = 4.77$, $SD = 0.32$), followed by satisfaction ($M = 4.75$, $SD = 0.40$), engagement ($M = 4.74$, $SD = 0.37$), and ease of use ($M = 4.73$, $SD = 0.35$). The low standard deviation values suggested that students' responses were consistent across all dimensions.

Therefore, positive perceptions were consistently observed across all four dimensions, which are usefulness, ease of use, engagement, and satisfaction. The consistently high mean scores across all dimensions indicated a generally positive acceptance of Quizlet-supported vocabulary learning among Vietnamese EFL students.

3.2. *Students' Perceptions of Quizlet Use*

3.2.1. Usefulness

The usefulness dimension had the highest mean score ($M = 4.77$), meaning that students had the highest perception of Quizlet being useful to them for learning English vocabulary. This score suggests that students considered Quizlet an effective tool for supporting vocabulary acquisition and retention.

The highest mean scores ($M = 4.86$, $SD = 0.36$) were received for items in the questionnaire that were related to Quizlet's ability to help the student remember new vocabulary properly. Students also agreed that Quizlet helped them recognize vocabulary in different contexts ($M = 4.77$, $SD = 0.49$). These numbers indicate that learners valued Quizlet primarily for its contribution to vocabulary review and long-term retention.

Overall, the consistently high mean scores in usefulness items indicated that students regarded Quizlet as a beneficial tool for English vocabulary learning. The results also suggested that Quizlet effectively supported vocabulary review, memorization, and long-term retention, contributing to students' positive perceptions of its usefulness.

3.2.2. Ease of Use

Students also conveyed very positive perceptions in relation to Quizlet usability and accessibility. The mean score for ease of use was 4.73 ($SD = 0.35$), indicating that the participants strongly agreed that Quizlet is convenient and easy to use in vocabulary lessons.

The mean score for Quizlet is easy to use during vocabulary lessons was 4.74 ($SD = 0.51$), and for Quizlet is easy for me to access on my device was 4.69 ($SD = 0.58$). Because smartphones were the most popular device students used to access Quizlet, students had the ability to access vocabulary activities during the class.

In general, the high mean scores indicated that students perceived Quizlet as a user-friendly and accessible learning platform. These outcomes also suggested that the application was easy to operate and readily accessible, and contributing to students' positive perceptions of its ease of use.

3.2.3. Engagement

Students also had positive perceptions of Quizlet when it comes to engagement. The overall mean score for the engagement dimension was 4.74, which shows that students generally agreed that Quizlet helps to make them more engaged in studying vocabulary.

A number of questions about student involvement were rated very highly. The mean score for the item "Quizlet encourages me to participate actively in vocabulary activities" was 4.80 ($SD = 0.41$), and the mean score for the item "Quizlet game-based activities increase my interest in learning vocabulary" was 4.77 ($SD = 0.49$). Moreover, students indicated that Quizlet kept them more focused on vocabulary lessons ($M = 4.69$, $SD = 0.53$).

The qualitative answers also highlighted how many students really liked Quizlet interactive learning features. Multiple respondents noted that the application was more interesting and not as boring as the traditional approach to studying vocabulary. However, some students reported that some Quizlet exercises became repetitive after prolonged use. Some pointed out the need to increase the contextual examples and communicative learning activities in the application.

3.2.4. Satisfaction

Also, students' perceptions of satisfaction with Quizlet were very positive, and they indicated that they will continue to use Quizlet in the future for vocabulary learning. The satisfaction dimension had an overall mean score of 4.75, showing that learners approved the vocabulary instruction through Quizlet with a high level of satisfaction. The mean score for the item "I feel satisfied with my vocabulary learning experience when using Quizlet" was 4.74 ($SD = 0.51$).

In the meantime, "I would like to continue using Quizlet for future vocabulary learning"

also achieved a mean score of 4.74 (SD = 0.51). Furthermore, students reported that they felt more motivated and confident when learning vocabulary through Quizlet. The item “I feel more motivated to study vocabulary when Quizlet is used in class” received a mean score of 4.77 (SD = 0.49), while “I feel more confident in remembering English vocabulary after using Quizlet” achieved a mean score of 4.74 (SD = 0.51).

However, the qualitative findings indicated that students did not perceive Quizlet as a complete replacement for traditional instruction. Some students suggested that teachers should combine Quizlet with classroom explanations and contextual examples. Also, teachers should add some collaborative activities to improve vocabulary understanding and practical language use.

3.3. Qualitative Findings from Interviews

The qualitative findings were derived from both the open-ended questionnaire responses and the semi-structured interviews. Analysis of the data revealed four major themes: (1) vocabulary retention and learning effectiveness, (2) engagement and motivation, (3) challenges associated with Quizlet use, and (4) recommendations for improving Quizlet-supported vocabulary learning.

The thematic approach was used in order to analyze interview data and to identify recurring patterns in students’ responses. Four major themes emerged from the analysis, and they reflect students’ experiences and perceptions of using Quizlet for English vocabulary learning. As presented in table 5, the themes include vocabulary retention and learning effectiveness, engagement and motivation, challenges when using Quizlet, and also teacher guidance and contextualized learning. These themes provide qualitative evidence to complement and explain the questionnaire findings.

Table 5. Summary of interview themes.

Theme	Supporting evidence
Vocabulary retention and learning effectiveness	Repeated practice, flashcards
Engagement and motivation	Games, competitions
Challenges associated with Quizlet use	Internet issues, repetition
Teacher guidance and contextualized learning	Explanations, discussions

The four themes identified in table 5 are discussed in detail in the following sections using representative quotations from the interview participants.

3.3.1. Vocabulary Retention and Learning Effectiveness

Both the open-ended questionnaire responses and the interview data indicated that students perceived Quizlet as an effective tool for vocabulary review and retention. Many participants reported that repeated experience with vocabulary through flashcards, games, and review activities helped them remember and recall words more effectively. Several of them identified Flashcards, Match, and Learn as the most useful modes for vocabulary learning, suggesting that these study modes supported repeated practice and vocabulary reinforcement.

The interview findings further explained why students held these positive perceptions. One participant stated that “the repeated practice through flashcards and games helped me remember words more effectively” (Interview 2). Another participant explained that repeated review through Quizlet activities helped them recall vocabulary more quickly during classroom activities and tests (Interview 7). Likewise, an interviewee said that he could remember words longer after reviewing them in various study modes. The results indicated that Quizlet was a valuable tool for students because of the repeated exposure and retrieval practice it offered, a key component in vocabulary retention and the effectiveness of learning.

3.3.2. Engagement and Motivation

The open-ended questionnaire responses and interview data emphasized that Quizlet has been a positive influence for learner engagement and motivation. Match, Learn, Flashcards, and Quizlet Live were the platforms mentioned by many students as their favorite, as they enable more interactive and fun vocabulary learning. Not to mention, one of them said in the questionnaire that “I really like the Match game and Live mode learning vocabulary in a more interactive and less boring way.” Some also recommended including more games, GIFs, and gamification elements. These suggest that one of the things they valued the most in game learning is the aspect of the game.

These were confirmed by the findings from the interview. A few participants reported that using Quizlet made it easier to learn vocabulary words in class and made it more fun and interactive. Some students said that using Quizlet to learn vocabulary was more fun and less tedious than working on a textbook alone (Interviews 2 and 6). Other students liked Quizlet game mode features, as it made them more willing to engage in group work and activities in the classroom. The results indicate that Quizlet had a positive impact on students' engagement by improving vocabulary learning to be more interactive and motivating.

3.3.3. Challenges Associated with Quizlet Use

Although Quizlet was generally well-regarded, there were some challenges identified by both data sources related to Quizlet use. Students often cited various technical issues like unstable Internet connections, old device problems, ads, and restrictions of the free version in their responses to the open-ended questionnaire. Some customers have mentioned issues like "Lagging internet," "Too many ads," and "Limited features without paying for it." Other students reported that sometimes their phones lagged or ran out of battery while working in class.

The same concerns were present in the interviews. Participants found that the connection with the internet was sometimes disrupting learning activities and thus reducing the effectiveness of Quizlet in the classroom. Furthermore, some of the students thought that some of the activities were repetitive after repeated use. Some said that after a long-time using Quizlet, the activities got a bit repetitive (Interview 3). Other students also reported a concern that Quizlet sometimes fostered memorization over more effective communication with vocabulary. The results indicate that the benefits of Quizlet can be seen, but there are some limitations in technology and pedagogy that can impact students' learning experiences.

3.3.4. The Need for Teacher Guidance and Contextualized Learning

Another common thread was the need for teacher support in vocabulary acquisition. In the free-form responses to the questionnaire, some students recommended that teachers should give more examples, have students practice more, and have students make their own vocabulary sets. One respondent suggested that "Teachers should have students design their own sets rather than relying on existing ones," and another respondent suggested that examples and vocabulary to be used in context should be included in Quizlet.

These views have been confirmed by the interviews. Students appreciated Quizlet for learning, but did not see it as a substitute for classroom instruction. Some of the participants recommended a merging of Quizlet with teacher explanations, discussions, and communicative activities. Taking this as an example, one participant recommended that teachers integrate Quizlet with speaking activities and contextualized examples to help students use vocabulary more effectively in real-life situations (Interview 6). The results suggest that Quizlet was seen as a helpful supplement to the regular classroom language instruction, and that it could be made more effective with proper teacher management and relevant language work.

4. Discussion

This study aimed to examine Vietnamese EFL learners' perceptions of the application of Quizlet in English vocabulary learning at Melbourne Polytechnic Vietnam. The results indicated that, generally, positive perceptions of the four dimensions studied, which are usefulness, ease of use, engagement, and satisfaction. The interview data also indicated why these positive perceptions existed and revealed a number of problems encountered with Quizlet use. Overall, these findings are generally consistent with recent studies conducted in EFL contexts, which have reported positive learner perceptions of Quizlet regarding its usefulness, ease of use, engagement, and contribution to vocabulary learning (Pham, 2022; Huang & Chi, 2023; Özdemir & Seçkin, 2024).

A significant finding is that Quizlet is viewed as a helpful tool for learning words. The results of the questionnaire indicated that the dimension usefulness was the highest average value compared with all dimensions. Students felt Quizlet was useful for them to remember new vocabulary, retain vocabulary for longer and for them to review vocabulary more efficiently. The interview information corroborated these findings. Multiple exposures to vocabulary, through flash cards, games and review, helped participants remember words more readily in classroom activities and assessments. The results are consistent with both earlier and more recent studies which show that Quizlet positively influences vocabulary learning and retention (Dizon, 2016; Sanosi, 2018; Nguyen & Le, 2022; Nguyen & Le, 2023; Özdemir

& Seçkin, 2024). They also agree with Nation's (2013) ideas that the retrieval and exposure to words have an important role in the development of vocabulary.

Secondly, the students' perceptions of Quizlet accessibility and ease of use should be mentioned. The questionnaire results showed that students felt Quizlet was convenient and easy to use during the vocabulary lesson. This perception could be attributed to the widespread use of smartphones by the participants and the fact that smartphones were the most commonly used device for accessing Quizlet. In addition, when asked about the value of the vocabulary review in their interview, students expressed their appreciation for the flexibility of having the opportunity to review the vocabulary outside of the classroom. The results are in line with earlier studies on MALL (Burston, 2015; Viberg & Grönlund, 2013). As well, they are further supported by recent studies reporting that learners perceived Quizlet as a useful, accessible, and user-friendly platform for vocabulary learning (Pham, 2022; Huong & Chi, 2023). The results also confirm the TAM of Davis (1989) that states that if a technology is seen as useful to the user and easy to use, the users will embrace and continue to use the technology. The students' ability to use Quizlet could have played a role in their regular use of it for vocabulary development.

Thirdly, the results also show that Quizlet had a positive impact on students' engagement and motivation. Mean scores for participation, attention, and interest in vocabulary learning were high. These results were also confirmed by the interviews. Quizlet was found to be more fun and interactive by many participants than the conventional way of learning vocabulary. The features like matching games, competitions, word sounds, and interactive ways of studying seemed to catch students' interest in learning words and make them more active in the learning process in class. These findings are also consistent with Pham and Pham (2026) who reported that Quizlet gamified features enhanced learner engagement, motivation, and active participation in Business English vocabulary learning. The results of the present study align with previous research on gamification in learning, which indicates that gamification elements can boost learners' motivation and engagement in the learning environment (Hamari et al., 2014; Deterding et al., 2011). Finally, the results lend themselves to the notion that engagement is a factor of successful language learning experiences (Fredricks et al., 2004; Philp & Duchesne, 2016).

While most students had positive attitudes towards Quizlet, the interview data also identified some challenges. The most realistic assessment will be on issues of technicality like inconsistent internet connection and occasional device-related problems. Also, some students indicated that some Quizlet activities became repetitive after repeated learning. Multiple participants also presented the question of memorization versus using words in authentic communication on Quizlet. The results indicate that Quizlet works for vocabulary learning and review, but its effectiveness will be tempered if students only use the same Quizlet practice functions. Concerns have also been voiced by Kirschner and De Bruyckere (2017), who pointed out that meaningful learning outcomes are not necessarily ensured when learning is delivered through technology. Similar concerns were also reported by Pham and Pham (2026), in which several participants noted that repetitive learning activities and technical issues could reduce learning motivation after prolonged use. Thus, the use of educational technologies must be done carefully and accompanied by suitable pedagogical practices.

Another topic that repeatedly appeared in the interviews was the role of teachers in enabling students to learn vocabulary. Students felt that Quizlet was a good option and they maintained positive attitudes towards Quizlet, but didn't feel that it was a replacement for classroom instruction. A lot of students have mentioned the importance of explanations, examples in context, conversations, and communicative tasks given by the teacher. The students' overall satisfaction and intention to continue using Quizlet indicate that the platform was well received by the students. This is in line with the TAM (Davis, 1989) that proposes that the continued usage of a technology is more likely when the technology is perceived as useful and easy to use. In the same way, Huong and Chi (2023) suggested that although students appreciated Quizlet flexibility, teacher guidance remained essential to facilitate meaningful vocabulary learning and classroom interaction. In general, students considered Quizlet a helpful but not definitive tool for teaching in the classroom. Using communicative and contextualized activities in combination with Quizlet can help students go beyond memorization and engage with new vocabulary in meaningful ways in a real-life context.

It is important to note a few limitations when interpreting the results of this study. Firstly, the study was conducted using a relatively small number of students from one educational institution, and this restricts the generalizability of the findings of the study. Second, the study was limited to students taking one level of English. In fact, students in

varying levels of proficiency could have varied experiences with Quizlet. Third, the results were mostly based on subjective perceptions of vocabulary development and not on actual measures of vocabulary development. Therefore, the positive perceptions that were found in this study should be interpreted as evidence of actual vocabulary gains, rather than what they are. Experimental or longitudinal studies could be used to investigate the long-term vocabulary acquisition as a result of Quizlet. The potential effect of Quizlet on productive vocabulary utilization, learner autonomy, and communicative competence in various learning environments can also be explored in further studies.

Overall, the results indicate that Quizlet is accepted positively by the EFL learners from Vietnam and can be effectively used as a supplementary tool in vocabulary learning. It can, however, be shown that its effectiveness can be improved if it is combined with teacher guidance, contextual learning activities, and opportunities for meaningful use of language, as shown in the results.

5. Conclusions

The purpose of this study was to investigate the attitudes of the Vietnamese EFL learners towards the use of Quizlet for English vocabulary learning at Melbourne Polytechnic Vietnam. The results show that, in general, students have positive perceptions about Quizlet in terms of being useful, easy, engaging, and satisfying. The students found the platform to be very interactive, easy to use, and provided them with the opportunity to review vocabulary. The interview results also indicated that these positive perceptions resulted from repeated practice, game-based activities, and flexible access to learning materials.

Some of the technical issues reported were unstable internet connections and the repetitive nature of some of the activities that could impact the learning experience. Furthermore, some of the participants noted that Quizlet was most effective when combined with teacher explanations, examples adapted to the context, and communicative classroom activities. The results from this study indicate that Quizlet is more of a support learning tool that can be used alongside teacher-led instruction.

In general, the results indicate that Quizlet can be used as a supportive tool for Vietnamese EFL learners to learn vocabulary if it is accompanied by the teacher's instruction and effective communicative learning activities.

This research has some implications for teaching English vocabulary in the EFL context in Vietnam. First, Quizlet can be used as an ingredient in vocabulary lessons for vocabulary review and to boost learner involvement. Based on the students' positive feedback on Quizlet, teachers can also use other applications that utilize flashcard technology to make learning and practicing vocabulary more accessible and engaging. Second, the use of these digital tools can offer students more flexibility in learning vocabulary in and out of the classroom setting. Additionally, they permit students to work at their own speed and review vocabulary at their own time, maybe helping students to have more independent learning methods. Third, teachers should take into account using Quizlet in conjunction with communicative exercises like discussions, speaking tasks, and context-dependent vocabulary practice. The activities are designed to promote the deeper learning of vocabulary and language use in meaningful ways. Last, consideration should be paid to potential technological barriers that can impact students' learning experiences, especially in classrooms that have unreliable Internet access or unreliable device performance.

A few restrictions need to be noted. The research was conducted with a limited number of subjects in a single educational institution; therefore, the results of the study can be limited in their generalizability to other settings. Furthermore, the study was limited in that it studied only students' perceptions and not actual vocabulary development. Experimental and/or longitudinal research designs could be used for future studies to investigate the effects of Quizlet on vocabulary development over time. In addition, studies could examine the effects of Quizlet on productive vocabulary usage, learner autonomy, and communicative competence of learners of various proficiency levels.

Future research could also investigate a comparison of Quizlet with conventional vocabulary learning strategies or other online vocabulary learning tools to gain a broader understanding of the effectiveness of Quizlet in various educational contexts.

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