BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : NGUYỄN THU YẾN

HẢI PHÒNG – 2025

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

THE APPLICATION OF QUIZLET IN LEARNING ENGLISH VOCABULARY FOR SECONDARY SCHOOL STUDENTS AT TUE CHINH ACADEMY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Nguyễn Thu Yến

Giảng viên hướng dẫn: ThS. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG – 2025

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thu Yến   Mã SV: 2112752002

Lớp: NA2501M

Ngành: Ngôn ngữ Anh

Tên đề tài: The Application of Quizlet in Learning English Vocabulary for Secondary School Students at Tue Chinh Academy.

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

1.   Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

2.   Các tài liệu, số liệu cần thiết

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………...………
…………………………………………………………………………………………
………………………………………………………………………………...………

3.   Địa điểm thực tập tốt nghiệp

…………………………………………………………………………………………
………………………………………………………………………………...………
…………………………………………………………………………………………
………………………………………………………………………………...………
…………………………………………………………………………………………
…………………………………………………………………………………………

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Quỳnh Hoa

Học hàm, học vị : Thạc Sĩ Ngôn Ngữ Anh

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn : The Application of Quizlet in Learning English Vocabulary for Secondary School Students at Tue Chinh Academy.

Đề tài tốt nghiệp được giao ngày tháng năm 2025

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2025

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

  Sinh viên   Giảng viên hướng dẫn

  Nguyễn Thu Yến   Nguyễn Thị Quỳnh Hoa

Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên   : Nguyễn Thị Quỳnh Hoa

Đơn vị công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên   : Nguyễn Thu Yến

Chuyên ngành   : Tiếng Anh Thương mại

Nội dung hướng dẫn   : The Application of Quizlet in Learning English Vocabulary for Secondary School Students at Tue Chinh Academy.

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

....
....
....
....
....

2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

....
....
....
....
....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Nguyễn Thu Yến

                       Chuyên ngành: Tiếng Anh Thương Mại

Đề tài tốt nghiệp: The Application of Quizlet in Learning English Vocabulary

                       for Secondary School Students at Tue Chinh Academy.

1. Phần nhận xét của giáo viên chấm phản biện

....

....

....

....

2. Những mặt còn hạn chế

....

....

....

....

....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......

Giảng viên chấm phản biện
(Ký và ghi rõ tên)

Contents

DECLARATION

I hereby declare that this graduation thesis entitled *"The Application of Quizlet in Learning English Vocabulary for Secondary School Students at Tue Chinh Academy"* is my own work and has not been submitted for any degree or diploma at any other university or institution.

All sources of information and data used in this research have been properly acknowledged. The analysis and conclusions presented in this paper are the result of my independent study conducted under the supervision of my instructor.

I take full responsibility for the authenticity and accuracy of the contents presented in this thesis.

Hai Phong, ……, 2025

Student's full name and signature:

ACKNOWLEDGEMENT

Throughout the process of completing this thesis, I have been fortunate to receive considerable support, guidance, and invaluable encouragement from my professors, friends, and family. Every piece of advice and every act of assistance, no matter how small, has served as a significant motivation, enabling me to overcome challenges and successfully complete this research.

First and foremost, I would like to express my profound gratitude to Ms. Nguyen Thi Quynh Hoa, who has been by my side, offering guidance with utmost dedication, seriousness, and inspiration throughout the entire thesis process. She has not only been an educator but also a tremendous source of encouragement, consistently providing gentle direction and motivating me to overcome uncertainties and obstacles. The four years of learning under her mentorship have been an invaluable journey that I will forever cherish.

I would also like to extend my heartfelt thanks to all the esteemed lecturers of the Faculty of Foreign Languages at Hai Phong University of Management and Technology. Their insightful lectures and passionate teachings have laid a solid foundation for me during my studies and will continue to support me as I pursue my research and professional career in the future.

I am particularly grateful for the opportunity to undertake my internship at Tue Chinh English Academy, where I had the chance to apply my knowledge in practical teaching settings. It was there that I truly discovered my passion for the teaching profession, gained hands-on experience in a dynamic educational environment, and learned immensely from the real-world challenges I faced.

Finally, I wish to express my deepest appreciation to my beloved family, my fellow students, and my close friends—those who have been by my side, offering unwavering support, sharing in my experiences, and encouraging me with sincere affection and steadfast dedication throughout this academic journey. It is thanks to all of you that this experience has been both complete and deeply meaningful.

ABSTRACT

In the context of modern English education, technology has become an essential tool to enhance students' learning experiences, especially in vocabulary acquisition. This study aims to explore the application of Quizlet, a digital learning platform, in teaching and learning English vocabulary for secondary school students at Tue Chinh Academy. The main objectives are to identify how Quizlet supports students' vocabulary learning, examine their attitudes toward using it, and determine the challenges faced by both teachers and learners during implementation.

A mixed-method approach was applied, combining questionnaires for students, interviews with English teachers, and classroom observations. The findings reveal that Quizlet significantly improves students' vocabulary retention, motivation, and engagement through interactive learning modes such as flashcards, games, and quizzes. Students reported that learning with Quizlet was enjoyable and less stressful compared to traditional methods. However, certain limitations were also noted, including the need for stable Internet access, time management issues, and teachers' familiarity with digital tools.

Overall, the study concludes that Quizlet is an effective and practical tool for enhancing vocabulary learning among secondary students. It is recommended that teachers integrate Quizlet systematically into classroom activities and receive adequate training to maximize its pedagogical benefits.

Keywords: Quizlet, English vocabulary, secondary students, language learning, Tue Chinh Academy.

LIST OF ABBREVIATIONS

Abbreviation	Full Form
CALL	Computer-Assisted Language Learning
EFL	English as a Foreign Language
ESL	English as a Second Language
GBL	Game-Based Learning
ICT	Information and Communication Technology
L2	Second Language
SPSS	Statistical Package for the Social Sciences
SD	Standard Deviation
EdTech	Educational Technology
TESOL	Teaching English to Speakers of Other Languages
TPACK	Technological Pedagogical Content Knowledge
MCQ	Multiple-Choice Question
AI	Artificial Intelligence
TCA	Tue Chinh Academy

CHAPTER 1: INTRODUCTION

1.1. Rationale

In the era of globalization and technological advancement, English has become an indispensable means of international communication, education, and employment. For Vietnamese learners, English proficiency is not only a requirement in academic settings but also a key factor contributing to future success. Among the various components of language learning, vocabulary serves as the foundation for the development of all four language skills—listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, learners find it difficult to comprehend texts, express ideas, or engage effectively in communication.

However, in the context of English education in Vietnam, vocabulary learning remains one of the most challenging areas for students, especially for secondary school learners. At this age, students are still developing their study habits and learning strategies. Many of them rely heavily on mechanical memorization and translation-based learning, which often lead to boredom and low retention rates. As a result, students tend to forget newly learned words quickly and show limited motivation toward English learning.

At Tue Chinh Academy, an English center that provides English courses for different age groups, teachers have also reported similar challenges. Although students are familiar with the importance of vocabulary, they often lack interest and consistency in learning. Traditional classroom practices—such as copying word lists, memorizing meanings, and doing written exercises—are no longer effective in maintaining learners' engagement. Therefore, it is essential to adopt innovative and technology-supported methods to create a more interactive and motivating learning environment.

In recent years, educational technology (EdTech) has played an increasingly important role in foreign language teaching. The integration of technology helps teachers design lessons that are both informative and engaging, while enabling

students to learn autonomously and at their own pace. Within this context, Quizlet, a web-based and mobile application designed for studying through digital flashcards, has become one of the most popular learning tools worldwide.

Quizlet offers various features—such as Flashcards, Learn, Match, Gravity, and Quizlet Live—that support learners in reviewing vocabulary through repetition, visualization, and gamified learning. These modes encourage students to learn actively and collaboratively, rather than passively memorizing words. Furthermore, Quizlet provides instant feedback and progress tracking, which helps both teachers and learners evaluate improvement more effectively.

Numerous international studies have shown that using Quizlet can enhance vocabulary acquisition, motivation, and learner autonomy. However, in Vietnam, most research on Quizlet focuses on university or high school students, while studies on its application for secondary school students in English centers remain limited. This gap highlights the need to explore how this tool can be adapted for younger learners who may have different cognitive and motivational characteristics.

For these reasons, the researcher decided to conduct a study entitled "The Application of Quizlet in Learning English Vocabulary for Secondary School Students at Tue Chinh Academy." This study aims to examine how Quizlet is used in vocabulary teaching and learning, evaluate its effectiveness in improving students' vocabulary retention and learning motivation, and explore the perceptions of both teachers and students toward its use.

The findings of this research are expected to contribute valuable insights into the implementation of technology-based tools in English language teaching. More specifically, it may help teachers at Tue Chinh Academy and other similar institutions design interactive, student-centered, and effective vocabulary lessons. Moreover, the study will provide practical recommendations for integrating Quizlet into classroom instruction in a systematic way, supporting the broader goal of improving English education in Vietnam.

1.2. Aims and Objectives of the Study

Aim:

The primary objective of this study is to examine the effective use of Quizlet in learning English vocabulary among secondary school students at Tue Chinh Academy. At the academy, Quizlet is commonly used as a digital tool for assigning homework and additional practice after each lesson, allowing students to review, reinforce, and expand their vocabulary at home in an engaging and interactive way. By investigating how both teachers and students utilize this application in their daily learning activities, the study aims to assess the extent to which Quizlet contributes to improving students' vocabulary acquisition, retention, and overall learning attitudes. Furthermore, the findings of this research are expected to provide valuable insights into the potential of digital learning platforms in enhancing the quality of English language teaching and learning in Vietnamese educational contexts.

Objectives:

Based on the research aim, this study is guided by the following specific objectives:

1. To examine how Quizlet is currently used by teachers and students at Tue Chinh Academy in the process of learning and practicing English vocabulary.

2. To evaluate the effectiveness of Quizlet in enhancing students' vocabulary acquisition, including their ability to remember, understand, and apply new words in learning tasks.

3. To investigate students' attitudes and perceptions toward the use of Quizlet as a digital learning tool for vocabulary development.

4. To explore the role of Quizlet in supporting out-of-class learning, particularly how it functions as a homework assignment platform that encourages independent study and continuous vocabulary exposure.

5. To provide insights and recommendations for improving the use of digital tools like Quizlet in English language teaching and learning within Vietnamese educational settings.

This study aims not only to measure the academic impact of Quizlet on vocabulary learning outcomes but also to explore its influence on students' motivation and engagement. The findings are expected to provide valuable guidance for teachers seeking to integrate technology-based tools into their English instruction.

1.3. Research Questions

Based on the aims and objectives of the study, the following research questions are proposed to guide the investigation:

1. How is Quizlet applied in assigning homework to students at Tue Chinh Academy?

   Quizlet is used as a platform to support teachers in assigning homework after each lesson, aiming to consolidate and expand the vocabulary that has been taught in class. After completing the in-class instruction, teachers create sets on Quizlet that include vocabulary items, definitions, illustrative images, or sample sentences.

2. Does the use of Quizlet help improve students' vocabulary retention and long-term knowledge acquisition?

   This question seeks to evaluate the effectiveness of Quizlet in enhancing students' ability to acquire, remember, and retain vocabulary over time.

3. What factors influence the effectiveness of using Quizlet in students' vocabulary learning?

   This question focuses on identifying the factors that promote or hinder the effectiveness of learning, such as usage frequency, student motivation, teacher guidance, self-study skills, and learning conditions.

   In summary, these research questions are intended to provide a comprehensive understanding of how Quizlet is utilized and perceived at Tue Chinh Academy. The findings derived from answering these questions will contribute to determining whether Quizlet can be considered an effective and motivating tool for vocabulary learning among secondary students in Vietnam..

1.4. Methods

The research is based on the results collected from classroom observations, vocabulary tests, and survey questionnaires conducted with secondary school students and English teachers at Tue Chinh Academy. Ultimately, the study seeks

to determine the key factors that contribute to the effective use of the Quizlet platform in enhancing vocabulary retention, language learning outcomes, and student engagement in English classes.

This research employed several approaches to ensure the validity and reliability of its findings. Relevant information and references were collected from books, academic journals, and online resources to establish a solid theoretical foundation. In addition, suggestions and feedback from teachers and students directly involved in the study were considered to refine the research design and implementation process.

An action research design with a mixed-methods approach was adopted, combining both quantitative and qualitative data collection. The quantitative data were gathered through pre-tests, post-tests, and survey questionnaires to measure students' vocabulary improvement and attitudes toward Quizlet. Meanwhile, the qualitative data were obtained from classroom observations and semi-structured interviews to gain deeper insights into how Quizlet was applied and perceived in the learning environment. Through this comprehensive approach, the study aims to evaluate the effectiveness of Quizlet as a digital learning tool for improving English vocabulary among secondary school students at Tue Chinh Academy.

1.5 Scope of the Study

This study explores the application of the Quizlet platform in teaching and learning English vocabulary among secondary school students at Tue Chinh Academy. In Vietnam, English has become an essential subject in the secondary education curriculum; however, many students still face difficulties in memorizing vocabulary and using it effectively in communication. Therefore, this study aims to investigate how Quizlet can enhance students' vocabulary acquisition, improve their language learning performance, and increase their engagement and motivation in English lessons.

The research focuses on examining both the benefits and challenges of using Quizlet in real classroom contexts. It seeks to identify the key factors that contribute to the effective integration of Quizlet into vocabulary instruction and explore how the tool supports independent learning as well as teacher-guided activities. In addition, the study aims to understand teachers' and students' perceptions of Quizlet, including their experiences, preferences, and the difficulties they encounter such as limited internet access, lack of training, or varying levels of digital literacy. The scope of this research is limited to secondary school students and English teachers at Tue Chinh Academy, with a specific focus on their experiences of using Quizlet during regular English vocabulary lessons.

The findings of this study are expected to provide valuable insights into how digital learning tools like Quizlet can effectively support vocabulary teaching and learning in Vietnamese secondary education. By analyzing its impact on students' learning outcomes, motivation, and classroom interaction, this research aims to propose practical recommendations for integrating technology into English instruction to make vocabulary learning more effective, engaging, and sustainable.

1.6. Design of the Study

This study adopted an action research design, employing a mixed-methods approach that integrated both quantitative and qualitative data collection tools. The research aimed to explore the practical implementation and effectiveness of Quizlet in teaching and learning English vocabulary among secondary school students at Tue Chinh Academy. The focus was on investigating how Quizlet can enhance vocabulary retention, increase learner engagement, and motivate students, while also supporting teachers in delivering more interactive and effective lessons.

To obtain comprehensive and reliable data, the researcher employed the following instruments and procedures:
• Vocabulary tests (pre-test and post-test) were administered to measure students' vocabulary improvement and retention after using Quizlet over a given period.
• Student survey questionnaires were distributed to assess learners' attitudes, motivation, and perceptions toward the use of Quizlet in English vocabulary learning.
• Classroom observations were conducted using structured checklists to record students' participation, interaction with Quizlet-based activities, and observable changes in learning behavior.
• Semi-structured interviews with both teachers and students were carried out to gain deeper insights into their experiences, perceived benefits, and challenges in integrating Quizlet into classroom instruction.
• Reflective notes maintained by the researcher were used to document personal observations, reflections, and pedagogical recommendations throughout the research process.

The action research was conducted over a six-week period and involved approximately 60 secondary school students and three English teachers at Tue Chinh Academy. This design allowed the researcher to monitor students' vocabulary learning progress, identify changes in engagement and performance, and propose practical improvements to teaching practices based on real classroom experiences.

To ensure logical flow and clarity, the thesis is structured into five chapters as follows:

• **Chapter 1: Introduction**

Introduces the background, rationale, research aims, questions, and scope of the study.

• **Chapter 2: Literature Review**

Reviews theoretical foundations and previous studies related to vocabulary acquisition, technology-assisted learning, and the application of Quizlet in English teaching.

• **Chapter 3: Methodology and Results**

Describes the research design, participants, instruments, and procedures, and presents data analysis from vocabulary tests, surveys, observations, and interviews.

• **Chapter 4: Proposed solutions to enhance the effectiveness of english vocabulary learning using quizlet**

Provides practical teaching strategies and classroom applications derived from the research findings, including recommendations for using Quizlet to enhance vocabulary teaching and learning.

• **Chapter 5: Conclusion**

Summarizes the key findings, discusses limitations, and suggests implications and directions for future research.

This chapter structure ensures a clear progression from theoretical background to practical implementation, providing a solid foundation for understanding how Quizlet can be effectively applied to enhance vocabulary acquisition, learning motivation, and classroom engagement among secondary school students at Tue Chinh Academy.

CHAPTER 2: LITERATURE REVIEW

2.1 Theoretical Background

This section presents the theoretical foundations that underpin the study, including the principles of Computer-Assisted Language Learning (CALL), Game-Based Learning (GBL), and Motivation Theory. These frameworks provide the conceptual basis for understanding how Quizlet can be effectively used to support vocabulary acquisition, enhance student engagement, and promote motivation in English learning.

2.1.1 Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning (CALL) refers to the use of technology, especially computer and internet-based tools, to facilitate the teaching and learning of languages. According to Warschauer and Healey (1998), CALL emphasizes the integration of digital technologies to make language learning more interactive, autonomous, and learner-centered. Through platforms like Quizlet, students can engage in personalized learning experiences that allow them to practice vocabulary at their own pace, receive immediate feedback, and monitor their progress.

In addition, CALL supports various modes of learning—visual, auditory, and kinesthetic—by offering multimedia resources such as sound, images, and games. This diversity helps improve retention and comprehension, especially for vocabulary learning, where repetition and contextual exposure are crucial. At Tue Chinh Academy, the application of Quizlet reflects CALL principles by providing a flexible, technology-enhanced environment that complements traditional classroom instruction and fosters independent learning habits among students.

2.1.2 Game-Based Learning (GBL)

Game-Based Learning (GBL) is a pedagogical approach that incorporates elements of games—such as competition, rewards, and challenges—into the learning process to increase motivation and engagement. According to Prensky (2001), games in education create a dynamic environment where students learn through doing, experimenting, and interacting rather than through passive memorization.

Quizlet embodies GBL principles through its features like "Match," "Learn," and "Live," which transform vocabulary learning into an enjoyable and interactive experience. These features encourage students to compete with themselves or peers, fostering a sense of achievement and excitement while reinforcing word recognition and recall. Moreover, GBL helps sustain learners'

attention, reduces anxiety, and turns repetitive vocabulary drills into fun, goal-oriented tasks. In the context of Tue Chinh Academy, using Quizlet as a game-based tool helps teachers create a more engaging classroom atmosphere that supports both cognitive and emotional aspects of language learning.

2.1.3 Motivation Theory

Motivation plays a critical role in language acquisition, as it directly influences learners' effort, persistence, and overall success. According to Deci and Ryan's Self-Determination Theory (1985), learners are driven by both intrinsic motivation (internal interest, enjoyment, and curiosity) and extrinsic motivation (external rewards, grades, or recognition). When technology and games are integrated into lessons, students' intrinsic motivation tends to increase because they experience enjoyment and autonomy during learning activities.

Quizlet enhances both types of motivation by allowing students to take control of their own learning process while receiving immediate reinforcement through progress tracking and scores. The interactive nature of Quizlet reduces boredom, builds confidence, and gives learners a sense of achievement as they master new words. At Tue Chinh Academy, the use of Quizlet aligns with motivational theory by transforming vocabulary learning into a self-directed, enjoyable process that promotes positive learning attitudes and greater participation.

2.2 Overview of Quizlet

2.2.1 The Development and Main Features of Quizlet

Quizlet is an online learning platform created by Andrew Sutherland in 2005 in California, originally designed as a digital flashcard system to help students memorize vocabulary efficiently. Over the years, it has evolved into one of the most popular web-based and mobile-assisted learning tools, with more than 60 million active users worldwide. The platform supports a wide range of subjects, though it has been particularly successful in language learning, especially vocabulary acquisition in English as a Foreign Language (EFL) contexts.

Quizlet allows both teachers and students to create, share, and study digital flashcard sets containing terms, definitions, images, and audio. Its key features include several learning modes such as Flashcards, Learn, Write, Spell, Match, and Test, which cater to different learning styles and reinforce memory through repetition and active recall. The Quizlet Live function transforms learning into an interactive group game that promotes collaboration and competition among students in real time, making vocabulary review more engaging.

In addition, Quizlet can be accessed through multiple devices—computers, tablets, and smartphones—enabling learners to study anytime and anywhere. Teachers can also track students' progress, monitor accuracy rates, and adjust lesson content based on individual performance. The flexibility, accessibility, and interactive design of Quizlet have made it a valuable digital assistant for both classroom instruction and self-study.
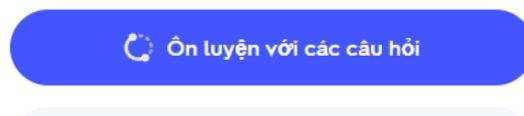

Figure 1: Quizlet app icon
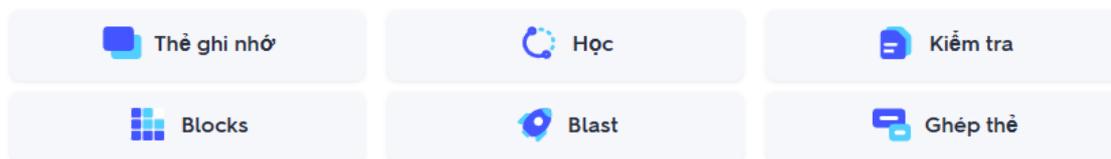
Figure 2: Sections of the Quizlet app

2.2.2 Advantages of Using Quizlet

Quizlet offers numerous advantages in learning English vocabulary, particularly for secondary school students who are in the early stages of building their linguistic foundation. First, it enhances learner autonomy, as students can select their preferred learning mode and pace. This feature allows learners to study anytime and anywhere, enabling them to take ownership of their learning process. Such autonomy aligns with modern educational trends that emphasize student-centered learning and lifelong learning habits.

Second, the gamified elements of Quizlet—such as points, leaderboards, and timed challenges—greatly increase motivation and enjoyment. For young learners, especially at the secondary school level, these features transform vocabulary learning from a monotonous memorization task into an engaging and competitive experience. When students feel motivated and entertained, they are more likely to maintain consistent study habits and show higher levels of vocabulary retention.

Another notable advantage is Quizlet's multi-sensory approach, which integrates text, images, and audio into each study set. This approach caters to various learning styles—visual, auditory, and kinesthetic—allowing students to learn words through multiple channels. For instance, visual learners benefit from associating words with pictures, while auditory learners gain from listening to accurate pronunciation. This multimodal exposure not only reinforces memory but also improves pronunciation and spelling accuracy.

Quizlet also supports repeated exposure and spaced repetition, which are essential for long-term vocabulary retention. By revisiting words across different learning modes such as Flashcards, Learn, Write, and Match, students can gradually move information from short-term memory to long-term memory. This principle is consistent with cognitive theories of vocabulary acquisition that highlight the importance of repeated practice and active recall.

Moreover, teachers benefit from Quizlet's simplicity and versatility. The platform allows educators to easily create customized study sets aligned with lesson objectives, saving preparation time while maintaining instructional quality. Teachers can integrate Quizlet into classroom activities, use it for warm-up or review sessions, or assign it as homework for independent study. This flexibility makes Quizlet a valuable tool for both in-class instruction and out-of-class reinforcement.

The instant feedback provided by Quizlet is another significant advantage. Students can immediately see which answers are correct or incorrect, enabling them to self-assess and make corrections in real time. This process promotes metacognitive awareness—students become more conscious of their learning progress and the areas they need to improve. As a result, learning becomes more meaningful and self-directed rather than purely teacher-dependent.

In addition, Quizlet encourages collaboration and peer learning. By sharing study sets or participating in team-based modes like *Quizlet Live*, students can work together, exchange knowledge, and build a sense of community in the classroom. This social learning aspect helps foster communication skills and teamwork, which are valuable beyond language learning itself.

Overall, Quizlet combines technology, engagement, and pedagogy to create a dynamic learning environment that suits the needs of secondary school learners. It not only improves vocabulary knowledge but also nurtures independent learning habits, digital literacy, and positive attitudes toward English learning.

Phu Quoc island

Chọn đáp án đúng

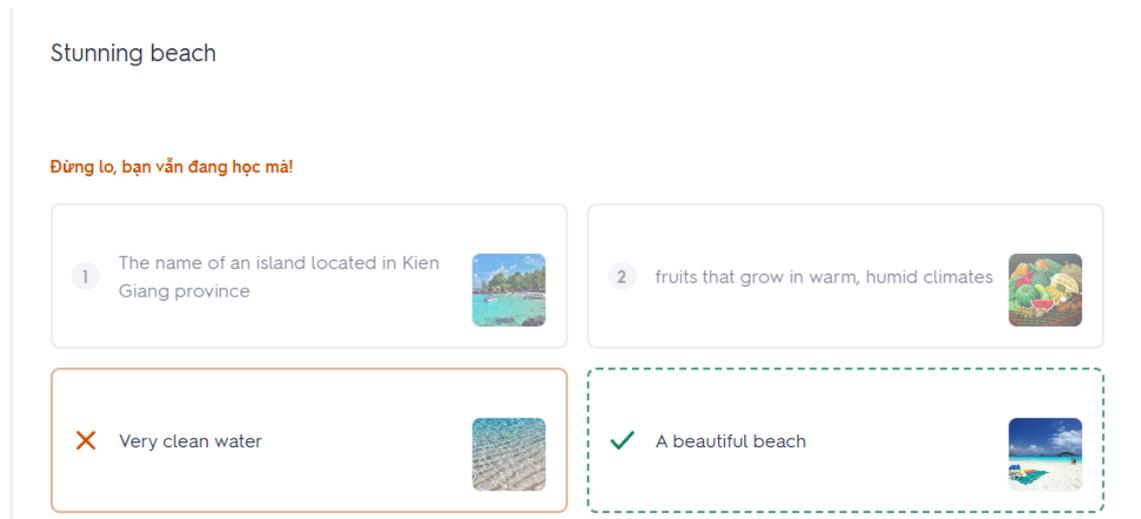|			
1	Food in specific area *Eg: I really like to explore local food.*	2	Many typical kinds of animals *Eg: Phu Quoc is home to unique wildlife.*
3	fruits that grow in warm, humid climates	4	The name of an island located in Kien Giang province

Figure 3: flashcard

2.2.3 The Role of Quizlet in Monitoring Students' Self-Study Process

In the digital age, integrating technology into education has opened up new opportunities for personalized learning, and Quizlet stands as a prime example. This application is not merely an effective vocabulary learning tool but also plays a crucial role as a basic Learning Management System (LMS), enabling teachers to closely monitor and accurately assess students' self-study process.

By utilizing a Quizlet Teacher account, educators gain the ability to comprehensively track learning progress through the Class Progress feature. This system provides vital quantitative data: teachers can ascertain the study duration each student dedicates to a specific set, the frequency of review, and the completion status across various learning modes (Flashcards, Learn, Match, Test). This insight helps teachers not only know if a student is studying but also understand how they approach and consolidate knowledge.

More importantly, Quizlet offers deep insight into learning outcomes by recording scores and accuracy rates in tests and the "Learn" mode. This data allows teachers to quickly identify "Trouble Spots"- terms that the majority of students in the class are struggling with. Based on these detailed reports, teachers can adjust their lesson plans, focus on weaker knowledge areas, and thus provide timely and personalized support to each learner. In essence, Quizlet has removed the barriers of space and time, making students' self-study activities at home transparent and easily manageable for teachers.

2.3 Previous Studies

2.3.1 International Studies

Over the last decade, numerous international studies have examined the effectiveness of Quizlet as a digital learning tool in English language education, particularly for vocabulary acquisition.

According to Ashcroft and Imrie (2014), Quizlet significantly improves learners' vocabulary recall and long-term retention compared to traditional memorization methods. Their study found that students appreciated the flexibility of Quizlet, which allowed them to review words anytime and anywhere, increasing their study frequency and efficiency.

Similarly, Dizon (2016) conducted a study with Japanese university students and discovered that learners who used Quizlet performed significantly better in vocabulary tests than those using printed materials. The results also indicated that Quizlet enhanced learner motivation due to its interactive and gamified features. Another study by Barr (2016) emphasized the role of Quizlet in promoting learner autonomy, as students could independently create personalized study sets and monitor their progress, fostering responsibility and self-discipline in their learning process.

In addition, Setiawan and Wiedarti (2020) explored Quizlet's use in Indonesian EFL classrooms and found that its "Learn" and "Live" modes improved students' engagement and collaboration. The gamified learning experience not only motivated students but also made the learning environment more dynamic and enjoyable. These findings confirm that Quizlet is an effective educational technology that supports both the cognitive and affective aspects of vocabulary learning.

2.3.2 Vietnamese Studies

In recent years, along with the strong development of educational technology and the trend of applying digital tools in foreign language teaching and learning, numerous studies in Vietnam have focused on examining the effectiveness of Quizlet in teaching English, especially vocabulary acquisition. These works generally acknowledge the positive impact of Quizlet on students' ability to memorize, their learning motivation, and their level of engagement in learning activities.

For primary school students: According to a 2021 study by Ta Thi Mai, Dang Thi Ngoc Anh, and Nguyen Van Thinh from Thai Nguyen University, students showed significant improvement in their post-test results after using Quizlet. The rate of students who enjoyed learning new vocabulary on the app was higher compared to traditional learning methods. Students' attitude and learning spirit also increased considerably.

For university students: According to a 2021 research paper by M.A. Nguyen Thanh Mai Thy (Full-time lecturer, Institute of Linguistics – Van Lang University), the results indicated that using the Quizlet application was effective in increasing students' motivation to learn vocabulary. The students expressed a strong preference for learning vocabulary using the Quizlet application due to the convenience of looking up words and studying anywhere without requiring direct teacher guidance.

2.3.3 Research Gap

While the existing body of research consistently supports the effectiveness of Quizlet in vocabulary learning, most prior studies have been conducted with university or high school students. There remains a lack of research focusing specifically on secondary school learners in smaller educational centers, where learning environments and student motivation differ significantly from formal schools.
Furthermore, many studies emphasize quantitative outcomes, such as test scores, but pay less attention to qualitative insights, including students' and teachers' attitudes, classroom interaction, and real-time engagement.

Therefore, this study aims to fill these gaps by investigating the practical application and effectiveness of Quizlet in teaching and learning English vocabulary among secondary school students at Tue Chinh Academy. By combining both quantitative (tests and surveys) and qualitative (interviews and classroom observations) methods, this research provides a deeper understanding of how Quizlet can enhance vocabulary retention, improve motivation, and create a more interactive learning environment

In summary, previous research—both international and Vietnamese— confirms that Quizlet is an effective tool for improving vocabulary learning and learner engagement. However, more empirical evidence is needed to understand how it functions in different educational settings and age groups. The current study contributes to this ongoing discussion by focusing on the unique context of Tue Chinh Academy, where Quizlet is used to support English vocabulary learning among secondary students. This investigation aims to bridge theoretical understanding and practical application, offering valuable insights for both educators and researchers in the field of technology-assisted language learning

CHAPTER 3: METHODOLOGY AND RESULTS

3.1 Background of Tue Chinh Academy

- Business registration name: Tue Chinh Education and Training Company Limited
- Transaction address: 290 Tai Dinh Cu Sao Sang, Thanh To Ward, Hai An District, Hai Phong City, Vietnam.
- Contact phone number: 0799391311
- Full name of business owner: Nguyen Thi Thao
- Phone number of the business owner: 0934688565
- Logo of the organization:

The academy focuses on providing high-quality, learner-centered English programs designed to help students confidently use the language in both academic and real-life contexts.

The vision of Tue Chinh Academy is to become the leading international-standard English learning system for children in Hai Phong, offering top-tier

education that combines global methodology with local understanding. Its mission is to deliver high-quality English training programs that empower students to communicate confidently in English and achieve excellent results in both national and international examinations.

Tue Chinh Academy is built upon five core values: Kindness, Credibility, Dedication, Creativity, and Quality. These principles guide every aspect of its teaching philosophy and institutional culture. The academy strongly believes that true education extends beyond knowledge—it is deeply rooted in values and human connection. A unique feature of Tue Chinh's culture is the spirit of **"Gratitude and Apology"**, which emphasizes integrity, empathy, and reflection in both teaching and learning. The staff and teachers are encouraged to practice mindfulness, listen actively, and continuously develop themselves to become not only skilled educators but also positive role models for students.

As expressed by the academy's motto, *"Education begins with knowledge, but it is nurtured by culture,"* Tue Chinh Academy highlights that effective education requires both intellectual and moral development. Each meeting and training session at Tue Chinh is an opportunity for teachers to reflect, share, and grow together, fostering a professional yet compassionate learning community.

The center offers a wide range of English courses for young learners, including both primary and secondary students. Each class typically consists of 10 to 15 students, allowing personalized attention and interactive learning. The academy's classrooms are equipped with modern facilities such as smart TVs, projectors, and stable Wi-Fi connections, which create favorable conditions for integrating educational technology tools into teaching.

Recognizing the importance of digital learning in the modern classroom, Tue Chinh Academy actively encourages teachers to adopt technology-based methods. In particular, the use of Quizlet has been introduced to enhance vocabulary learning through engaging, game-based, and student-centered activities. This aligns with the academy's broader vision of combining academic rigor with creativity to make

English learning more enjoyable and effective for students.

Given its strong commitment to educational innovation, professional teaching staff, and student-centered approach, Tue Chinh Academy was chosen as the research site for this study. The environment provides an ideal context to explore how the application of Quizlet can improve English vocabulary acquisition and foster motivation among secondary school learners.

3.2 Research Design

This study employed an action research design with a mixed-methods approach that integrated both quantitative and qualitative data collection tools. The purpose was to investigate how Quizlet can enhance the effectiveness of English vocabulary learning among secondary school students at Tue Chinh Academy.

Action research was selected because it allows the researcher to identify existing challenges in vocabulary learning, implement an intervention (Quizlet-based lessons), and evaluate its impact over a defined period. The mixed-methods approach provided a comprehensive understanding of both measurable learning outcomes and subjective learner experiences.

Quantitative data (such as test scores and survey ratings) were used to assess improvements in vocabulary knowledge and motivation, while qualitative data

(interviews, classroom observations, and teacher reflections) helped explain how and why Quizlet affected students' learning behaviors.

3.3 Participants

The participants in this study included 60 secondary school students and three English teachers from Tue Chinh Academy, Hai Phong.

- **Student participants:**
  Students were aged 12 to 15, distributed across Grades 7, 8, and 9. All had studied English for at least four years. Their proficiency levels ranged from A1 to B1 according to the CEFR (Common European Framework of Reference for Languages).

- **Teacher participants:**
  The three English teachers involved in the study had between 3 and 7 years of teaching experience. All were familiar with digital tools but had limited formal training in integrating Quizlet into instruction.

Participants were selected using convenience sampling, as the researcher was working at the institution and had direct access to classes. Consent was obtained from all participants and the academy's management before the study began.

3.4 Research Instruments

To ensure data validity and triangulation, multiple research instruments were employed:

3.4.1 Vocabulary Tests

Two vocabulary tests—a pre-test and a post-test—were designed by the researcher based on the content taught during the six-week intervention. Each test included 30 multiple-choice questions assessing meaning recognition, spelling, and usage.

- The pre-test was administered before the Quizlet intervention to measure students' baseline vocabulary knowledge.

- The post-test was given after the intervention to measure improvement and retention.

3.4.2 Questionnaire

A student survey questionnaire was designed to explore learners' motivation, attitudes, and perceptions toward using Quizlet. The questionnaire was based on 10 items previously developed to measure students' experience with vocabulary

learning through Quizlet. All items were rated on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

The survey focused on three main dimensions:

1. Engagement and enjoyment in learning vocabulary

   Students were asked to indicate their level of interest, involvement, and enjoyment while learning new vocabulary with Quizlet, including whether the activities were engaging and reduced stress.

2. Perceived improvement in retention and learning efficiency

   Students rated statements related to how much Quizlet helped them learn new words faster, remember vocabulary longer, and retrieve words more accurately during tests or exercises.

3. Preference for continued Quizlet use in future lessons

   Students expressed their willingness to continue using Quizlet, their preferred features (e.g., flashcards, match games, test mode), and the frequency they would like to practice vocabulary with the app in the future.

All items were designed to provide quantitative data reflecting students' experiences, attitudes, and perceived benefits of Quizlet. The responses were later analyzed to identify patterns in engagement, effectiveness, and student preferences, supporting the evaluation of Quizlet as a digital tool for vocabulary acquisition.

3.4.3 Classroom Observations

Structured classroom observation checklists were used to record students' behavior, participation, and engagement. Observations focused on indicators such as:

- Number of students actively participating in Quizlet activities.
- Level of excitement and collaboration during Quizlet Live.
- Teacher-student interaction frequency.
  Observations were conducted weekly throughout the six-week period.

3.4.4 Semi-Structured Interviews

Semi-structured interviews were carried out with both teachers and a small group of students (n = 10) after the intervention. Questions explored their experiences, perceived benefits, and challenges of using Quizlet.

Examples of interview questions included:

- "How did Quizlet affect your motivation to learn vocabulary?"
- "What difficulties did you face when using Quizlet in class?"
- "How do you think Quizlet can be improved or better integrated?"

3.4.5 Reflective Notes

The researcher also maintained reflective notes throughout the process, recording classroom dynamics, student reactions, and any technical issues. These reflections provided qualitative insights that supported the interpretation of quantitative data.

3.5 Research Procedures

The study was conducted over six weeks at Tue Chinh Academy, following the stages below:

Week	Activities	Purpose
Week 1	Pre-test and student questionnaire (before Quizlet implementation).	Collect baseline data.
Week 2–5	Quizlet-based vocabulary instruction (four weeks of intervention).	Observe changes in learning behavior and performance.
Week 6	Post-test, final questionnaire, and interviews.	Measure outcomes and collect feedback.

During the intervention (Weeks 2–5), students used Quizlet in vocabulary lessons twice per week. Each session lasted approximately 45–60 minutes and followed the three-stage framework: presentation (Flashcards), practice (Learn, Match, Write), and review (Quizlet Live or Test).

3.6 Data Analysis

Both quantitative and qualitative analyses were conducted:

3.6.1 Quantitative Data Analysis

Data from the vocabulary tests and questionnaires were analyzed using descriptive statistics (mean, standard deviation, and percentage). A paired-sample t-test was performed to compare pre-test and post-test results, determining whether the improvement in vocabulary scores was statistically significant.

Questionnaire responses were summarized to identify trends in student attitudes and motivation before and after using Quizlet.

3.6.2 Qualitative Data Analysis

Interview transcripts and observation notes were analyzed thematically. Recurrent themes related to motivation, enjoyment, engagement, and challenges were coded manually.

Representative quotations from teachers and students were selected to illustrate the most common perspectives.

3.7 Results and Discussion

3.7.1 Vocabulary Test Results

Test Type	Mean Score (out of 10)	Standard Deviation	Minimum	Maximum
Pre-test	4.9	1.2	2.7	7.0
Post-test	7.8	0.97	5.3	9.7

Students' mean scores increased from 4.9 in the pre-test to 7.8 in the post-test, indicating a substantial improvement in vocabulary knowledge after using Quizlet. A paired-sample t-test confirmed that this improvement was statistically significant ($p < 0.001$).
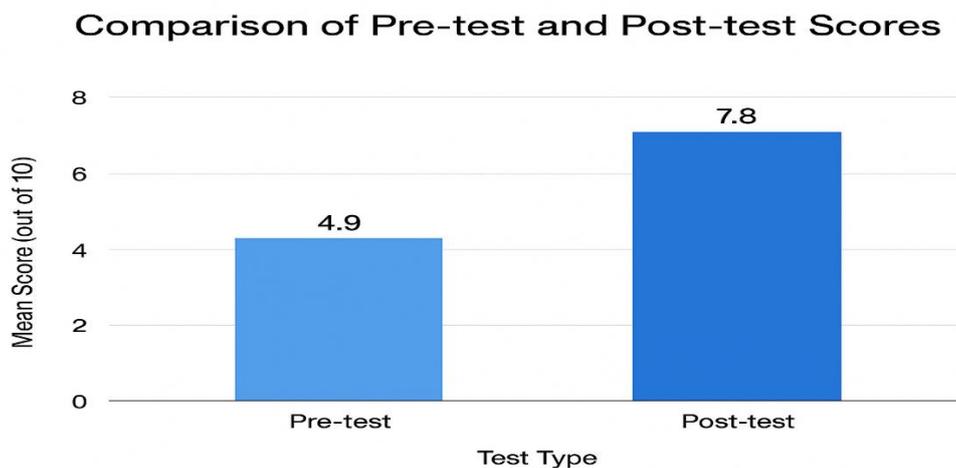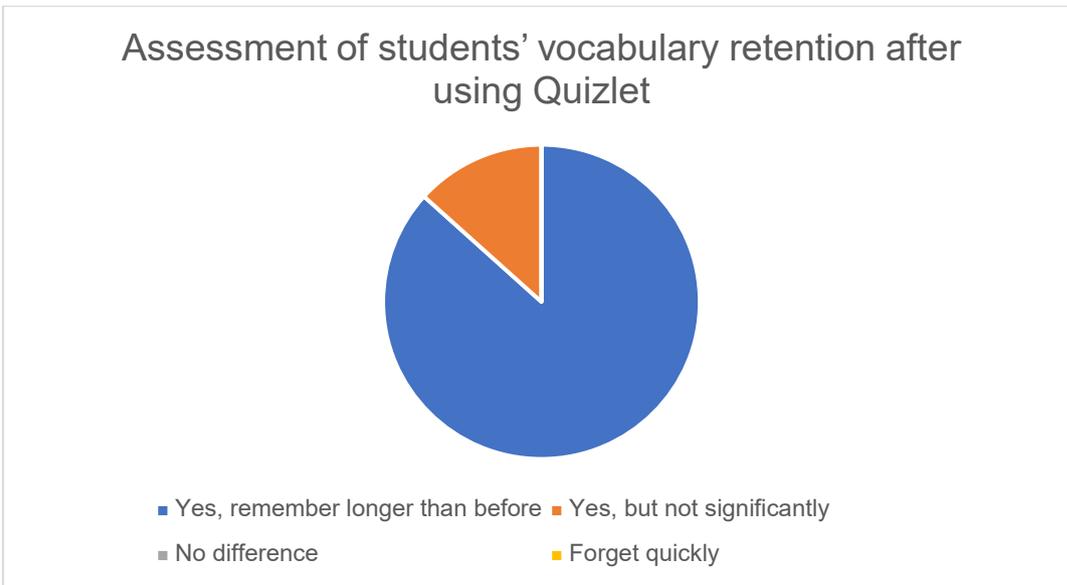

Figure 3.1: Comparison of Pre-test and Post-test Scores (Bar chart showing improvement after using Quizlet)

This improvement suggests that Quizlet's features—especially gamification, spaced repetition, and multimedia flashcards—enhanced retention and recall efficiency among students.

3.7.2 Students' Attitudes and Motivation

26

Assessment of students' vocabulary retention after using Quizlet

- Yes, remember longer than before - Yes, but not significantly
- No difference - Forget quickly

The chart above analyzes the responses of 60 students after six weeks of using Quizlet to learn vocabulary. Based on the data, more than 80% of students reported that they were able to retain new words much longer compared to before using the application, while over 10% acknowledged some improvement in their vocabulary retention. Notably, there were no negative responses, as none of the students felt that their learning remained unchanged or that they forgot vocabulary quickly.

These results clearly demonstrate that Quizlet had a significant positive impact on students' vocabulary learning. The high rate of satisfaction suggests that the app's features—such as repetition, visual support, and self-paced learning—effectively promoted long-term memory and independent study habits. Therefore, it can be concluded that Quizlet is a highly effective tool for supporting at-home vocabulary learning among students.

3.7.3 Teachers' and Students' Reflections

Interviews revealed several consistent themes:

- Increased Engagement:
  "Students were much more active in class. Even quiet learners participated during Quizlet games."

- Improved Retention:
  "Before using Quizlet, I often forgot words easily, but now I remember them because I can review many times through the app."

- Technical Challenges:
  "Sometimes the Wi-Fi was weak, and students couldn't join the game smoothly."

- Pedagogical Benefits:

  "It saves time for teachers. I can prepare a Quizlet set quickly and reuse it for other classes."

Overall, both teachers and students expressed positive perceptions of Quizlet as a valuable tool for vocabulary instruction, though some technical and management challenges were acknowledged.

3.8 Summary

This chapter described the methodology used in this study, including research design, participants, instruments, procedures, and data analysis. The results demonstrated a clear improvement in students' vocabulary knowledge and motivation after using Quizlet.
The findings confirm that Quizlet, when integrated systematically into vocabulary lessons, can significantly enhance both learning outcomes and engagement.

The next chapter (Chapter 4) will present proposed solutions and pedagogical recommendations for optimizing the use of Quizlet in English vocabulary teaching at Tue Chinh Academy.

CHAPTER 4: PROPOSED SOLUTIONS TO ENHANCE THE EFFECTIVENESS OF ENGLISH VOCABULARY LEARNING USING QUIZLET

4.1 Introduction

The findings discussed in Chapter 3 demonstrated that Quizlet plays a significant role in improving students' vocabulary acquisition, motivation, and engagement at Tue Chinh Academy. The integration of digital tools in English classrooms has helped students not only expand their vocabulary but also enjoy the learning process through interactive and gamified experiences. However, despite the overall success, several challenges were also identified. These include unstable internet connection in certain classrooms, the lack of systematic lesson integration, and varying levels of student participation—especially among learners who are shy or less confident in using technology. Therefore, this chapter proposes a series of comprehensive solutions designed to maximize the effectiveness of Quizlet in English vocabulary teaching and learning. These proposed strategies are based on the research findings, classroom observations, teacher interviews, and theoretical frameworks from Computer-Assisted Language Learning (CALL) and Game-Based Learning (GBL).

4.2 Proposed Solutions for Teachers

Teachers play an indispensable role in determining how technology-based tools like Quizlet are implemented and integrated into the language classroom. Although Quizlet offers numerous pedagogical benefits such as instant feedback, interactive learning, and gamification, its effectiveness largely depends on the teacher's instructional design, management skills, and ability to connect digital tools with learning objectives. The following section proposes detailed strategies for teachers at Tue Chinh Academy to enhance the efficiency and sustainability of using Quizlet in English vocabulary instruction.

4.2.1 Systematic and Structured Integration of Quizlet into Lesson Planning

One of the most common issues observed during the research process was that many teachers used Quizlet in a spontaneous or unstructured manner—often as a supplementary activity rather than an integral component of the lesson plan. To maximize the impact of Quizlet, teachers need to incorporate it systematically into every stage of vocabulary instruction.

A structured lesson plan using Quizlet can be divided into three main phases:

Lesson Plan: Teaching Vocabulary Using Quizlet

Institution: Tue Chinh Academy
Level: Secondary school students (A2–B1)
Class duration: 60 minutes
Topic: Daily Routines
Main tool: Quizlet (web & mobile app)

1. Lesson Objectives

By the end of the lesson, students will be able to:

1. Identify and understand 10–12 new words related to daily routines.

2. Use Quizlet to practice vocabulary through flashcards, games, and tests.

3. Apply learned vocabulary to describe their daily activities.

4. Demonstrate improved motivation and participation through gamified learning.

2. Target Vocabulary

Word	Part of Speech	Example Sentence
Wake up	Verb	I wake up at 6 a.m. every day.
Brush teeth	Verb phrase	She brushes her teeth after breakfast.
Go to school	Verb phrase	They go to school by bus.
Have breakfast	Verb phrase	He has breakfast with his family.
Do homework	Verb phrase	I do my homework in the evening.
Take a shower	Verb phrase	My brother takes a shower before dinner.
Go to bed	Verb phrase	I go to bed at 10 p.m.
Watch TV	Verb phrase	We watch TV together after dinner.
Play games	Verb phrase	He likes to play games on his phone.
Help parents	Verb phrase	She helps her parents with housework.

3. Teaching Aids and Materials

- Quizlet set: "Daily Routines – Tue Chinh Academy" (created by teacher) → includes images, audio pronunciation, definitions, and example sentences.

- Projector or smart TV for class demonstration.

- Students' devices (phones or tablets).
- Whiteboard and markers for additional explanations.

4. Lesson Procedure

Stage	Time	Teacher's Activities	Students' Activities	Quizlet Mode / Tools
1. Warm-up / Lead-in	5 mins	Greet students and ask simple questions: "What do you do every morning?" "What time do you go to school?" Introduce the lesson topic: *Daily Routines*.	Answer teacher's questions; brainstorm familiar words.	N/A
2. Presentation	10 mins	Introduce new vocabulary using Quizlet *Flashcards* mode on projector. Read each word aloud, show image and example sentence. Check understanding with simple concept questions.	Repeat pronunciation, guess meanings, and note examples.	Quizlet Flashcards
3. Practice 1 – Individual Study	10 mins	Ask students to open the Quizlet set on their devices. Guide them to use *Learn* and *Write* modes to memorize and practice spelling.	Use Quizlet individually; repeat and type new words.	Learn, Write
4. Practice 2 – Group Competition	15 mins	Divide class into small groups (4–5 students). Play *Quizlet Live* using the same word set. Encourage teamwork and accuracy.	Work together to match definitions and words correctly; compete with other teams.	Quizlet Live

Stage	Time	Teacher's Activities	Students' Activities	Quizlet Mode / Tools
5. Production – Creative Use	10 mins	Ask each group to create 3–4 short sentences using the new words (oral or written). Encourage sharing.	Discuss and make sentences; share with the class.	N/A
6. Review & Assessment	5 mins	Conduct a short *Quizlet Test* (10 questions, mixed types). Review scores and give feedback.	Complete test on phone; check results.	Quizlet Test
7. Reflection / Homework	5 mins	Ask students how Quizlet helped them remember vocabulary. Assign homework: "Review these words again at home and create your own Quizlet set about *Weekend Activities*."	Reflect and share opinions.	

4.2.2 Creating Contextualized and Meaningful Quizlet Sets

The quality and relevance of Quizlet materials directly affect how effectively students learn new vocabulary. Teachers should design contextualized, visually rich, and pedagogically aligned Quizlet sets that correspond with real-life communication needs and curriculum standards.

Key recommendations include:

- Include visuals and audio: Every word should have an image and a pronunciation recording to engage both visual and auditory learners.

- Provide example sentences: Instead of listing isolated words, teachers should use contextual sentences that demonstrate usage in authentic settings.

- Categorize words by themes: Organize vocabulary into meaningful topics (e.g., Environment, Technology, School Life) to enhance cognitive association.

- Localize content: Incorporate words relevant to students' lives and culture to make lessons more relatable and motivating.

Moreover, teachers should regularly update Quizlet sets to ensure alignment with students' current textbooks and CEFR-level objectives (A2–B1 for most secondary learners at Tue Chinh Academy).

4.2.3 Differentiated Instruction and Learner Personalization

One of Quizlet's strongest advantages is its ability to support differentiated instruction—allowing teachers to adapt learning tasks to students' varied proficiency levels and learning styles.

Teachers can assign:

- Basic sets (definitions, pictures, and Vietnamese translation) for lower-level learners.

- Advanced sets (collocations, synonyms, antonyms, and word formation) for higher-level students.

Quizlet's tracking features provide insights into each student's progress, enabling teachers to identify struggling learners and provide additional support. For example, students who score below 60% in a "Test" activity may receive an extra revision set, while those who excel may be encouraged to create their own Quizlet decks to reinforce peer learning.

In this way, differentiation through Quizlet not only enhances engagement but also promotes a student-centered learning environment where every learner progresses at their own pace.

4.2.4 Encouraging Collaborative and Gamified Learning Environments

Gamification lies at the heart of Quizlet's appeal, but to ensure pedagogical value, teachers must balance fun and focus.
Teachers at Tue Chinh Academy can use Quizlet Live in cooperative modes where small groups collaborate to find correct answers rather than compete for speed.

This approach nurtures teamwork, communication, and mutual assistance—essential soft skills for young learners.

For example:

- Teachers can divide the class into mixed-ability teams and assign different roles (e.g., reader, checker, timekeeper).

- After each game, teachers can hold short debriefing sessions, asking students to reflect on what new vocabulary they remembered or strategies that helped them win.

Furthermore, teachers may organize weekly Quizlet tournaments or vocabulary leaderboards, offering small rewards such as certificates or extra points. Such recognition boosts motivation and cultivates a positive learning culture in the classroom.

4.2.5 Providing Ongoing Technical Support and Pedagogical Guidance

Technology-enhanced learning tools can only be effective when both teachers and students are comfortable with their use.

Therefore, Tue Chinh Academy should ensure that teachers are provided with adequate technical training and pedagogical support.

Recommended actions include:

- Conducting introductory sessions at the beginning of each term to familiarize students with Quizlet's key functions.

- Preparing offline alternatives such as printed flashcards or PowerPoint slides in case of technical problems.

- Encouraging teachers to maintain a digital portfolio of their Quizlet sets, reflections, and best practices.

By combining technological proficiency with sound teaching methodology, teachers can ensure that the use of Quizlet remains both innovative and pedagogically meaningful.

4.2.6 Continuous Assessment and Feedback Using Quizlet Analytics

Quizlet provides built-in analytics tools that allow teachers to monitor individual and class performance.

By analyzing test results and progress statistics, teachers can identify vocabulary items that require further reinforcement.

Suggested practices:

- Review analytics after each unit to detect commonly missed words.

- Conduct small-group reviews focusing on these problem areas.

- Use feedback discussions to raise students' awareness of their own learning patterns.

Teachers should also encourage self-assessment by asking students to reflect on their Quizlet performance, thus fostering metacognitive skills and self-regulated learning.

4.2.7 Teacher Collaboration and Sharing of Resources

To enhance efficiency and consistency, teachers at Tue Chinh Academy should collaborate in developing and sharing Quizlet materials.
By creating a shared institutional Quizlet library (e.g., "Tue Chinh Vocabulary Hub"), teachers can avoid duplication, maintain content quality, and ensure continuity across grade levels.

Collaborative sharing also allows teachers to exchange feedback on which activities engage students most effectively, thereby contributing to a professional learning community (PLC) that continuously improves digital teaching practices.

4.2.8 Summary of Teacher-focused Strategies

Aspect	Challenges Identified	Proposed Teacher Solutions
Lesson Integration	Irregular and unplanned Quizlet use	Systematic inclusion in lesson plans (pre-teaching, practice, review)
Learning Materials	Lack of context and visual aids	Use visuals, audio, and example sentences
Learner Diversity	Mixed proficiency levels	Differentiated Quizlet sets by difficulty
Motivation	Competitive focus over learning	Promote cooperative play and reflection
Technical Barriers	Internet and device issues	Provide training, offline backups
Assessment	Limited feedback	Use Quizlet analytics and self-reflection
Collaboration	Isolated material preparation	Create shared Quizlet library for teachers

4.2.9 Conclusion

In conclusion, teachers serve as the driving force behind the successful integration of Quizlet into English vocabulary learning at Tue Chinh Academy. By implementing systematic lesson planning, differentiated instruction,

collaborative activities, and continuous assessment, teachers can transform Quizlet from a supplementary app into a powerful pedagogical instrument that enhances both learning outcomes and classroom engagement.

These solutions not only address the practical challenges identified in the study but also contribute to the academy's broader vision of creating an innovative, technology-supported, and student-centered learning environment.

CHAPTER 5: CONCLUSION

5.1. Overview of the Study

This study aimed to examine the effectiveness of using Quizlet as a tool for enhancing English vocabulary learning among secondary school students at Tue Chinh Academy. Conducted over a six-week period with approximately 60 students and three English teachers participating, the research utilized a combination of quantitative and qualitative methods, including pre-tests, post-tests, and student surveys. This mixed-methods approach allowed the researcher to gain a comprehensive understanding of the impact of Quizlet on students' vocabulary acquisition, engagement, and motivation, as well as to identify practical implications for teaching practices.

5.2. Summary of Key Findings

The findings of this study reveal that the use of Quizlet significantly improved students' vocabulary learning outcomes. Analysis of pre-test and post-test scores demonstrated clear progress in students' knowledge of English vocabulary, indicating that Quizlet helped learners not only acquire new words more effectively but also retain them longer.

Survey results further supported these findings, showing that students felt more motivated and confident in their learning when using Quizlet. The platform's interactive features, such as flashcards, matching games, and live quizzes, created a more engaging and enjoyable learning environment, which encouraged students to participate actively and consistently in vocabulary exercises.

5.3. Pedagogical Implications

Beyond measurable learning gains, the study highlighted several pedagogical benefits of integrating Quizlet into English language instruction.

First, Quizlet supports differentiated and personalized learning, allowing students to study at their own pace and focus on areas of difficulty.

Second, its gamified elements foster healthy competition and peer interaction, which can enhance both engagement and intrinsic motivation. Third, Quizlet provides teachers with immediate feedback on student performance, helping them adjust instructional strategies and address learning gaps in real time.

These findings align with established educational theories emphasizing the importance of active, student-centered learning and the use of technology to support meaningful language acquisition.

5.4. Limitations of the Study

Despite these positive outcomes, the study acknowledges certain limitations. The research was conducted over a relatively short period, which may not capture the long-term effects of Quizlet on vocabulary retention. Additionally, the sample size was limited to one academy, which may reduce the generalizability of the results to other contexts or age groups.

Future research could involve larger and more diverse student populations, extend the duration of the intervention, or explore the application of Quizlet to other language skills such as reading, writing, listening, and speaking. Investigating the integration of Quizlet with other digital platforms or teaching methodologies could also provide valuable insights into creating more comprehensive and effective language learning programs.

5.5. Recommendations

In practical terms, this study offers several recommendations for Tue Chinh Academy and similar educational institutions.

Teachers are encouraged to incorporate Quizlet thoughtfully into lesson plans, combining it with traditional instruction to maximize learning outcomes. Training sessions for educators on the effective use of digital tools can further enhance their teaching strategies.

Moreover, by fostering a technology-friendly classroom culture, schools can cultivate students' autonomous learning habits and digital literacy, which are essential skills for success in the 21st century.

5.6. Final Conclusion

In conclusion, this research demonstrates that Quizlet can be a highly effective and engaging tool for enhancing English vocabulary learning among secondary school students. It provides empirical evidence that integrating digital technology into language instruction can improve learning performance, motivation, and participation.

The study contributes valuable insights for educators seeking to implement innovative teaching methods and offers practical guidance for institutions like Tue Chinh Academy to create more interactive, student-centered, and technology supported learning environments.

Ultimately, the findings underscore the potential of educational technology to transform language education and support students in achieving meaningful and lasting learning outcomes.

References

1. Ashcroft, R. J., & Imrie, A. C. (2014). Learning vocabulary with digital flashcards: Investigating the effectiveness of Quizlet. The EuroCALL Review, 22(1), 47–58. https://doi.org/10.4995/eurocall.2014.3648
2. Barr, D. (2016). Students and teachers' experiences of using Quizlet in the language classroom. Language Learning & Technology, 20(2), 1–15.
3. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer.
4. Dizon, G. (2016). Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students. Teaching English with Technology, 16(2), 40–56.
5. Le, T. N., & Pham, T. H. (2021). The effectiveness of using Quizlet to promote self-study in English vocabulary learning among Vietnamese learners. VNU Journal of Foreign Studies, 37(4), 85–98.
6. Nguyen, M. H. (2018). Using Quizlet to improve English vocabulary retention for high school students in Vietnam. Ho Chi Minh City University of Education Journal of Science, 15(6), 72–83.
7. Nguyen, T. M. T. (2021). Thúc đẩy động cơ học từ vựng cho sinh viên sử dụng ứng dụng Quizlet [Motivating vocabulary learning for students using the Quizlet app]. Tạp chí Công Thương – Kết quả nghiên cứu khoa học và ứng dụng công nghệ, 23, 70–76.
8. Prensky, M. (2001). Digital game-based learning. McGraw-Hill.
9. Setiawan, R., & Wiedarti, P. (2020). The effectiveness of Quizlet application for vocabulary mastery in EFL classrooms in Indonesia. International Journal of Emerging Technologies in Learning (iJET), 15(14), 61–68. https://doi.org/10.3991/ijet.v15i14.14207
10. Ta, T. M., Dang, T. N. A., & Nguyen, V. T. (2021). The use of Quizlet to enhance English vocabulary learning for primary school students in Thai Nguyen. Thai Nguyen University Journal of Science – Educational Sciences, 2(5), 112–120.
11. Tran, T. T. (2022). The impact of Quizlet on vocabulary learning motivation and participation among Vietnamese EFL students. AsiaCALL Online Journal, 13(2), 45–56.
12. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. Language Teaching, 31(2), 57–71. https://doi.org/10.1017/S0261444800012970