

# Exploring Students' Perspectives on Quizlet as a Gamified Vocabulary Learning Tool in a Business English Course

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**Abstract**—This study explores university students' perspectives on Quizlet as a gamified vocabulary learning tool in a business English course. Conducted with fifteen third-year business administration students at a university in Vietnam, the study employed focus group interviews as a data collection tool to examine students' perceptions of Quizlet. Findings reveal that students overwhelmingly found Quizlet user-friendly, accessible, and engaging, with its gamified features enhancing motivation and vocabulary retention. The platform's various study modes, particularly flashcards, quizzes, and Quizlet Live, contributed to increased active participation and long-term recall. While previous studies caution against over-reliance on gamified learning for rote memorization, this research demonstrates that Quizlet facilitates both memorization and contextual learning when strategically integrated into instruction. The study contributes to the growing body of research on technology-enhanced language learning, particularly in English for Specific Purposes (ESP) vocabulary acquisition. Despite its positive findings, the study acknowledges limitations, including its small sample size and qualitative focus, suggesting avenues for future research such as longitudinal studies on retention and comparative analyses of gamified tools in ESP contexts. Findings offer practical insights for educators seeking to optimize digital learning strategies for business English vocabulary instruction.

**Index Terms**—business English, gamified learning, Quizlet, students' perceptions, vocabulary learning

## I. INTRODUCTION

Vocabulary acquisition stands as a cornerstone in ESP courses, particularly when focusing on business vocabulary (Coxhead, 2012; Hrdličková, 2020; Normurodovna, 2025; Panigrahi, 2014). As Brooks (2016) highlights, vocabulary plays a crucial role in ESP teaching and learning, especially within Asian university contexts, emphasizing the necessity of targeted vocabulary instruction to achieve communicative competence. In business English, the acquisition of specialized terms is not merely about memorization; it's about understanding and applying these terms within professional contexts (Budinić, 2022). One of the central challenges learners face is the sheer volume and specificity of business vocabulary necessitating a focused approach to vocabulary selection and teaching. Tangpijaukul (2014) and Hrdličková (2020) further elaborate on this, discussing the need for careful preparation of business vocabulary for the ESP classroom, suggesting that effective vocabulary instruction must be tailored to the specific needs of the learners and the demands of their professional fields. Chirobocea (2018) delves into the perspectives, strategies, and resources for vocabulary acquisition in ESP, advocating for a multifaceted approach that includes various learning strategies and resources to enhance vocabulary retention and application. Moreover, research has shown that traditional vocabulary learning methods often fail to maintain student interest and engagement (Tran & Le, 2023; Václavík, 2020).

The integration of technology into language learning has transformed traditional pedagogical approaches, introducing innovative gamified learning tools aimed at enhancing learners' engagement and efficiency. Among these tools, Quizlet has emerged as a popular gamified learning platform, offering various interactive features designed to facilitate vocabulary retention and comprehension (Dizon, 2016; Fox, 2020). Quizlet employs digital flashcards, games, and quizzes to create an engaging learning environment, which can foster motivation and active participation (Sanosi, 2018; Wright, 2016). Prior research has demonstrated the platform's effectiveness in promoting vocabulary acquisition across different educational contexts (Al-Malki, 2020; Anjaniputra & Salsabila, 2018). However, despite its widespread use, there remains a lack of comprehensive research on university students' perspectives regarding the use of Quizlet specifically in business English courses. Understanding these perspectives is essential to optimizing the integration of gamified tools in language curricula.

Given the increasing emphasis on business communication skills in professional settings, understanding how students perceive Quizlet's role in acquiring industry-specific terminology is crucial. This study addresses this gap by investigating university students' experiences with Quizlet in a business English course. The research question guiding the study is: "How do students perceive Quizlet as a vocabulary learning tool in a business English course?" The

rationale for conducting this study lies in the need to optimize digital learning strategies for ESP courses, ensuring that gamified tools like Quizlet are effectively integrated into business English instruction. By exploring students' perspectives, this study aims to provide educators with insights into the pedagogical value of Quizlet, informing future curriculum design and instructional practices to enhance business vocabulary learning.

## II. LITERATURE REVIEW

### A. Gamification in Language Learning

Gamification, defined as the use of game elements in non-game contexts, has increasingly been integrated into language education to boost student motivation and engagement (Nilubol & Sitthitikul, 2025; Zhang & Hasim, 2023). Initially popularized through digital platforms, gamification strategies have evolved from basic reward systems to more sophisticated tools incorporating narratives, challenges, and competitive elements (Hardianti, 2024). Recent studies suggest that the incorporation of gamified elements aligns with contemporary pedagogical theories such as self-determination theory, which emphasizes intrinsic motivation (Liu et al., 2024). The growing accessibility of digital tools has also accelerated the adoption of gamification, particularly in online and hybrid learning environments (Nilubol, 2023).

In English as a Foreign Language (EFL) contexts, gamified learning tools like Quizlet, Quizizz, and Kahoot have been employed to enhance various language skills, including vocabulary, grammar, and writing (Jiménez-Sánchez & Gargallo-Camarillas, 2020; Panmei & Waluyo, 2022). Ardi and Rianita (2016) demonstrated that integrating gamification into grammar lessons led to increased student engagement and participation. Similarly, Pingmuang and Koraneekij (2022) found that mobile-assisted gamification strategies effectively enhanced EFL learners' writing skills through interactive, task-based activities. In large EFL classes, gamified tools have been particularly effective in maintaining student attention and fostering collaborative learning (Kraus et al., 2020).

Gamification offers several pedagogical benefits in language education including enhancement of motivation and engagement (Rofiah & Waluyo, 2024; Sadeghi et al., 2022), development of learner autonomy (Rahmani, 2020; Zhou, 2024), improvement of academic performance in EFL learners (Tayeh et al., 2024), promotion of collaborative learning (Redjeki & Muhajir, 2021) and stimulation of vocabulary retention by offering varied practice modes and creating meaningful learning experiences (Ahmed et al., 2022; Ika, 2024; Setiawan & Wiedarti, 2020; Zhang & Crawford, 2023; Waluyo & Bucol, 2021). Despite these advantages, Phuong (2020) cautions that technological literacy is a critical factor influencing the effectiveness of gamification in different educational contexts.

### B. Quizlet as a Vocabulary Learning Tool

Quizlet is a popular online platform that provides a variety of learning tools, including flashcards, games, and quizzes, for various subjects, including language learning (Al-Malki, 2020; Anjaniputra & Salsabila, 2018; Fox, 2020); and cater to various learning styles (Dizon, 2016; Fox, 2020). Its user-friendly interface and accessibility across multiple devices make it a versatile tool for both in-class and out-of-class learning (Luu & Doan, 2021; Vogel, 2022). Quizlet allows users to create their own study sets or utilize pre-existing ones, catering to diverse learning needs and preferences (Bueno-Alastuey & Nemeth, 2020; Dine, 2018).

The platform offers various study modes, such as "Learn," "Write," "Spell," "Test," and "Match," which cater to different learning styles and promote active recall and spaced repetition, essential strategies for effective vocabulary acquisition (Ho & Kawaguchi, 2021; Platzer, 2020). Furthermore, Quizlet's gamified features, such as "Quizlet Live," can foster collaborative learning and friendly competition in the classroom (Wright, 2016). The platform's ability to track progress and provide feedback allows learners to monitor their learning and identify areas for improvement (Boroughani et al., 2023). Several studies have consistently affirmed Quizlet's effectiveness in enhancing vocabulary acquisition across a range of EFL and ESP contexts (Al-Malki, 2020; Chaikovska & Zbaravska, 2020; Dewi & Rahma, 2022; Dizon, 2016; Hamida et al., 2023; Ho et al., 2020; Ho & Kawaguchi, 2021; Lubis et al., 2022; Mykytko, 2023; Nur & Putri, 2023; Sanosi, 2018; Setiawan & Wiedarti, 2020; Todorova, 2023; Tran & Le, 2023; Tran & Nguyen, 2022; Wulandari & Irfani, 2023). These studies highlight not only improvements in retention and recall but also demonstrate how Quizlet's interactive, gamified features foster learner autonomy and engagement, especially when integrated consistently into formal instruction or self-directed study routines. Furthermore, the diversity of learner populations and instructional settings in this body of research underscores Quizlet's adaptability and pedagogical relevance across cultures and disciplines, suggesting its strong potential for wide-scale implementation in vocabulary learning. Research indicates that Quizlet effectively enhances both receptive and productive vocabulary knowledge (Ho & Kawaguchi, 2021; Mohammadi et al., 2024). According to Al-Malki (2020) and Tran and Nguyen (2022), Quizlet's interactive features facilitate active engagement, which contributes to improved vocabulary retention. Moreover, studies have demonstrated that students perceive Quizlet as an easy-to-use platform, which positively influences their willingness to adopt it for language learning (Aprilani & Suryaman, 2021; Lukov, 2022).

### C. Previous Studies on Students' Perspectives on Quizlet

A growing body of research has explored students' perceptions of Quizlet as a vocabulary learning tool. Many studies have reported positive student attitudes towards Quizlet, highlighting its user-friendliness, engaging features, and

effectiveness in improving vocabulary knowledge (Aprilani & Suryaman, 2021; Bayaksud et al., 2024; Nhad & Ngo, 2023; Ningsih et al., 2024; Tran & Nguyen, 2023; Trinh & Ho, 2023). Students often appreciate the flexibility and accessibility of Quizlet, allowing them to study anytime and anywhere (Ho et al., 2020; Luu & Doan, 2021; Zakian et al., 2022). The various study modes offered by Quizlet are also valued by students, as they cater to different learning preferences and promote active learning (Anjaniputra & Salsabila, 2018). Moreover, the gamified elements of Quizlet, such as "Quizlet Live," are often seen as motivating and enjoyable, contributing to increased engagement and participation (Montaner-Villalba, 2019; Sangtuptim, 2018).

Research highlighted the role of Quizlet in facilitating independent learning, with students appreciating the self-paced nature of the platform (Al-Malki, 2020; Nguyen & Nguyen, 2021; Nguyen et al., 2021). Likewise, Aprilani and Suryaman (2021) found that learners using Quizlet experienced improved vocabulary retention, attributing their success to the platform's repetitive learning features and personalized study modes. Mykytka (2023) observed that students appreciated Quizlet's accessibility and ease of use, which allowed for consistent vocabulary practice outside the classroom. A study conducted by Dizon (2016) with Japanese university students revealed a significant improvement in academic vocabulary acquisition through regular use of Quizlet. In the same way, Ho and Kawaguchi (2021) demonstrated that EFL learners' receptive vocabulary acquisition significantly improved due to Quizlet's interactive features. Findings from Tran and Le (2023) further emphasized the positive influence of Quizlet on students' confidence and motivation in learning business English vocabulary. Moreover, Rofiah and Waluyo (2024) examined the effects of gamified grammar and vocabulary learning on EFL students in Thailand, concluding that Quizlet significantly increased both engagement and motivation. Özdemir and Seçkin's (2024) meta-analysis also confirmed the cognitive and affective benefits of using Quizlet, particularly in terms of improving learning outcomes and fostering a positive learning environment.

In the context of specialized vocabulary, Nhad and Ngo (2023) explored students' use of Quizlet for enhancing legal English vocabulary. The study found that learners perceived the platform as particularly beneficial for retaining complex terminology and fostering long-term vocabulary retention. Ningsih et al. (2024) observed a positive impact on the transferability of vocabulary knowledge when learners engaged with Quizlet's various modes, such as testing and matching games.

Despite its many benefits, some studies highlighted potential drawbacks. According to Lubis et al. (2022), students faced difficulties with technical issues and limited customization of content. Zakian et al. (2022) noted concerns over the platform fostering rote memorization rather than deep learning, particularly when students focused excessively on repetitive drills rather than context-based usage. Nur and Putri (2023) pointed out that students occasionally relied too heavily on Quizlet, neglecting other valuable learning methods. Analogously, Sadeghi et al. (2022) cautioned against overemphasizing gamification elements, as it could lead to superficial engagement with learning materials.

### III. METHODOLOGY

#### A. Context and Participants

This research was conducted in an ESP course during the second semester of the 2023-2024 academic year at a university in northern Vietnam. The institution provides a range of majors including Culture and Tourism, Accounting, Business Administration, Information Technology, Primary Education, Preschool Education, Mathematics Education, History and Geography Education, and Natural Science Education. At this university, English is taught as a foreign language and is a mandatory course for students across every major. English courses include standard English and ESP. General English comprises three courses: English 1, English 2, and English 3. Each academic discipline often offers an ESP course tailored to that field of study. Students are required to finish the standard English courses prior to engaging in ESP. This research included 15 students specializing in Business Administration. Business administration students are required to complete three specific English courses: Basic Business English 1, Basic Business English 2, and Basic Business English 3.

Fifteen students included in this research were third-year undergraduates, including six males and nine females. They were non-English majored, whose English proficiency level was estimated at around pre-intermediate level. They completed general English courses and Basic Business English 1 and 2. They studied Basic Business English 3 using the New Market Leader Intermediate textbook series produced by Longman. This textbook consists of 14 modules, each addressing distinct themes, and follows a consistent structure: Starting Up, Vocabulary, Discussion, Reading, Listening, Language Review, Skills, and Case Study. The course comprises 4 credits and spans 15 weeks, with two in-person classroom sessions each week.

#### B. Application of Quizlet in the Learning Process

The Quizlet implementation process lasted 8 weeks, from week 7 to 14 in the syllabus. First, the class was created on the platform, and students were sent the link to join the class by their emails. And at the end of each live session in class, students were invited to come to the board and write down 10 new words related to the topic of the lesson that they needed to practice more. These words were then generated in Quizlet in different sets. In total, 14 new word sets were

created covering themes of employment, trade, quality, ethics, leadership, innovation, and competition. In each vocabulary set, new words were presented along with definitions in Vietnamese and a picture as an illustration.

The vocabulary sets were used in 2 ways. First, students were sent a link to practice outside of class time. The levels and progress of the students were saved by the system and announced to all students in the next class session so that students could grasp their results. Second, in the last 15 minutes of each class, to review the word sets, students had to spend about 5 minutes looking at the words again and spend 10 minutes playing Quizlet Live all together before the end of the class. To play Quizlet Live, QR codes were shown along with pass codes of the game on the projector screen in the classroom for the students to scan to log in to the game using their smartphones.

### C. Data Collection and Analysis

The qualitative approach, which prioritized process, meaning, and comprehension, was applied in this investigation (Flick, 2023; Merriam, 2009). The researcher served as the main tool for gathering and analyzing data. Data for the research was gathered via focus group interviews. Near the conclusion of the course, the students were invited to attend interviews. All 15 students agreed to participate in the interviews voluntarily. To be comfortable and convenient, the students were encouraged to express their opinions throughout the interviews in their native language Vietnamese. The question for the participants was: "What do you think about Quizlet as it was integrated in the learning process?" The interviews, which took place in the teacher lounge next to the classroom, lasted for about ninety minutes and audio recorded. All of the students were encouraged to freely share their thoughts of Quizlet as it was integrated in the course as a tool to support the learning new vocabulary items. Later, English transcriptions and translations were made of the recordings.

Because it offered a methodical and objective approach to drawing reliable conclusions from spoken, observed, or written data, content analysis was selected as the data analysis technique. This made it simpler to identify themes and patterns in the data (Creswell, 2014). Because the goal of this research was to identify students' perspectives on Quizlet as a gamified vocabulary learning tool in learning business English - a task that can only be accomplished with qualitative, descriptive data - this approach worked well. The procedure had several steps: getting familiar with the collected data through repeated reading, organizing text passages, interpreting and classifying the coded labels into themes found in the literature study. This method was chosen due to its capacity to provide comprehensive qualitative insights into students' experiences, demonstrating how they perceived Quizlet in the process of learning new business English words.

## IV. RESULTS

The results analyzed from the gathered data show that students overwhelmingly found Quizlet to be an exceptionally user-friendly tool for learning business vocabulary, emphasizing its intuitive design and ease of navigation, engagement, flexibility and accessibility, and effectiveness in reinforcing vocabulary retention. Many students mentioned that they could log in and start using the platform without any prior guidance, as the interface was clean, well-organized, and simple to understand. Student 3 stated: *"It's pretty straightforward. I mean, you don't need a manual to figure it out, just pick a set and go."* In parallel, Student 5 noted: *"I thought it'd be complicated, but it's not. The interface is so intuitive. I just hit 'play' and start matching words like 'dividend' to definitions"*.

Unlike traditional vocabulary learning methods that may involve rote memorization, Quizlet's structured yet effortless layout allows students to focus on the learning process rather than the tool itself. The ability to quickly access pre-made decks or create personalized vocabulary sets was particularly appreciated, as Student 4 remarked: *"The app's design is clean, so I don't get lost. I can make my own business English decks or use someone else's in like two seconds. It's a time-saver."* The smooth functionality of flashcards, quizzes, and interactive exercises made the learning experience efficient, even for those who did not consider themselves tech-savvy. This ease of access and usability fosters autonomy and self-directed learning, enabling students to engage with vocabulary at their own pace and convenience.

Another significant aspect that students highlighted was the engaging, gamified nature of Quizlet's learning activities, which transformed vocabulary acquisition into a more enjoyable experience. Many students felt that the platform did not feel like studying at all, as the interactive features – such as matching games, quizzes, and progress tracking - helped maintain their motivation and interest in learning. Student 1 described this aspect, saying: *"Quizlet's super easy to use. I just log in, find my business vocab set, and start playing the matching game. It doesn't feel like studying at all, which is awesome."* Likewise, Student 7 stated: *"It's almost too easy to use, honestly. I just search for business vocab sets, hit the game mode, and I'm learning 'stakeholder' while having fun."* The game-like approach to studying not only made learning less monotonous but also helped with better retention of business vocabulary terms such as "leverage," "dividend," and "acquisition." By incorporating elements of play, Quizlet provided a sense of achievement, where students could monitor their own progress and feel a rewarding sense of accomplishment when mastering new words. Student 6 highlighted the motivational aspect, explaining, *"I can study on my phone anywhere, and the little progress bar keeps me motivated to nail terms like 'acquisition' without stress."* This aligns with research on gamified learning, which suggests that engagement and motivation are crucial in enhancing knowledge retention and recall.

The flexibility and accessibility of Quizlet also contributed to its effectiveness as a vocabulary learning tool. Students appreciated the fact that they could study anytime and anywhere, using either mobile devices or computers, which allowed for seamless integration into their daily routines. Student 11 supported this, saying: “*Quizlet’s dead simple. I can pull up a business English deck on my laptop or phone and test myself on ‘market share’ in like five minutes flat*”.

The ability to study in short, focused sessions rather than lengthy, structured lessons made Quizlet an adaptable and convenient tool for learning business vocabulary in small, manageable increments. Student 9 noted this convenience, stating: “*I love how quick it is to get started. You don’t need to mess around; just pick a set, play, and suddenly ‘cash flow’ sticks in your head*”.

This flexibility is particularly beneficial for busy university students, as it enables them to review and reinforce vocabulary on the go, whether during short breaks, commutes, or between classes. The availability of various study modes meant that learners could switch between different approaches based on their preferences or needs, further enhancing the learning experience. Finally, students noted that Quizlet was effective in reinforcing vocabulary retention, as the repetitive and interactive nature of the platform made it easier to remember words. The multiple learning modes, including flashcards, quizzes, and matching activities, provided diverse exposure to the same vocabulary items, which strengthened long-term memory recall. Student 14 reflected on this, saying: “*It’s honestly effortless. I load up a set, swipe through some flashcards, or play the gravity game, and words like ‘outsourcing’ just sink in*”.

Unlike passive learning techniques, Quizlet’s active recall mechanisms, such as self-testing and spaced repetition, helped students internalize words more efficiently. Many students expressed that business terms like “benchmarking,” “collaboration,” and “negotiation” became easier to remember because of their repeated exposure in different engaging formats. Student 12 explained this effectiveness, stating: “*The ease of use is unreal. I just tap around, play a round or two, and boom. I’ve got ‘collaboration’ locked in my brain. No fuss*”.

This suggests that Quizlet’s structure aligns well with cognitive learning theories, which emphasize active engagement and multimodal exposure as key factors in successful language acquisition. Obviously, students’ perspectives on Quizlet as a gamified business vocabulary learning tool were highly positive, with ease of use, engagement, flexibility, and effectiveness emerging as the dominant themes. The tool’s ability to make vocabulary learning simple yet stimulating, combined with its on-the-go accessibility, makes it a powerful and efficient resource for EFL students in an ESP context. By turning vocabulary acquisition into an interactive and rewarding experience, Quizlet not only improves learning outcomes but also fosters a more enjoyable and self-motivated approach to studying business English. As Student 15 summed up: “*Using Quizlet feels natural. I don’t even think about the app - just the vocab. I can master ‘sustainability’ while chilling on the couch*.” This underscores the platform’s ability to blend learning seamlessly into students’ daily lives, making it an effective and engaging educational tool.

Despite the overall positive attitudes towards Quizlet, several students expressed challenges in retaining newly learned vocabulary over time. Student 3 noted:

*I like learning vocabulary with Quizlet. But I found that sometimes I could not remember the meanings of difficult words after several days when I did the reading comprehension tasks in the textbook. Therefore, I need to review the words regularly.*

Additionally, Student 5 observed a short-term gain followed by forgetfulness: “*I can remember the new words right away after Quizlet games in class. However, the next days I checked again I forgot some words*.” Student 6 also reflected on personal struggles with retention: “*Although I practice at home with Quizlet, I forget the words when I join the review game in class and check the word meaning. I often rank after many other classmates*.” These comments indicate that while Quizlet may support initial acquisition and in-class engagement, sustaining long-term vocabulary retention remains a concern for some learners, particularly those with weaker memory or inconsistent review habits. These findings emphasize the need for structured spaced repetition and reinforcement strategies when using digital tools like Quizlet.

## V. DISCUSSION

### A. Perceived Usefulness and Learning Effectiveness

Students consistently described Quizlet as helping them retain and recall business vocabulary more efficiently, confirming the tool’s established role in promoting vocabulary learning. The results echo empirical findings demonstrating the effectiveness of digital flashcards and spaced repetition. This aligns strongly with results from Dizon (2016), Sanosi (2018), Dewi and Rahma (2022), and Ho and Kawaguchi (2021), all of whom reported significant improvement in vocabulary test performance among EFL learners using Quizlet. By the same token, Montaner-Villalba (2019) and Mykytka (2023) found that Quizlet promotes frequent exposure and retrieval practice – key elements in long-term vocabulary retention. In the context of ESP learning, the results resonate with Václavík (2020), Hrdličková (2020), and Chirobocea (2018), who emphasize that technology-mediated vocabulary review supports learners in managing the large quantity of technical terminology required in business English. Several students in the present study explicitly cited Quizlet as helping them “keep track of business vocabulary” or “organize terms systematically,” illustrating how digital tools reduce cognitive load when learning field-specific terminology. However, the current study expands earlier findings by showing that students’ perceived usefulness is tightly tied to controlled, repeated interaction

with vocabulary rather than deeper contextual understanding. While prior research widely affirms the gains in receptive vocabulary (e.g., Ho & Kawaguchi, 2021; Tran & Nguyen, 2022), this study's qualitative data highlights a gap between memorization and functional use, suggesting the need for integrated instructional strategies that bridge Quizlet practice with context-based ESP tasks.

### *B. Motivational and Affective Engagement through Gamification*

Learners repeatedly highlighted Quizlet's gamified features – such as Match, Gravity, flashcards, and progress tracking – as motivating and enjoyable. Students described learning as “fun,” “less stressful,” and “like playing a game,” reflecting the same affective benefits reported in prior research on digital gamification (Liu et al., 2024; Sadeghi et al., 2022; Redjeki & Muhajir, 2021). These results also align with Ahmed et al. (2022), Rahmani (2020), and Panmei and Waluyo (2022), who found that game-based elements significantly increase engagement and persistence among EFL learners. Additionally, consistent with Luu and Doan (2021) and Waluyo and Bucol (2021), the present study shows that gamification fosters not only enjoyment but also sustained, self-directed engagement, especially when learners can access Quizlet outside class. The findings extend the literature by revealing dual affective responses: while gamification enhances enjoyment, some students expressed concerns about being “too focused on winning the game” rather than learning deeply. This echoes the caution raised by Wright (2016), who argued that gamified learning may risk superficial processing if instructional design does not integrate reflective or analytic tasks. Thus, the present study affirms that gamification can energize vocabulary learning but must be balanced with strategies supporting deeper lexical understanding, especially in ESP contexts.

### *C. Ease of Use, Digital Accessibility, and Autonomous Learning*

Students overwhelmingly praised Quizlet's accessibility, clean interface, and cross-platform compatibility, describing it as “easy,” “smooth,” and “simple to navigate.” This supports earlier findings by Aprilani and Suryaman (2021), Al-Malki (2020), and Lubis et al. (2022), who reported that usability is one of Quizlet's central strengths that increases learner adoption. In line with Nguyen et al. (2021) and Nguyen and Nguyen (2021), the present study shows that ease of use directly enhances learner autonomy. Many participants reported using Quizlet independently at home, while traveling, or between classes—behaviors indicating high self-regulatory engagement, which is also emphasized in Boroughani et al. (2023) and Tran and Nguyen (2022). These findings further reinforce the role of mobile-assisted vocabulary learning highlighted in studies such as Zakian et al. (2022) and Mykytka (2023), which demonstrate that mobile digital flashcards promote continuous learning beyond classroom boundaries. In the ESP domain, compatibility with busy student schedules is crucial, and our results support the argument of Brooks (2016) and Budinčić (2022) that flexible vocabulary tools are essential for supporting domain-specific language development. The present study deepens the discussion by showing that ease of use is not merely a technical benefit, but a pedagogical enabler, allowing students to engage in short, repeated, self-directed learning episodes—essential for mastering complex business vocabulary.

### *D. Challenges and Limitations of Quizlet for ESP Vocabulary Learning*

Although the findings affirm Quizlet's many strengths, students also identified limitations, offering a more nuanced picture than many prior studies. Several participants expressed that Quizlet helps with memorization but not with deeper understanding, particularly regarding business concepts requiring contextual or situational interpretation. This critique supports concerns raised in the ESP literature (Panigrahi, 2014; Tangpijaikul, 2014) that rote vocabulary practice is insufficient for mastering the conceptual depth needed in business English. While Václavík (2020) and Wulandari and Irfiani (2023) noted Quizlet's usefulness for business terminology review, they also emphasized the need for teacher scaffolding and authentic tasks – findings echoed in this study. Furthermore, learners mentioned the risk of “overreliance on match games” and distraction, aligning with Wright's (2016) argument that gamification may sometimes shift focus from meaning to speed. This adds nuance to highly positive results in earlier quantitative studies such as Dewi and Rahma (2022) and Hamida et al. (2023), suggesting that effectiveness depends on how Quizlet is integrated into pedagogy rather than on the tool alone. Thus, the present study contributes a critical perspective that, while Quizlet is effective for initial exposure and review, ESP instructors must supplement it with explanation of business concepts, contextualized reading and case-based tasks, collaborative problem solving, and discussion-based application. By doing so, vocabulary learning supports professional communication needs rather than solely receptive recall.

## VI. CONCLUSION

This qualitative study explored Vietnamese university students' perspectives on using Quizlet as a gamified vocabulary learning tool in a Business English course. The results reveal that students generally hold highly favorable attitudes towards Quizlet, particularly emphasizing its intuitive design, ease of access, and motivational value. The gamified features such as flashcards, match games, and learning modes were repeatedly mentioned as enhancing their learning experience, reducing monotony, and improving vocabulary retention. These insights confirm and deepen previous findings on gamified mobile-assisted language learning tools, affirming Quizlet's role as an effective, student-friendly platform in ESP contexts. The study contributes to existing literature by offering nuanced, context-specific

insights into how students engage with vocabulary learning through digital gamification. While much of the earlier research has emphasized Quizlet's general benefits in EFL or general English courses, this study enriches the field by focusing on its application in Business English vocabulary learning—a relatively underexplored area. The findings add to the growing body of evidence supporting gamification's potential in increasing learner motivation, autonomy, and long-term vocabulary retention.

Pedagogically, this study suggests that incorporating gamified platforms like Quizlet into ESP instruction can foster learner engagement and enhance vocabulary acquisition. Instructors are encouraged to curate or co-create relevant vocabulary sets tailored to course objectives and student needs. The flexibility and accessibility of Quizlet also make it an ideal complement to both classroom-based and self-directed learning environments. Moreover, Quizlet's interactive features support differentiated instruction and can be especially beneficial in large, mixed-ability classrooms.

However, the study has several limitations. First, it was conducted with a relatively small sample of students at a single Vietnamese university, which may restrict the generalizability of the findings. Second, the focus on qualitative data limits the ability to make statistical inferences regarding the effectiveness of Quizlet on vocabulary test performance. Third, although the study focused on student perceptions, triangulating these findings with teacher perspectives or classroom observation data could have provided a more holistic view of the learning process. Finally, since students used pre-made Quizlet sets in most cases, the study did not explore the full impact of student-generated content or collaborative vocabulary building. Future research should expand the scope to include diverse institutional settings, broader ESP areas beyond business, and mixed-method or longitudinal designs to measure learning gains over time. Comparative studies between Quizlet and other gamified tools (e.g., Kahoot!, Quizizz) could also yield insights into which features are most effective for vocabulary learning. Additionally, investigating the pedagogical strategies instructors employ when integrating Quizlet into their curricula would help clarify how to maximize the platform's benefits in practice.

In conclusion, this study underscores the positive perceptions Vietnamese university students hold towards Quizlet as a gamified vocabulary learning tool in Business English courses. By illuminating learners' experiences, this research supports the continued integration of digital gamified tools into ESP instruction, while also calling for more targeted and expansive future inquiries into their pedagogical affordances.

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