

Perspectives of Van Lang University Master's Students in English Language Studies towards the Pedagogical Application of Kahoot! and Quizlet to Teach English Vocabulary

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ABSTRACT

Keywords: Kahoot!, Quizlet, gamification, digital flashcards, English, learning vocabulary

English has gained significant popularity as a foreign language in Vietnam. English has achieved widespread usage in education, marketing, and commerce with the assistance of the Vietnamese government. Since English is widely used in numerous academic fields by students, instructors, and researchers, English majors must prioritize the acquisition of a robust vocabulary. As a result, Quizlet and Kahoot are excellent resources for vocabulary acquisition. This study investigates the perspectives of English Master's students at Van Lang University on using Kahoot! and Quizlet in teaching English vocabulary. The research only includes data collected from a selected group of Van Lang University's English Language Master's degree students during the 2023–2025 academic year. As an academic tool for teaching English vocabulary, Quizlet and Kahoot! require selected users to have prior experience. Based on the findings of this study, Kahoot! and Quizlet are two of the most useful tools for English language instructors, particularly when it comes to helping students learn new words and then testing their comprehension of those words using two different approaches, qualitative as well as quantitative.

Background of the study

English has become the global language and has played a crucial role in Vietnamese people's lives. According to Nguyen (2020), with the backing of the Vietnamese government, English has become a popular foreign language for over 53% of the population over the past few decades. More and more foreign organizations are coming to Vietnam to set up their establishments. English is clearly predominant in every field of Vietnamese life, from business and marketing to education. According to Rao (2019), students, teachers, and researchers extensively use English as the primary medium in diverse educational domains. Therefore, learning English, especially vocabulary, is considered one of the most important things for

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English-majored students. Besides, many studies have shown the appearance of Kahoot and Quizlet is useful for students to learn vocabulary (Ho et al., 2020; Quiroz et al., 2021; Yüksel et al., 2022).

Statement of the Problems

Most Master's students in English Language from 2023 to 2025 are either currently employed as instructors or have completed coursework in advanced teaching methodology; therefore, they are all proficient in using teaching aids when instructing English, specifically the terminology used by pupils. Nevertheless, the researcher discovered that the participants seldom voiced their viewpoints regarding the practical efficacy of Kahoot! and Quizlet as tools for acquiring English vocabulary. Moreover, certain pupils encounter challenges when attempting to acquire and retain English vocabulary through the use of Kahoot! (Nguyen, 2022; Wang & Tahir, 2020). According to Al Haqqi, Hesmatantya, and Mayasari (2023, as cited in Chiang, 2020), Kahoot! was used momentarily in the classroom as a means to prevent students from becoming fatigued. Nevertheless, the students' perspectives on integrating Kahoot! Determination remains essential in the classroom, particularly at the university level. Nguyen, Nguyen, et al. (2022) collectively asserted that the influence of advertising and communication on social networks presents difficulties for students. Simultaneously, the study indicates that students struggle to disable notifications from social networking programs or disregard promotional advertisements from renowned e-commerce platforms integrated into educational platforms. Intercourse. Hence, the researcher aims to ascertain the perspectives of Master's students specializing in the English Language from the class of 2023-2025 regarding the efficacy of employing Kahoot and Quizlet for teaching English vocabulary during their instructional procedure.

Purpose of the study

At Van Lang University's Faculty of Foreign Languages, it is observed that lecturers and students frequently use Kahoot! and Quizlet to make English vocabulary more engaging, especially at the end of the students' presentations. However, there has been no in-depth research on this topic. To address this, the researcher conducted a study with the following purposes:

- To investigate the perspectives of Master's students in the English Language from the class of 2023-2025 towards the use of Kahoot! and Quizlet for teaching English vocabulary.
- To identify any obstacles or drawbacks associated with using Kahoot! and Quizlet in English vocabulary classes at Van Lang University.

Research questions

To reach the purpose of the study, the research's author needed to explore the answer to the following question:

1. How do VLU Master's students in the English Language class of 2023-2025 perceive the use of Kahoot! and Quizlet for teaching English vocabulary to their students?
2. What are the difficulties faced by VLU Master's students in the English Language from the class of 2023-2025 while applying Kahoot! and Quizlet in teaching English vocabulary during their instructional procedure?

Literature Review

The pedagogical use of Digital Game-based Learning in teaching English vocabulary

Foreign language instructors, especially English teachers, often struggle to effectively and engagingly teach vocabulary. To achieve the previously mentioned goal, digital game-based learning is implemented in foreign language classrooms to provide students with an enjoyable learning experience and enhance their proficiency in their second language (L2). According to Deubel (2006, as cited in Coffey, 2009), digital game-based learning can motivate and captivate students and enhance their educational experience within the classroom. Interactive multimedia learning (IML) and digital game-based learning (DGBL) were both implemented in one group as part of the study's quasi-experimental design by Rabu and Talib (2017). An assortment of questions, study materials, and a vocabulary pre- and post-test of the subject of "Adjectives referring to people" comprised the three instruments used in this research. As a result, the study demonstrates that digital activities are advantageous and positively received by pupils, serving as a more engaging and efficacious method for students to acquire English vocabulary. Furthermore, Prensky (2003) demonstrated that digital game-based learning not only facilitates students' uptake of complex subjects at a young age but also provides them with access to information from various sources and the ability to make quick decisions.

Based on their evaluation of numerous lectures, many specialists endorse Kahoot! as one of the preeminent digital gaming platforms. This was a mechanism for assessing comprehension and fostering greater student participation (Idris, 2020). According to Flores (2015), Kahoot! Incorporated gamification elements, including leaderboards, collaborative scoring, feedback mechanisms, achievement graphs, and social community factors. Kahoot! Introduced the 'Leaderboard,' which presents the performance-based classification of the game's participants based on its primary features. Kahoot! Contained ladders, scores, and scores, which are all interconnected. Performance-based point allocation is implemented for students (Flores, 2015).

Thus, the following challenges may be mitigated with the assistance of digital activities implemented in the classroom: Age and linguistic diversity contribute to a competitive edge. It is intuitive and highly accurate, requires no setup time, is user-friendly, adaptable to both small and large classes, and can function concurrently with the student in attendance. By providing students with a PIN, instructors can assign assignments on Kahoot!, where they can access and respond to each question.

The pedagogical use of online flashcards in teaching English vocabulary

Despite the popularity of digital game-based learning, English teachers frequently apply online flashcards to help pupils retain English vocabulary. Khan (2022) employed a quasi-experimental design comprising two groups—experimental and control—and used an exam board-created vocabulary examination with 64 pre-intermediate students from the Deanship of Common First Year (DCFY). Predominantly, flashcards were used to instruct the experimental group, whereas BB's online platform was applied to educate the control group. The outcomes additionally demonstrated that the implementation of flashcards during online instruction substantially enhanced the academic achievements of Saudi English as a Foreign Language (EFL) learners, aiding them in maintaining focus and recalling vocabulary. Furthermore, students' enthusiasm and motivation to learn English vocabulary are stimulated and increased with the aid of flashcards. In their study, Ngarofah and Sumarni (2018) used classroom action research (CAR) in conjunction with John Elliot's model, which centered on the following stages: planning, action, observation, and reflection. Ten middle school students actively participated in the research. They demonstrated that vocabulary can be effectively taught with flashcards by adapting them to meet the requirements of individual students and sustaining their

interest and motivation after completing their research.

The use of Kahoot! for English vocabulary acquisition

Several experts contend that incorporating Kahoot! English language instruction, particularly for vocabulary acquisition, can yield distinct benefits. Kahoot! was a game-based learning platform that found widespread application in various contexts, including assessing students' progress, deviating from traditional classroom activities, and content review (Wang & Tahir, 2020). In their 2017 research, Licorish, George, Owen, and Daniel employed a qualitative methodology to investigate the four inquiries put forth. Their findings indicated that students exhibited enhanced comprehension of teaching and increased engagement with their classroom instructors.

In addition, Kahoot! It serves as an exceptional tool for educators to engage students interactively and dynamically, facilitating an assessment of their understanding of the material. According to Wang (2015), Kahoot! was described as a gamified learning platform with classroom activities to create the atmosphere of an interactive game show. While the students assumed the personas of the contestants, the instructor assumed the role of the game show host. Furthermore, an abundance of research suggests that the integration of Kahoot! Into educational settings promotes the smooth integration of English vocabulary among students. According to Kusumayanthi and Rusmiyati (2021), regardless of the mode of interaction, Kahoot! Promoted punctuality and greater teacher esteem among participating students, in addition to stimulating vocabulary retention in the classroom. However, Klimova and Kacetl (2018) emphasized the particular drawbacks of Kahoot! These included the possibility that students would not maintain complete attention on the lesson while using the platform and the possibility that the instructor's selection of unsuitable games could hinder the students' advancement in vocabulary comprehension.

The use of Quizlet for English vocabulary acquisition

For the record, Quizlet is a complementary resource that is used to acquire words and concepts. Quizlet (if the flashcard contained a term in the target language along with its English definition and meaning) emphasized vocabulary acquisition, including pronunciation and translation learning (Sippel, 2022). To illustrate the distinction between those two groups, Dreyer (2014) provided further evidence in the form of higher scores among students who used Quizlet for vocabulary learning as opposed to those who did not.

Besides, Quizlet stimulates enthusiasm for acquiring knowledge of English vocabulary through digital flashcards. According to Chien (2015), Quizlet is a beneficial online platform that can inspire students, particularly in the area of vocabulary acquisition. As students' preference for Quizlet-based vocabulary learning demonstrates, Bueno-Alastuey and Nemeth (2022) cited their unanimous agreement that the use of Quizlet flashcards to enhance vocabulary knowledge was effective.

Consequently, both Kahoot! and Quizlet are highly beneficial tools that stimulate students' engagement in acquiring English vocabulary, aligning with the findings of Korkealehto and Sinklander's 2018 study.

Methodology

Setting and Population

Van Lang University was officially established on 27th January 1995, signed by the Prime

Minister. Throughout 29 years of constantly building its reputation, Van Lang University is now well-known for maintaining and preserving its pivotal educational mission – educating people that bring inspirational impact to society, with a core value of Morality – Will – Creativity. At the moment, the Undergraduate Program of Van Lang University offers a Master of Arts in English Language. Furthermore, Master's level students in English Language at Van Lang University's Institute of Postgraduate Training are equipped with the skills necessary to address practical linguistic challenges through synthesizing theories and applying scientific research methods. Simultaneously, it aids in developing strong teamwork abilities and enhances students' ability to analyze, synthesize, and evaluate scientific research module theories in English. This enables them to engage in collaborative investigation of emerging issues that may arise from research findings. In addition, their self-directed learning effectively showcases autonomy and accountability, enabling them to explore research-related matters within a dynamic environment and provide substantive contributions to the body of knowledge on the English language.

Population

During the academic year 2023-2025, a cohort of twelve candidates will enroll in the English Language Master's Training Program. They either teach English professionally or are pursuing instruction in the field. Students have the opportunity to attend seminars to broaden their horizons and participate in group discussions and English teaching practice throughout the training process.

Research design

This study aims to use both qualitative and quantitative approaches, which will help the author attain the anticipated outcomes of the research endeavor. Leedy and Ormrod (2015) define quantitative research as a methodological approach comprising all operations performed by a researcher before commencing a research endeavor. According to Apuke (2017), quantitative research methods entail quantifying and analyzing variables to derive conclusions. To answer queries including who, how much, what, where, when, how much, and how, it is necessary to use and analyze numerical data through the application of specialized statistical methods. In addition, qualitative research employs a humanistic or idealistic framework to comprehend a research inquiry (Pathak et al., 2013). Qualitative methods are employed to better understand individuals' viewpoints, experiences, attitudes, behaviors, and interactions. Also, qualitative research is an increasingly prevalent research method that is being applied in intervention studies across various academic disciplines. In contemporary times, qualitative research has gained recognition for its capacity to introduce a novel dimension to intervention studies that could not be attained solely through variable measurement, despite its former philosophical incompatibility with experimental research.

Consequently, this investigation may be able to provide a more thorough understanding of the subject under investigation by combining qualitative and quantitative research methods. Since each method has advantages and disadvantages, integrating the two approaches can provide a more comprehensive and nuanced comprehension of the research object.

Sampling methods and samples

Dörnyei (2007, as cited in Etikan, Musa, and Alkassim, 2016) mentioned that convenience sampling (also known as Haphazard sampling or Accidental sampling), is a non-probability or non-random sampling method involving selecting individuals from the target population based on practical criteria, such as their easy accessibility, geographical proximity, availability at a specific time, or willingness to participate. Thus, this method provides an effective and convenient means of gathering data. The study might examine the composition of participants

who are studying in the same field as the researcher.

The sample for this study consisted of 12 students enrolling in the English Master's program at Van Lang University in Ho Chi Minh City, Vietnam, for the academic years 2023-2025. The research participants possess an intermediate or advanced level of competency in a foreign language. The individuals in question have ages ranging from 24 to 30 years old and possess Vietnamese as their first language. On average, individuals in Vietnam have pursued the study of English as a second language for a duration ranging from 10 to 20 years. Students completed a four-year academic program at their universities, where they studied English at CEFR levels B1 to C1. Students must study two subjects, namely "Advanced Methods of Teaching Language" and "The Practice of Teaching Language," to develop their pedagogical skills.

Instruments

Questionnaire

Zohrabi (2013) demonstrates that questionnaires are an efficient and time-efficient method for gathering data. By administering the same set of questions to a wide group of individuals simultaneously, the resulting data will be consistent and more precise. This survey consists of 15 questions categorized into three sections: learning engagement with the use of Kahoot! and Quizlet, opinions regarding the application of Kahoot! and Quizlet in teaching English vocabulary, and the effects of using these platforms.

Semi-structured Interview

Interviewing is a crucial method of gathering data involving verbal exchanges between the researcher and the subject. Interviews are frequently employed in survey designs as well as in exploratory and descriptive research. The researcher employed semi-structured interviews in this study to obtain more precise outcomes. According to Zohrabi (2013), the semi-structured interview guide approach is the most favored type of interview. This type of interview offers flexibility and allows the interviewee to provide a greater amount of information than other types of interviews. It effectively assesses attitudes and many other topics of interest and allows for polling through interviews. The interview consisted of open-ended questions aimed at gathering data and was mainly focused on gathering detailed information about the use of Kahoot! and Quizlet in teaching English vocabulary.

Data analysis procedures

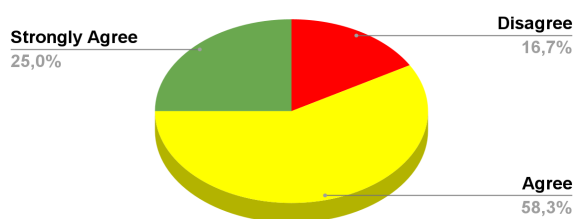
Two instruments were selected to gather empirical findings for the present study. The initial instrument employed was a questionnaire, wherein a cohort of 12 individuals were tasked with responding to a set of 15 inquiries. The survey was constructed to incorporate multiple-choice inquiries using a four-point Likert scale ranging from "strongly disagree" to "strongly agree" (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). We employed face-to-face interviews as our second data collection method. The four interviewees were chosen from the group of participants who conducted the questionnaire. The participants were asked five interview questions regarding their comprehension and perspectives on using Kahoot! and Quizlet to teach English vocabulary.

Findings And Discussions

The survey was conducted by 12 students who are presently enrolled in the English Master's program at Van Lang University in Ho Chi Minh City. Out of these postgraduate students, 7 were female, and five were male. A significant proportion of students participating in the survey

assess their English proficiency according to the CEFR standards, specifically at the Intermediate level (25%), Upper-Intermediate level (33.3%), and Advanced level (33.3%). Consequently, an overwhelming majority of students (66.7%) are now enrolled in or have completed courses on Advanced Methods of Teaching Language and The Practice of Teaching Language (33.3%).

Figure 1: Kahoot! and Quizlet assist in improving my students' proficiency in English vocabulary learning.



The results of perspectives on learning engagement

The first two questions examine the advantages of applying Kahoot! and Quizlet as pedagogical tools for enhancing English vocabulary acquisition. According to Figure 1, the use of Kahoot! and Quizlet has a positive impact on my students' English vocabulary learning. Specifically, 16.7% of respondents disagree, 25% strongly agree, and 58.3% agree with this statement.

Figure 2: Kahoot! and Quizlet facilitate effortless memorization of English vocabulary for my students.

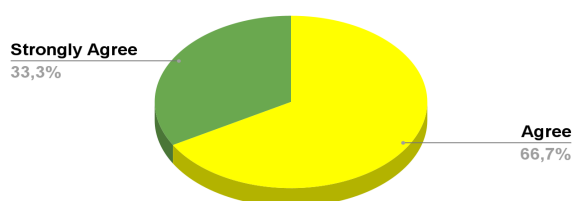
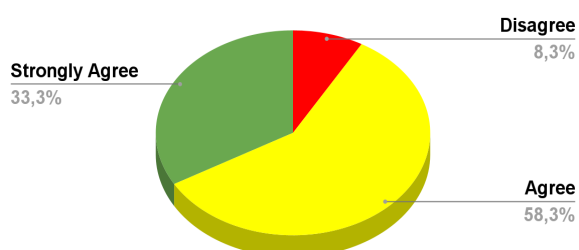


Figure 2 illustrates that the use of Kahoot! and Quizlet facilitates my pupils' easy memorization of English vocabulary. Specifically, 66.7% of respondents agree with this statement, while 33.3% strongly agree. Despite this, it is evident that this is one of the approaches that their students can use to effectively acquire English vocabulary and observe a noticeable improvement in their academic performance.

Figure 3: Kahoot! and Quizlet enables students to acquire knowledge at their convenience and from any geographical



this concept. Due to the prevalence of personal electronic devices among students, such as cell phones, laptops, and tablets, students can make use of them widely throughout class (Sung et al., 2015). Postgraduate students as teachers could use Kahoot! Quizlet is an engaging at-home activity for their students, allowing them to transform their study environment and experience a sense of amusement rather than stress. Furthermore, teaching English vocabulary with Kahoot! and Quizlet allows their pupils to actively and consciously participate in my lesson.

According to Figure 3, 83.3% of postgraduate students agree or strongly agree that using Kahoot! and Quizlet allows their students to easily acquire knowledge from any location. On the other hand, 16.7% of students disagree with

Figure 4: Using Kahoot! and Quizlet for vocabulary acquisition enables my students to actively and

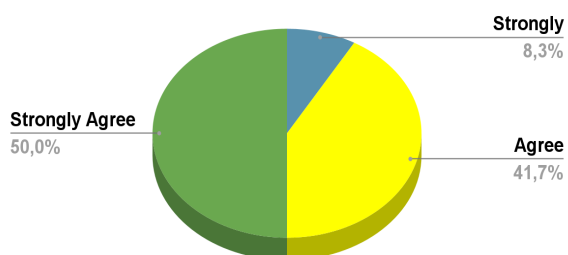


Figure 4 shows that 33.3% of students strongly agree and 66.7% agree. It can be observed that students have an intense desire to acquire English vocabulary through the use of Kahoot! Additionally, Quizlet facilitates greater student engagement during classroom activities.

Figure 5 shows that a significant majority of postgraduate students, specifically 66.7%, firmly disagreed that Kahoot! and Quizlet were time-wasting and detrimental to their student's abilities. Moreover, the majority of postgraduate students are instructed in exercises using Kahoot! and Quizlet, ensuring an enjoyable and problem-free learning experience. Furthermore, they possess the appropriate knowledge and proficiency in employing technology for foreign language acquisition, enabling them to effectively incorporate it into their instructional practices. Furthermore, their students can enhance their language acquisition through a more contemporary approach. Essentially, their students expressed a significant majority regarding the necessity of enrolling in an English vocabulary course, provided that the teachers incorporate Kahoot! and Quizlet as instructional tools.

During the interview, four postgraduates employed Kahoot! and Quizlet as instructional tools for teaching English vocabulary. The interviewers aim to assess the students' engagement following their usage of Kahoot! and Quizlet as instructional tools for teaching English vocabulary. All four respondents expressed positive opinions for this teaching style in response to this question:

"My students are interested in learning with Kahoot and Quizlet." (Interviewee 4)

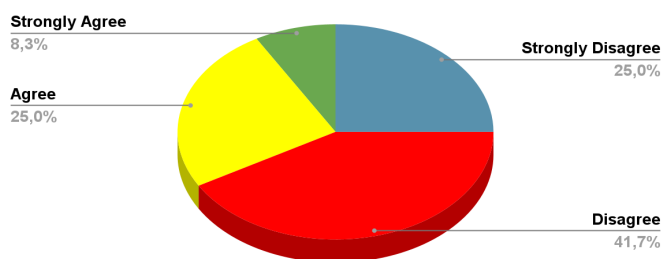
"Yes, absolutely; they always ask me to play Kahoot at the beginning of every class." (Interviewee 2)

"I think yes because it's like a game, and as you know, who doesn't like playing games?" (Interviewee 3)

"Kahoot! and Quizlet foster an engaging environment in educational settings." (Interviewee 1)

Based on survey data and interviews conducted with graduate students, a clear majority support the use of Kahoot! and Quizlet as an effective tool for teaching English vocabulary. Additionally, student feedback demonstrates that their students appreciate these strategies. In their view, Kahoot! and Quizlet are convenient tools for teaching and learning and enhance their motivation to learn.

Figure 5: Kahoot! and Quizlet waste my students' time and hinder their ability.



The results of opinions toward applying Kahoot! and Quizlet in teaching English vocabulary

In the following section, the researcher aims to examine postgraduate students' perspectives on using Kahoot! and Quizlet as educational resources for teaching English vocabulary to students. The capacity to acquire vocabulary is enhanced with the use of Kahoot! and Quizlet. According to Figure 6, approximately 91.7% of postgraduate students strongly agree with this statement, while roughly 8.3% disagree.

Figure 6: Kahoot! and Quizlet enhance your students' acquisition of English vocabulary.

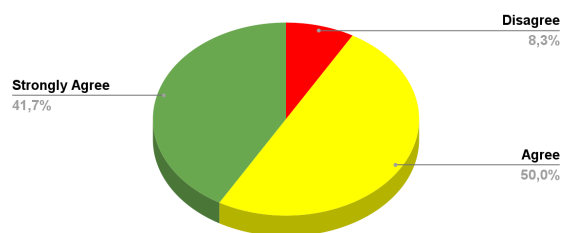
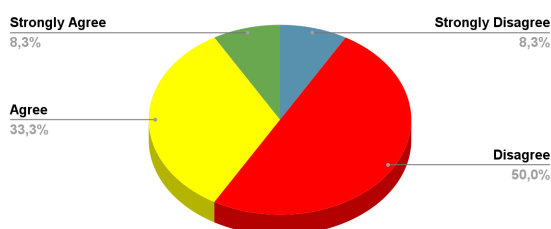


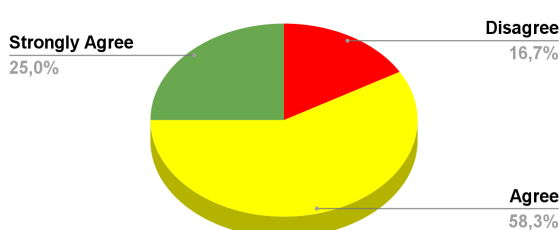
Figure 7: Kahoot! and Quizlet merely offer entertainment and amusement.



In addition, Figure 7 shows that 8.3% of postgraduate students strongly disagree, and 50% disagree with the idea that Kahoot! and Quizlet are solely intended for entertainment. However, it is worth noting that 33.3% and 8.3% of respondents agree and agree, respectively. Indicating that the findings on this issue do not support either side but rather remain neutral since a majority group opposes using these platforms in question just for amusement, while another group agrees with this perspective.

According to Figure 8, 25% of graduate students strongly agree with the statement "Kahoot! and Quizlet motivate your students to care about English vocabulary," 58.3% agree and only 16.7% disagree. In Figure 9, the author aims to investigate the perception of students about the use of Kahoot! and Quizlet in their English vocabulary class. Remarkably, no graduate student expressed strong disagreement or disagreement.

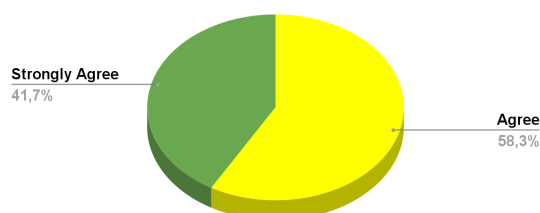
Figure 8: Kahoot! and Quizlet enhance your students' enthusiasm for studying English vocabulary.



Through that, we can see the application of Kahoot! and Quizlet to help enhance students' interest so they can absorb English vocabulary more readily.

The fourth question inquired about the respondents' acceptance of Kahoot! and whether they considered Quizlet to be a useful tool for teaching English vocabulary. This question serves as a platform for the expression of viewpoints:

Figure 9: Your students exhibit a preference for utilizing Kahoot! and Quizlet as educational tools in their English



"Kahoot! and Quizlet are widely used tools in classrooms, and they have been seen to have a beneficial effect on students by increasing their engagement in lessons." (Interviewees 1, 2, and 4)

"I don't think so. If you want to attract those people into teaching, it requires clear guidance and control by teachers and parents." (Interviewee 3)

The collected data is related to a survey conducted on graduate students' acceptance of applying Kahoot! and Quizlet to teach English vocabulary. For them, this instrument serves not only to enhance their students' studying spirit but also to transform their mindset towards learning in the context of the present digital technology era.

The results of perspectives toward the Effects of using Kahoot! and Quizlet in teaching English vocabulary

The final section of the study will involve interviewing graduate students regarding their perspectives on "The effects of applying Kahoot! and Quizlet in English classroom." It is evident that both Figures 10 and 11 are equal, and there is no disagreement. 41.7% and 58.3% of postgraduate students strongly agreed and agreed, respectively, with the idea that the use of Kahoot! and Quizlet in English vocabulary teaching fosters student engagement and enhances the

Figure 10: Incorporating Quizlet and Kahoot! into English vocabulary instruction increases student engagement.

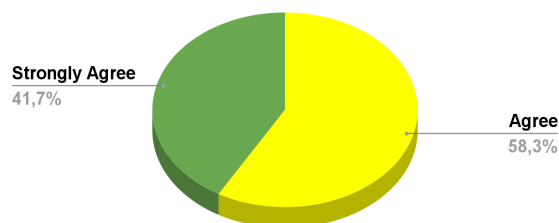
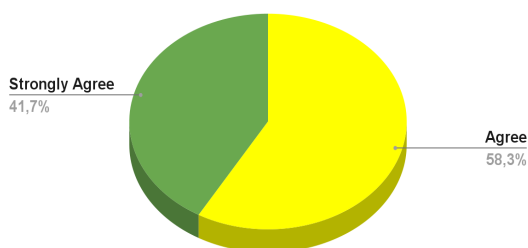


Figure 11: Using Kahoot! and Quizlet makes English vocabulary learning enjoyable.



excitement of learning. Additionally, the fact that 66.7% of postgraduate students strongly disagree or disagree while only 16.7% strongly agree or agree supports the claim that "Kahoot! and Quizlet have a negative impact on students." (Figure 12)

Next, researchers will investigate the influence of Kahoot! and Quizlet on student learning settings. Approximately 75% of respondents express total agreement or agreement with the favorable influence of these two platforms on students and

the promotion of competition inside the classroom (Figure 13). In addition, 58.4% of graduate students oppose the idea that learning English vocabulary through Kahoot! and Quizlet is a distraction from studying, as depicted in Figure 14. A significant proportion of postgraduate students hold the belief that incorporating Kahoot! and Quizlet into their teaching methods enhances their students' competitive edge in the classroom. Furthermore, these postgraduate students acquire valuable classroom management skills from two

Figure 12: Students are negatively impacted by Kahoot! and Quizlet.

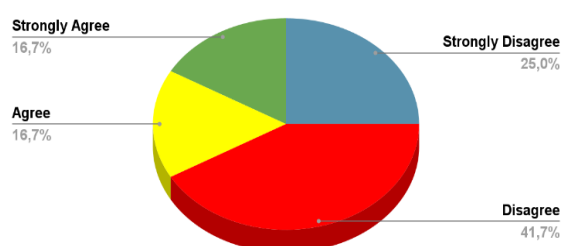
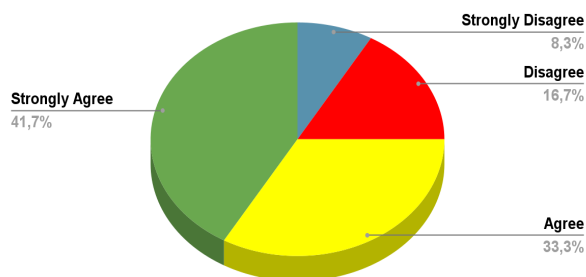


Figure 13: Using Kahoot! and Quizlet in English vocabulary instruction creates a stimulating educational environment.



of postgraduate students simply agree, while 25% strongly agree. Furthermore, a mere 16% indicated their disagreement (Figure 15).

During the interview, the researcher sought the interviewee's perspective on the benefits of employing Kahoot! and Quizlet for teaching English vocabulary:

"Yes, Kahoot!" Quizlet excels in instructing language and enhancing pupils' retention abilities." (Interviewee 1)

"This tool enables teachers to design vocabulary classes rich in visual aids, fostering concentration and engagement among pupils." (Interviewee 2)

"I disagree. The answer varies based on the student's preferred method of learning. For instance, if kids have a preference for learning through games, then the letters K and Q would be the most suitable options for them to acquire knowledge. As a learner, I find it more advantageous to acquire vocabulary employing reading." (Interviewee 3)

"Naturally, provided that we possess the knowledge to effectively use it in the appropriate instructional context." (Interviewee 4)

Overall, it can be confidently claimed that a significant proportion of students support the use of Kahoot! and Quizlet for teaching English vocabulary due to their efficacy in facilitating learning and creating a favorable educational environment. Moreover, both platforms are well-suited to the current educational landscape.

specific subjects, namely Advanced Methods of Teaching Language and The Practice of Teaching Language. Consequently, using Kahoot! and Quizlet is unlikely to pose any difficulties for students in their respective classes.

In the last question, the author wanted to determine the extent to which postgraduate students agree that "learning English vocabulary through the use of Kahoot! and Quizlet facilitates effective knowledge acquisition." The findings indicate that 58.3%

Figure 14: Using Kahoot! and Quizlet in teaching English vocabulary distracts my students from their academic tasks.

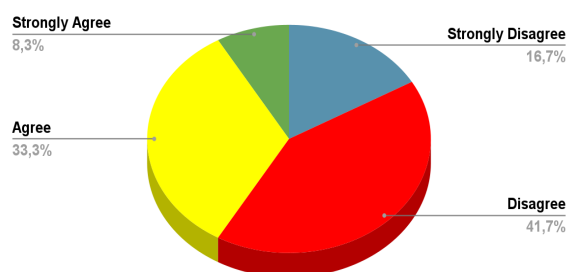
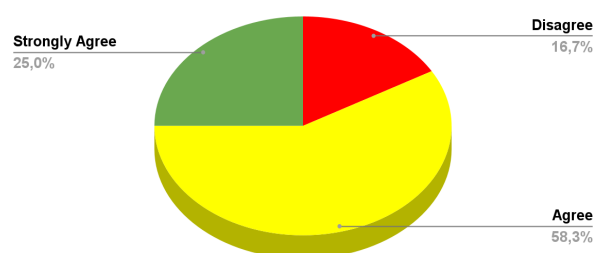


Figure 15: By incorporating Kahoot! and Quizlet into my English vocabulary lessons, I can effectively facilitate my students' comprehension of course contents.



Discussions

The study demonstrates that the use of Kahoot! and Quizlet has beneficial effects on teaching English vocabulary for students. This result is bolstered by Nguyen's (2022) findings. According to Du et al. (2024), online apps are great resources for students to learn. It accelerates the learning process, enhancing student performance, and assists graduate students by effectively transferring knowledge, fostering their students' engagement in the classroom, and overcoming certain obstacles. Nevertheless, to optimize the efficacy of acquiring English vocabulary, it is advisable to use Kahoot! And Quizlet selectively, taking into account certain circumstances and proper timing. 75% of the postgraduate students interviewed strongly agreed that using Kahoot! and Quizlet to teach English vocabulary is highly successful. Consequently, using these tools wisely without unnecessary dependence is crucial to maximize pupils' proficiency in English.

Conclusion

Within the framework of English's status as a worldwide language, enhancing English vocabulary poses an obstacle that requires resolution for Van Lang University postgraduate students during the academic years 2023 - 2025. This study aims to demonstrate the significance of using two well-known educational platforms, Kahoot! and Quizlet, to teach English vocabulary. The author's work highlights two primary points based on the previously mentioned advantages. Initially, it is imperative to acknowledge that Kahoot! and Quizlet are highly efficient instruments indispensable in English teaching endeavors, particularly concerning vocabulary acquisition and assessing students' understanding of such vocabulary. Furthermore, it is crucial to employ both of these platforms wisely, providing a certain amount of time-based on the student's proficiency level and the specific classroom environment. As a result of this, teachers, as well as pupils, may develop efficient strategies to adjust and finally get the desired outcomes.

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Biodata

Le Duc Phuoc is a postgraduate student at Van Lang University, majoring in English Language. Due to his passion for teaching English to young people and his eagerness to inspire young people to learn English with proper technique, he wants to propose methods for improving the teaching methods. Therefore, he envisions finding ways to integrate technology, methods, and potentially artificial intelligence into the teaching experience appropriately.