



First-Year Libyan EFL Students' Attitudes toward Using Quizlet for Vocabulary Learning

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Abstract: Vocabulary learning is very challenging for many Libyan EFL students, creating a need to examine accessible digital tools that may support regular vocabulary practice. This study explored first-year Libyan EFL students' attitudes toward using Quizlet for vocabulary learning during the academic year 2025/2026. It examined five dimensions: perceived usefulness, ease of use, engagement and motivation, vocabulary learning and retention, and self-regulated learning. A descriptive survey design supported by qualitative open-ended responses was employed. Thirty students from the Faculty of Languages and Translation, University of Zawia, completed a 30-item questionnaire and three open-ended questions. Quantitative data were analyzed using frequencies, percentages, means, and standard deviations, while qualitative responses were analyzed thematically. Vocabulary Learning and Retention received the highest evaluation ($M = 4.12$), followed by Perceived Usefulness ($M = 3.84$), Engagement and Motivation ($M = 3.71$), Self-Regulated Learning ($M = 3.48$), and Ease of Use ($M = 3.29$). Students particularly valued flashcards, repetition, games, tests, audio, and immediate feedback. However, internet problems, advertisements, paid features, inaccurate public sets, long activities, and dependence on teacher support limited independent use. The study recommends accurate course-specific sets, contextual examples, pronunciation and visual support, introductory training, shorter weekly activities, and integration with speaking, reading, and writing tasks. The findings represent students' perceptions and should not be interpreted as experimental evidence of vocabulary improvement.

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INTRODUCTION

A strong grasp of vocabulary plays a fundamental role in EFL progression, as it enhances key language domains including reading, listening, speaking, writing, and broader communication. However, university students may recognize words without being able to spell them correctly, interpret them in context, or use them productively. Libyan students also experience difficulties in reading, meaning transfer, translation, and academic writing, demonstrating the need for structured vocabulary support (Burka, 2023; Abraham et al., 2025). Suitable course materials and integrated language instruction can help address these difficulties while responding to students' academic and disciplinary needs (Nukman et al., 2026).

Digital transformation has expanded the resources available for language learning through mobile applications, artificial intelligence (AI), e-books, voice chatbots, and other online tools. Digital platforms enable continuous practice, diverse media formats, prompt feedback, and adaptable learning options outside traditional classroom settings (Hmouma et al., 2026; Ibrahim et al., 2026). Libyan EFL students and lecturers have shown growing interest in technology-supported language learning, although concerns remain regarding assessment, critical thinking, and appropriate educational use (Alouzi et al., 2026). These developments form part of the wider, but still uneven, growth of digital education in Libya (Yahya et al., 2025).

Quizlet is a mobile and web-based platform that provides flashcards, Learn mode, tests, matching activities, audio, repetition, and progress feedback. These features can make vocabulary practice more interactive, accessible, and learner-centered. Evidence from comparable tools indicates that flashcards, Quizizz, gamification, game-based learning, animated media, and digital storytelling can strengthen participation, motivation, and learning practice when aligned with instructional purposes (Mustakim et al., 2024; Aljarmi et al., 2025).

Students' acceptance of educational technology depends partly on whether they perceive it as useful and easy to use. Although learners' attitudes affect how frequently and enthusiastically they use a tool, positive perceptions do not directly equate to inherent ability or verified academic progress (Voola, 2025). Consequently, positive perceptions of Quizlet should not be treated as direct evidence of its effectiveness. Students' experiences may also be influenced by digital competence, infrastructure, institutional support, accessibility, and learning conditions (Alriteemi et al., 2026).

Game-like activities, multimedia input, progress feedback, and interactive tasks can increase enjoyment, attention, and situational motivation (Camila et al., 2024). Nevertheless, enjoyment during an activity may not lead automatically to sustained practice outside class. Positive learning experiences are also connected with confidence, well-being, emotional support, and constructive teacher-student relationships (Kasheem et al., 2025; Almajri et al., 2025).

Meaningful vocabulary learning must extend beyond memorization to understanding meanings, recognizing words in context, and using them communicatively (Abdullah et al., 2025; Barkah & Aladi, 2026). It should also develop self-regulation through independent practice, progress monitoring, repetition, and responsibility. However, learner autonomy requires suitable materials, teacher scaffolding, feedback, supervision, and appropriate assessment (Abouzied, 2026; Fatimah et al., 2023).

Quizlet should therefore be situated within broader efforts to promote innovative, inclusive, ethical, and quality-oriented education (Alsunousi et al., 2026). Technology should support sound pedagogy and human interaction rather than replace teachers. Accurate content, accessibility, empathy, and responsible digital use remain important, particularly where AI and automated systems introduce educational and ethical risks (Masoud et al., 2025; Salem et al., 2026).

Digital language learning also operates within cultural contexts. In Libya, its implementation should respect local and Islamic identity while contributing to inclusive, sustainable, and high-quality education (Syahrin et al., 2026; Wahid et al., 2025). Moreover, Technology-supported learning forms part of wider efforts to strengthen cognitive, ethical, social, and institutional outcomes (Chasanah et al., 2026; Kasheem & Rusmana, 2025). These studies provide contextual background but do not establish that Quizlet directly produces such wider outcomes. Examining Quizlet in the Libyan context is increasingly important because universities are expanding their use of digital learning tools despite continuing differences in connectivity, technical support, and students' readiness for independent learning. The novelty of this study lies in examining five interconnected dimensions of Quizlet use while integrating quantitative attitudes with students' qualitative accounts of its benefits, difficulties, and required improvements.

Despite increasing research on AI, mobile learning, gamification, and digital applications, evidence concerning first-year Libyan EFL students' attitudes toward Quizlet remains limited (Hmouma, 2025; Karrar et al., 2026). This study therefore explores students' attitudes across perceived usefulness, ease of use, engagement and motivation, vocabulary learning and retention, and self-regulated learning, while examining their experiences, difficulties, and recommendations. It asks: What are students' attitudes toward Quizlet across these five dimensions, and what benefits, difficulties, and improvements do they report? The purpose of this study is to examine first-year Libyan EFL students' attitudes toward Quizlet across these five dimensions and study their reported experiences, difficulties, and recommendations for improving its use in vocabulary learning.

METHODS

This study employed a quantitative descriptive survey design supported by qualitative open-ended responses. A descriptive survey was appropriate because the study aimed to describe students' existing attitudes and experiences without manipulating the learning environment or measuring causal effects (Creswell & Creswell, 2017). This research was structured to investigate how students feel about incorporating Quizlet into their vocabulary study, instead of measuring its direct impact on test performance or learning gains. The quantitative component measured five dimensions of students' attitudes, while the qualitative component provided explanations of the features they valued, the difficulties they experienced, and their recommendations for improvement. The study was conducted during the academic Year 2025/2026, and data collection took place from January, 2026 to March 2026.

The participants were 30 first-year EFL students at the Faculty of Languages and Translation, University of Zawia, Libya. They were selected through convenience sampling because they had experience using Quizlet as part of their vocabulary-learning activities. The research location was selected because its first-year EFL program that provide a suitable

setting in which students had direct experience using Quizlet to support course-related vocabulary learning. This setting therefore allowed the researchers to obtain responses from students who could evaluate the platform based on actual educational experience. Participation was voluntary, and students were informed about the purpose of the study. Their responses were treated confidentially, and no identifying information was included in the analysis.

Data were collected using a questionnaire consisting of two sections. The first contained 30 statements distributed equally across five dimensions: Perceived Usefulness (Items 1–6), Ease of Use (Items 7–12), Engagement and Motivation (Items 13–18), Vocabulary Learning and Retention (Items 19–24), and Self-Regulated Learning (Items 25–30). Responses were recorded on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The second section contained three open-ended questions asking students which Quizlet features helped them most, what difficulties they experienced, and what changes could improve its use in vocabulary lessons.

The questionnaire was developed from the study objectives and relevant literature on educational technology acceptance, vocabulary learning, engagement, and self-regulated learning. Its content validity was examined by three experts specializing in EFL instruction, educational technology, and research methodology. They evaluated the items for clarity, relevance, wording, and alignment with the five study dimensions. Based on their feedback, several statements were simplified, unclear expressions were revised, and overlapping items were differentiated. The revised questionnaire was then pilot-tested with ten first-year EFL students who had experience using Quizlet but were not included in the final sample. Feedback from the pilot participants led to minor improvements in the instructions, wording of several statements, and presentation of the Likert-scale response options. No item was removed because all 30 statements were considered clear and relevant after revision.

Internal consistency was assessed using Cronbach's alpha. The coefficients were $\alpha =$ [calculated value] for Perceived Usefulness, $\alpha = .72$ for Ease of Use, $\alpha = .77$ for Engagement and Motivation, $\alpha = .81$ for Vocabulary Learning and Retention, and $\alpha = .78$ for Self-Regulated Learning. These coefficients indicated [acceptable/good/very good] internal consistency. The three open-ended questions were also reviewed by the experts to ensure their clarity and relevance to the study objectives.

The research procedure followed five stages. First, the questionnaire was developed from the study objectives and relevant literature. Second, it underwent expert review and pilot testing to examine its content validity, clarity, and reliability. Third, the final questionnaire was distributed to eligible first-year students who had experience using Quizlet. Fourth, completed questionnaires were collected and checked for completeness. Finally, the closed-ended and open-ended responses were analyzed separately and integrated during interpretation.

Quantitative data were analyzed using frequencies, percentages, means, and standard deviations. Agreement was calculated by combining the percentages of "agree" and "strongly agree." Dimension-level results were calculated from the pooled responses to the six items within each dimension. Higher means indicated more positive attitudes toward Quizlet. For interpretation, mean scores were classified as very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00).

Responses to the open-ended questions were analyzed thematically. The answers were read repeatedly, coded according to recurring ideas, and grouped into themes such as helpful

features, vocabulary-learning benefits, technical barriers, instructional difficulties, and suggested improvements. This procedure followed the main stages of thematic analysis: familiarization, initial coding, theme development, theme review, and interpretation (Braun & Clarke, 2006). These themes were integrated with the quantitative findings to explain the patterns observed across the five dimensions.

RESULTS AND DISCUSSION

Students' Perceptions of Quizlet's Usefulness for Vocabulary Learning and Course Support

The total result was high ($M = 3.84$, $SD = 1.14$), with 67.8% of the responses falling within agree or strongly agree categories. This indicates that the students generally regarded Quizlet as useful, although their evaluations differed according to the type of vocabulary support considered. The strongest result concerned its overall usefulness for learning vocabulary (Item 6, $M = 4.60$, $SD = 0.62$), with 93.3% agreement. Students also strongly believed that Quizlet supported the vocabulary taught in their English courses (Item 5, $M = 4.27$, $SD = 0.91$; 83.3%) and made vocabulary review more efficient (Item 2, $M = 4.00$, $SD = 1.08$; 80.0%).

Table 1. Perceived Usefulness of Quizlet for Vocabulary Learning (N = 30)

Item	M	SD	Agreement %
1. Quizlet helps me learn new English words.	3.93	1.20	73.3
2. Quizlet makes reviewing previously learned vocabulary more efficient.	4.00	1.08	80.0
3. Quizlet helps me understand the meanings of unfamiliar English words.	3.40	0.97	50.0
4. Quizlet improves my ability to use newly learned words in English activities.	2.87	1.11	26.7
5. Quizlet supports the vocabulary content taught in my English courses.	4.27	0.91	83.3
6. Overall, Quizlet is a useful tool for learning English vocabulary.	4.60	0.62	93.3
Total result	3.84	1.14	67.8

The open-ended responses help explain these positive evaluations. Students reported that practice tests and multiple-choice activities helped them review words and identify vocabulary they had not mastered. They also wanted Quizlet sets to be linked more closely to their course books. These responses suggest that Quizlet was valued primarily as a supplementary tool for organizing, practicing, and reviewing course vocabulary. This interpretation is consistent with arguments that digital and AI-supported tools can extend practice and reinforce language instruction when they are aligned with course objectives and teaching activities (Omran et al., 2026).

However, the findings also reveal an important difference between vocabulary recognition and productive use. Only 26.7% agreed that Quizlet improved their ability to use newly learned words in English activities (Item 4, $M = 2.87$, $SD = 1.11$), while 40.0% remained neutral. Similarly, only half agreed that it helped them understand unfamiliar words (Item 3, $M = 3.40$, $SD = 0.97$). Students' requests for example sentences, Arabic translations, and more

contextual support reinforce this limitation. Some also reported unclear meanings, inaccurate translations, and difficulty identifying reliable public vocabulary sets.

While flashcards and practice tests effectively aid rote memory and revision, they do not inherently guarantee that students can apply new terms accurately in spoken or written communication. Meaningful vocabulary learning requires learners to connect words with context, grammatical patterns, disciplinary uses, and communicative purposes rather than learn isolated equivalents (Abraham et al., 2026; Sasi et al., 2026). Differences between English and Arabic, including problems of meaning transfer and contextual equivalence, may make direct word–translation pairs insufficient (Krwad et al., 2026; Maghfur et al., 2026).

Teachers should therefore prepare or verify course-specific Quizlet sets, include accurate meanings and suitable Arabic support where necessary, and provide example sentences. Quizlet activities should also be followed by sentence construction, short dialogues, writing tasks, and contextual reading exercises. Such integration can help students move from recognizing and recalling vocabulary to understanding and using it meaningfully. Because the study measured attitudes through self-reports, these results represent students' perceived usefulness and should not be interpreted as direct evidence of vocabulary achievement.

Ease of Using and Accessing Quizlet for Vocabulary Practice

The total mean was moderate ($M = 3.29$, $SD = 1.18$), indicating mixed perceptions of Quizlet's ease of use. The strongest result concerned the clarity of activity instructions (Item 10, $M = 4.00$), with 76.7% agreement. However, only 20.0% agreed that learning how to use Quizlet was easy (Item 7, $M = 2.53$). Navigation between activities and independent management of technical problems also received moderate means of 3.13. These findings distinguish between understanding the instructions for a particular activity and being able to operate the platform confidently without assistance.

Table 2. Ease of Using Quizlet for Vocabulary Learning (N = 30)

Item	M	SD	Agreement %
7. Learning how to use Quizlet is easy for me.	2.53	0.99	20.0
8. I can easily navigate between Quizlet activities.	3.13	1.20	46.7
9. Quizlet's features are easy to use during vocabulary practice.	3.20	1.13	46.7
10. The instructions for Quizlet activities are understandable.	4.00	1.05	76.7
11. I can solve technical problems when using Quizlet independently.	3.13	1.14	43.3
12. Quizlet is accessible whenever I need to practise vocabulary.	3.17	1.12	43.3
Total result	3.29	1.18	46.1

The open-ended responses support this interpretation. Flashcards were often described as simple, but students encountered broader practical barriers, including weak or unavailable internet connections, forgotten passwords, advertisements, subscription-only features, high data consumption, small phone screens, low battery power, and loss of progress following disconnection. Thus, difficulty did not arise only from the design of Quizlet; it also reflected the technological environment in which students used it.

This pattern is consistent with research showing that students' experiences of digital and AI-supported learning are shaped by internet access, digital competence, institutional infrastructure, and technical support (Hilman et al., 2024; Hmouma, 2025; Almaloulet al., 2026). Limited infrastructure may prevent students from benefiting equally from digital resources, even when individual activities are understandable (Alrweshe et al., 2026; Hamidah & Abraham, 2024). Inclusive technology use therefore requires attention to accessibility, particularly for learners with limited devices, connectivity, digital experience, or additional educational needs (Firdaus et al., 2024; Masuwd et al., 2025).

Students recommended teacher demonstrations, clearer initial guidance, more free features, and reliable offline access. Teachers should therefore demonstrate each Quizlet mode, provide simple written instructions, allow guided classroom practice, and offer alternatives when internet access is unavailable. Institutional support for connectivity and technical assistance is also necessary. Such measures would enable technology to support inclusive and human-centered learning rather than create additional barriers (Alsunousi, 2025; Alkhaldi, 2024).

Quizlet-Supported Engagement and Motivation in Vocabulary Learning

The total result was high ($M = 3.71$, $SD = 1.16$), with 63.3% agreement, indicating generally positive perceptions of Quizlet's contribution to engagement and motivation. The strongest result concerned making vocabulary learning enjoyable (Item 13, $M = 4.43$), supported by 93.3% of students. Quizlet also encouraged vocabulary practice (Item 14, $M = 4.03$; 76.7%) and increased interest in vocabulary lessons (Item 15, $M = 3.93$; 76.7%).

Table 3. Engagement and Motivation in Quizlet-Supported Vocabulary Learning (N = 30)

Item	M	SD	Agreement %
13. Quizlet makes vocabulary learning enjoyable.	4.43	0.63	93.3
14. Quizlet encourages me to practice vocabulary.	4.03	1.03	76.7
15. Quizlet makes English vocabulary lessons more interesting.	3.93	0.98	76.7
16. Quizlet activities help me remain focused during vocabulary practice.	3.63	1.22	56.7
17. Quizlet motivates me to practice vocabulary outside the classroom.	2.60	0.97	20.0
18. Quizlet increases my participation in vocabulary-learning activities.	3.63	1.22	56.7
Total result	3.71	1.16	63.3

The open-ended responses attributed this enjoyment mainly to Match games, short activities, progress scores, and immediate feedback. These features transformed vocabulary review into a more active experience and helped students recognize their progress. This finding supports research showing that gamification, interactive activities, multimedia, and game-based learning can strengthen enjoyment, attention, and classroom participation (Alsunousi, 2025; Sasi, 2026; Al Dokali et al., 2025).

However, only 20.0% agreed that Quizlet motivated them to practice vocabulary outside the classroom (Item 17, $M = 2.60$). This contrast indicates that enjoyment during classroom

activities did not automatically develop into sustained independent motivation. Repetitive activities, advertisements, distracting phone notifications, and excessively fast games further reduced engagement. Quizlet proves more successful at catching students' immediate interest in class than at driving consistent, unprompted practice on their own

Students consequently requested team competitions, weekly activities, more classroom practice, and reminders. These suggestions demonstrate the continuing importance of teacher organization and encouragement. Emotional support, positive interaction, and well-structured learning activities can strengthen confidence and help learners maintain participation (Sodikin et al., 2026). Teachers should therefore integrate Quizlet into regular lessons, vary activities to prevent repetition, organize collaborative competitions, and provide reminders and progress feedback. Gradually transferring responsibility to students may also help convert short-term enjoyment into sustained motivation and independent learning (Marhamah et al., 2024).

Students' Perceptions of Vocabulary Learning, Recall, and Retention through Quizlet

Vocabulary learning and retention received the strongest evaluation among the five dimensions ($M = 4.12$, $SD = 0.93$), with 81.1% agreement. The highest-rated item concerned recalling vocabulary during speaking and writing (Item 24, $M = 4.43$; 93.3%). Students also reported that Quizlet helped them recall previously learned meanings (Item 20, $M = 4.37$; 86.7%), remember correct spelling (Item 21, $M = 4.13$; 86.7%), and recognize vocabulary while reading or listening (Item 23, $M = 4.10$; 86.7%).

Table 4. Vocabulary Learning and Retention Through Quizlet (N = 30)

Item	M	SD	Agreement %
19. Quizlet helps me remember newly learned vocabulary.	4.10	1.09	76.7
20. Quizlet helps me recall the meanings of previously learned words.	4.37	0.72	86.7
21. Quizlet activities help me remember the correct spelling of words.	4.13	0.73	86.7
22. Quizlet helps me connect English words with their meanings.	3.60	1.28	56.7
23. Quizlet helps me recognize vocabulary when reading or listening.	4.10	0.80	86.7
24. Quizlet helps me recall vocabulary when speaking or writing.	4.43	0.63	93.3
Total result	4.12	0.93	81.1

The open-ended responses identified flashcards, repetition, Learn mode, Match mode, spelling activities, audio, pictures, and tests as particularly beneficial. These variations help with retrieval practice since they make learners remember words instead of just reading them. Repeated exposure, immediate correction, and the combination of written, visual, and auditory information may also increase memory and word recognition. These findings are consistent with evidence concerning digital flashcards, Quizizz, mobile-assisted learning, AI-supported vocabulary tools, digital storytelling, and game-based learning (Setyaningrum et al., 2024; Benarose & Hmouma, 2026).

Nevertheless, connecting words with their meanings received the lowest evaluation (Item 22, $M = 3.60$; 56.7%). The lack of sample sentences, rapid audio, spelling, similar meanings, and incorrect translations were some of the issues that students mentioned. It appears that practicing with separate word-meaning pairs may help with memorization, but it won't guaranty that you'll fully grasp their context. Consequently, students wanted to hear more examples of pronunciation exercise, speaking exercises, more repetition of challenging vocabulary, and visual aids. Vocabulary acquisition entails more than just rote memorizing; it also necessitates attention to form, context, and constructive application (Burka, 2023).

Teachers should combine Quizlet activities with example sentences, dialogues, reading passages, and short writing tasks. Learn and Test modes can also identify words requiring further review and guide follow-up instruction and assessment (Abouzied, 2026). However, these findings represent students' self-reported perceptions; vocabulary retention was not independently verified through achievement or delayed-recall tests.

Quizlet and the Development of Self-Regulated Vocabulary Learning

Self-regulated learning received a moderate overall evaluation ($M = 3.48$, $SD = 1.23$), with 52.2% agreement. The strongest result concerned students' sense of responsibility for vocabulary learning (Item 30, $M = 4.63$; 90.0%). Moreover, 70.0% reported repeating Quizlet activities when their performance was unsatisfactory (Item 29, $M = 3.90$). These findings suggest that Quizlet encouraged awareness of personal responsibility and corrective practice.

Table 5. Self-regulated Learning Through Quizlet (N = 30)

Item	M	SD	Agreement %
25. Quizlet allows me to learn vocabulary at my own pace.	3.37	1.16	50.0
26. Quizlet helps me organize my vocabulary practice independently.	3.13	1.20	40.0
27. I review vocabulary with Quizlet without being prompted by my teacher.	2.63	1.07	16.7
28. Quizlet helps me monitor my vocabulary-learning progress.	3.23	1.14	46.7
29. I repeat Quizlet activities when my performance is unsatisfactory.	3.90	0.96	70.0
30. Using Quizlet makes me more responsible for learning vocabulary.	4.63	0.76	90.0
Total result	3.48	1.23	52.2

Students' open-ended response showed that flashcards allowed them to study at their own pace, and that the Learn and Test modes were useful for determining which words needed more study. Progress scores also enabled them to monitor their performance. Such features can support repetition, self-assessment, and responsibility when digital activities are connected with appropriate instructional goals and feedback (Nadeem et al., 2020; Alakhdar et al., 2026).

Nevertheless, perceived responsibility did not consistently translate into independent behavior. Only 16.7% reviewed vocabulary without teacher prompting (Item 27, $M = 2.63$). Students also mentioned that they had trouble practicing independently due to factors such as a lack of time, lengthy vocabulary lists, technical difficulties, and the constant requirement for teacher support. The results show that feeling confident in taking charge is

distinct from the ability to consistently organize and carry out learning activities without encouragement from others.

When it comes to developing learner autonomy, digital technologies aren't enough. Students also want scaffolding from teachers, appropriate resources, monitoring, feedback that helps them improve, and a gradual shifting of responsibilities (Baroud, 2026; Samsuddin et al., 2026). Students' recommendations for shorter sets, reminders, progress feedback, student-created sets, and regular quizzes provide practical ways to strengthen these conditions.

Before asking students to make their own or a group's vocabulary sets, teachers could give them checked sets that are specific to the course and help them practice. Then, short quizzes, weekly review plans, and goals that can be reached could help students slowly move toward learning on their own. This approach would keep teachers' help while promoting more freedom, participation, and smart use of digital tools (Aladi & Barkah, 2026).

Integrated Discussion of Students' Attitudes and Practical Implications for EFL Instruction

Comparison of the five dimensions reveals a generally positive but uneven pattern in students' attitudes toward Quizlet. Vocabulary Learning and Retention received the highest mean ($M = 4.12$), followed by Perceived Usefulness ($M = 3.84$) and Engagement and Motivation ($M = 3.71$). Self-Regulated Learning received a lower mean ($M = 3.48$), while Ease of Use was the weakest dimension ($M = 3.29$). No inferential test was conducted to determine whether the differences among these dimension means were statistically significant. Therefore, the rankings should be interpreted only as descriptive patterns within this sample. These results indicate that students valued Quizlet primarily for remembering, reviewing, spelling, and recognizing vocabulary. They also considered it useful and enjoyable, especially when using flashcards, Match, Learn, and Test activities.

However, positive perceptions of vocabulary support did not consistently extend to independent use. Students reported technical and practical barriers, including unreliable internet access, data consumption, advertisements, subscription-based features, small screens, password problems, and interrupted progress. They also continued to depend on teacher explanations, reminders, and organized classroom activities. The contrast between students' strong sense of responsibility and their limited independent practice suggests that Quizlet supported willingness to learn more effectively than fully developed learner autonomy (Alrumayh et al., 2025; Alakhdar, 2024).

In addition, the findings demonstrate that there is a difference between knowing vocabulary and using it in a meaningful way. When it came to linking words with specific meanings and utilizing them independently in language tasks, students reported having a lower level of confidence, despite the fact that they reported having good recall and recognition. It is for this reason that Quizlet ought to be regarded as a supplementary vocabulary-learning resource rather than a comprehensive educational technique. It is most crucial to note that the results are a representation of attitudes and perceived advantages that were measured by self-reports. There is no experimental evidence that Quizlet enhanced vocabulary achievement or long-term retention, and they do not provide any such evidence. Pre-tests, post-tests, delayed-recall assessments, comparison groups, and classroom observations should be utilized in the research that will be conducted in the future in order to measure actual learning outcomes.

Several practical implications follow from these findings. Teachers should develop or verify accurate, course-specific vocabulary sets instead of relying mainly on uncontrolled public materials. Each word should include an appropriate definition, pronunciation, example sentence, picture, and Arabic equivalent when translation improves understanding. However, Arabic support should facilitate meaning rather than encourage dependence on isolated word-for-word translation (Ummah et al., 2024; Alezabi et al., 2026).

Quizlet activities should be integrated with speaking, reading, writing, and collaborative tasks. Students could use target words in dialogues, short paragraphs, presentations, reading passages, and group competitions. Introductory demonstrations and guided classroom practice are also necessary, especially for students with limited digital experience (Sulton et al., 2022; Dewi & Kasheem, 2026). Shorter vocabulary sets, weekly activities, regular feedback, reminders, and progress checks may sustain participation. Teachers can gradually move from teacher-prepared sets to guided student-created sets and independent review schedules.

Institutions should improve internet access and provide technical support while preparing printable, downloadable, or classroom-based alternatives for students with limited connectivity. Accessibility must also be considered so that device limitations or additional learning needs do not exclude students. Teacher oversight remains essential for checking accuracy, protecting responsible digital use, supporting students emotionally, and preserving meaningful human interaction. These recommendations align with broader efforts toward digital transformation, inclusive pedagogy, educational quality, and sustainable innovation (Alsaeh et al., 2026; Omran et al., 2025). In Libya, technology-supported EFL teaching should also remain culturally responsive and consistent with local educational values (Ayad et al., 2026; Masuwd, 2025).

The wider literature emphasizes ethical education, institutional quality, sustainability, inclusion, governance, and learner well-being (Mukhlis et al., 2025; Setiadi et al., 2026). These principles should guide Quizlet's responsible implementation; however, the platform itself should not be claimed to directly produce Islamic values, sustainability, effective governance, well-being, or institutional quality.

CONCLUSION

This study found that first-year Libyan EFL students generally held positive but uneven attitudes toward Quizlet. Vocabulary Learning and Retention received the highest mean, indicating that students particularly valued Quizlet for remembering meanings, practising spelling, recognizing words, and recalling vocabulary. They also considered the platform useful and enjoyable, especially because of its flashcards, Learn mode, Match activities, tests, repetition, audio, and immediate feedback.

Nevertheless, positive attitudes toward Quizlet did not necessarily result in independent learning. Ease of Use received the lowest evaluation, and students reported difficulties involving internet connectivity, passwords, advertisements, paid features, data consumption, small screens, and interrupted progress. Although students believed that Quizlet increased their responsibility, relatively few reviewed vocabulary without teacher encouragement. The findings therefore distinguish between perceived responsibility and demonstrated autonomous behavior.

Quizlet was also more strongly associated with recognition and recall than with contextual understanding and productive vocabulary use. Teachers should consequently prepare accurate, course-specific sets containing definitions, pronunciation, pictures, example sentences, and suitable Arabic support. Quizlet should be combined with speaking, writing, reading, and collaborative activities to help students use vocabulary meaningfully. Introductory training, shorter sets, weekly practice, progress feedback, technical support, and gradual movement toward student-created sets could further improve its implementation.

Overall, Quizlet can serve as a valuable supplementary resource within teacher-guided EFL instruction. However, the small convenience sample and reliance on self-reported perceptions limit generalization. Future studies should include larger samples, multiple Libyan institutions, achievement tests, delayed-recall measures, classroom observations, and experimental or comparative designs to determine whether Quizlet produces measurable and lasting vocabulary gains.

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