

# Mobile Applications in Vocabulary Acquisition among Primary EFL Learners: A Phenomenological Study

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**Abstract.** This study explores elementary school students' experiences and perceptions of using Mobile-Assisted Language Learning (MALL) through the Quizlet application in learning English vocabulary as a foreign language. A qualitative research design with a phenomenological approach was employed to gain an in-depth understanding of how students experience and interpret the use of mobile applications in vocabulary learning. The participants consisted of 25 fourth-grade students from an elementary school in Mandailing Natal, Indonesia. Data were collected through classroom observations, semi-structured interviews with students, teachers, and parents, as well as documentation analysis of students' activities on the Quizlet application. By focusing on elementary EFL learners in a rural Indonesian context, this study provides a contextualized perspective on MALL implementation at the primary education level, which has received limited attention in previous research. The phenomenological approach highlights how pedagogical practices and sociocultural conditions mediate young learners' engagement with mobile technology. The findings reveal that the use of Quizlet offered positive learning experiences for elementary students. Interactive features such as digital flashcards, matching games, and immediate feedback enhanced students' motivation and engagement in learning English vocabulary. Repeated exposure, combined with visual and auditory support, significantly improved learners' comprehension and retention of vocabulary. However, students continued to experience difficulties in productive aspects of vocabulary, particularly spelling and pronunciation, and encountered challenges related to limited internet access and shared device use. The study suggests that Quizlet can support vocabulary learning for primary EFL learners when it is pedagogically integrated with teacher guidance and adequate learning support.

**Keywords:** Mobile-Assisted Language Learning, Vocabulary Acquisition, Quizlet, Primary EFL Context

## 1. INTRODUCTION

Vocabulary mastery plays a pivotal role in the acquisition of a foreign language, as it underpins learners' ability to comprehend input and to produce meaningful output across listening, speaking, reading, and writing skills (Nation, 2022). For young learners in English as a Foreign Language (EFL) context, particularly at the Primary school level, vocabulary learning is not merely a linguistic concern but also a motivational and cognitive one (Nattinger, 2014). Utami et al. (2018) stated that limited exposure to English outside the classroom, restricted instructional time, and the absence of authentic communicative environments often hinder children's ability to internalize and retain new lexical items. As a result, insufficient vocabulary knowledge frequently becomes a barrier that affects learners' confidence, participation, and overall engagement in English learning.

Vocabulary for primary students refers to the collection of words that young learners recognize, understand, and use meaningfully in the process of learning a foreign language (Setiawan et al., 2022). According to (Santosa et al., 2022) stated that for primary-level learners, vocabulary knowledge is fundamental because it enables them to comprehend spoken and written texts and to express simple ideas in English. Vocabulary mastery at the primary level does not merely involve memorizing word lists but includes understanding word meanings, pronunciation, and basic usage in familiar contexts (Agustina, 2019). Previous studies in Indonesian EFL contexts emphasize that limited vocabulary knowledge often becomes the main obstacle for primary students in developing their language skills, particularly in listening, speaking, and reading comprehension.

This condition is also evident in Mandailing Natal, where English has been introduced at the Primary level in many schools. Despite early exposure, vocabulary development among young learners remains inadequate to support meaningful communication (Sudrajat & Pratama, 2022). Preliminary classroom observations with fourth-grade students revealed that a majority of learners struggled to recall and use basic English vocabulary that had been previously taught. Only a small proportion of students demonstrated satisfactory retention of target words, while the rest relied heavily on guessing or remained silent during vocabulary activities. Interviews with the English teacher further indicated that conventional approaches, such as rote memorization and textbook-based exercises, often fail to sustain students' interest. These findings suggest that vocabulary instruction in this context requires more engaging, meaningful, and developmentally appropriate learning strategies.

In recent years, Mobile Assisted Language Learning (MALL) (Rezaei et al., 2014) has gained increasing attention as part of Computer Assisted Language Learning (CALL) (Goswami, 2018), offering portability, flexibility, and opportunities for personalized learning. According to (Abdullah, 2020) mobile applications allow learners to access language input beyond classroom boundaries, providing repeated and multimodal exposure to vocabulary through images, audio, and interactive tasks. From a foreign language acquisition perspective (Fenyvesi, 2024), such features are particularly relevant for young learners, as comprehensible input presented in manageable chunks supports gradual vocabulary acquisition (de la Garza & Harris, 2017), while playful and gamified activities help reduce anxiety and enhance motivation (Nilsson, 2019). Moreover, repeated encounters with words across varied

tasks facilitate noticing, deeper processing, and long-term retention—key conditions for effective vocabulary learning.

Among various mobile applications, according to Avezova (2022) said Quizlet has been widely recognized as a practical tool for vocabulary learning due to its simplicity, adaptability, and interactive design. Through digital flashcards, matching games, spelling activities, and instant feedback, (Sudrajat & Pratama, 2022) Quizlet enables learners to build form–meaning connections in an enjoyable and low-pressure environment. For Primary learners, these features align well with their cognitive characteristics and learning preferences, transforming vocabulary practice into an activity that resembles play rather than formal study (Sanosi, 2018). In addition, the integration of audio and visual elements supports different learning styles and enhances word recognition and recall.

The relevance of Quizlet is particularly significant in Mandailing Natal, where many children are already familiar with smartphones as part of their everyday lives. Although access to technology varies, mobile devices are commonly used for entertainment, such as playing games or watching videos. This reality presents both a challenge and an opportunity for educators (Nie & Mavrou, 2025). Rather than viewing smartphones solely as distractions, teachers can harness their familiarity to support educational purposes (Hahl et al., 2025). By incorporating Quizlet into vocabulary instruction, teachers may bridge the gap between formal classroom learning and informal learning at home, allowing students to engage with English vocabulary in contexts that resonate with their digital culture. According to Waluyo & Bucol, (2021) as the gamified features of Quizlet, such as points and interactive tasks, can further enhance learners' motivation and sustain their engagement over time.

However, despite the growing body of research on MALL and digital vocabulary learning (Guo, 2022), existing studies have predominantly focused on secondary or tertiary-level learners and have largely employed that emphasize learning outcomes. Handayani & Damayanti (2022) stated that much less attention has been paid to how Primary-level EFL learners, particularly in under-researched regions such as rural Indonesia, actually experience vocabulary learning through mobile applications. Little is known about how young learners perceive, interpret, and make meaning of their interactions with mobile vocabulary tools, or how contextual factors—such as teacher guidance, parental support, and access to devices—influence their learning experiences (Fadlah Putri Sabila & Salmiah, 2025)

Previous studies on mobile-assisted language learning (MALL), including those involving applications such as Quizlet, have predominantly focused on measuring vocabulary learning outcomes, often employing experimental or quantitative research designs. These studies largely examine the effectiveness of mobile applications in improving vocabulary acquisition among secondary and tertiary learners. However, relatively little attention has been given to how learners experience the use of such applications in their actual learning processes. In particular, the lived experiences of primary EFL learners—especially those in rural contexts—remain underexplored. This gap indicates a need for research that moves beyond outcome-based evaluations toward a deeper exploration of learners' subjective experiences. A phenomenological approach is therefore particularly appropriate, as it enables an in-depth understanding of how young learners engage with mobile applications for vocabulary learning and the meanings they construct from these experiences. By

focusing on fourth-grade EFL learners' experiences with Quizlet in Mandailing Natal, this study aims to provide novel insights into both the pedagogical potential and limitations of MALL for young learners. Specifically, it examines how mobile applications mediate vocabulary learning, motivation, and engagement within a specific sociocultural context, thereby extending current MALL literature that has largely overlooked primary learners in rural EFL settings.

## **2. METHOD**

### **Research Design**

This study adopts a qualitative research design grounded in a phenomenological approach, aiming to explore the lived experiences of Primary EFL learners in using a mobile application for vocabulary learning (Creswell & Miller, 2000). Phenomenology is particularly appropriate for this study because it seeks to understand how learners perceive, experience, and make meaning of their engagement with Quizlet as part of their English learning process. Rather than measuring learning outcomes quantitatively, this approach allows for an in-depth exploration of learners' subjective experiences, emotions, and interpretations while interacting with mobile-assisted vocabulary learning tools.

### **Research Context and Participants**

The study was conducted in a Primary school in Mandailing Natal, Indonesia, where English is taught as a foreign language. The participants consisted of fourth-grade students who had integrated Quizlet into their English vocabulary learning activities. A purposive sampling technique was employed to select participants who met the following criteria: (1) regular access to a smartphone or shared mobile device, (2) parental permission to use Quizlet for learning purposes, and (3) a minimum of one month of experience using Quizlet in or outside the classroom. To enrich the data and provide a broader contextual understanding, English teachers and parents were included as additional informants. Their perspectives were essential for capturing instructional practices, home learning support, and contextual factors influencing students' engagement with Quizlet.

### **Data Collection Instruments**

Multiple instruments were utilized to capture rich and comprehensive data. First, classroom observation protocols were developed to document students' interactions with Quizlet during vocabulary learning activities. The observations focused on learners' participation, engagement, responses to tasks, and observable challenges while using the application.

Second, semi-structured interview guides were designed for students, teachers, and parents. The interviews explored participants' experiences, perceptions, and attitudes toward using Quizlet for vocabulary learning, as well as perceived benefits and challenges. Semi-structured interviews were chosen to allow flexibility while ensuring alignment with the research focus.

Third, document analysis checklists were employed to systematically collect and examine relevant learning artifacts, including screenshots of Quizlet activities, vocabulary practice records, students' task completion evidence, and teachers'

reflective notes. The analysis focused on specific indicators derived from Quizlet activity records, namely (1) frequency of application use, (2) number of completed vocabulary sets, and (3) learners' accuracy scores across different learning modes (e.g., matching, spelling, and test activities). These indicators were used to provide measurable evidence of learners' engagement and performance. In addition, teachers' reflective notes were analyzed to capture instructional perspectives on students' progress and participation. All documents served as supporting data to complement and triangulate findings from observations and interviews.

### **Data Collection Procedures**

Data collection was carried out in several stages. Initially, classroom observations were conducted to gain an overview of how Quizlet was implemented and how students interacted with the application during vocabulary learning sessions. Following the observations, in-depth interviews were conducted individually with selected students, teachers, and parents to elicit detailed accounts of their experiences. Finally, relevant documents and digital artifacts related to Quizlet usage were collected and reviewed to strengthen data credibility and provide contextual evidence.

### **Data Analysis**

The data were analyzed using a phenomenological approach supported by thematic analysis to capture the depth of participants' lived experiences. The analysis began with phenomenological reduction (bracketing), in which the researcher set aside personal assumptions to focus on participants' perspectives. Interview recordings were transcribed verbatim and read repeatedly to gain a holistic understanding of the data.

Significant statements related to learners' experiences with Quizlet-based vocabulary learning were then identified and segmented into meaning units. These meaning units were systematically examined and clustered into categories reflecting shared aspects of participants' experiences. From these categories, overarching themes were developed and further interpreted to construct the essence of learners' experiences in using mobile applications for vocabulary learning.

This analytic process allowed the study to move beyond surface-level coding and provide a deeper interpretation of how learners perceive, engage with, and make meaning of Quizlet within the context of mobile-assisted language learning and second language acquisition.

### **Trustworthiness of the Study**

To ensure the credibility and trustworthiness of the findings, several strategies were employed. Method triangulation was applied by combining observations, interviews, and document analysis, while source triangulation involved multiple informants, including students, teachers, and parents. In addition, member checking was conducted by sharing preliminary interpretations with selected participants to confirm that the findings accurately reflected their experiences. These procedures enhanced the reliability, transparency, and rigor of the study.

## **3. RESULT**

### **Result**

The findings of this study on the use of Quizlet in supporting vocabulary acquisition among 25 fourth-grade students in Mandailing Natal are presented below. Rather than categorizing participants based on levels of improvement, the results are organized thematically to reflect variations in learners lived experiences, engagement, and perceptions of using Quizlet for vocabulary learning. These themes illustrate how students interact with the application, the challenges they encounter, and the meanings they construct from their learning experiences.

**Table 1. Student’s Vocabulary Acquisition**

Theme	Description of Learners’ Experiences
Active Engagement and Positive Learning Experiences	Learners showed strong interest and enthusiasm when using Quizlet. They actively participated in vocabulary activities and expressed enjoyment in interacting with the application.
Varied Engagement and Emerging Learning Experiences	Learners demonstrated moderate participation, with engagement that fluctuated depending on task difficulty and familiarity with the application.
Limited Engagement and Learning Challenges	Learners experienced difficulties in using Quizlet, including limited interaction, confusion with tasks, and reduced motivation during vocabulary learning activities.

This section presents the findings of the study derived from classroom observations, semi-structured interviews, and document analysis. Through thematic analysis, several overarching themes emerged that represent fourth-grade EFL learners’ lived experiences in using Quizlet for vocabulary learning. The themes reflect how mobile-assisted vocabulary learning shaped learners’ engagement, understanding, motivation, and challenges within their specific learning context.

**Table 2. Students’ Experiences Using Quizlet for Vocabulary Learning**

Theme	Description of Findings	Data Sources
Engagement and Enjoyment	Students perceived Quizlet as fun and game-like, which increased participation and sustained attention during vocabulary activities.	Observation, Student Interviews
Multimodal Vocabulary Support	Visual images, audio pronunciation, and written forms helped students understand and recall vocabulary more easily.	Observation, Documentation, Student Interviews
Motivation and Confidence	Immediate feedback and scoring features encouraged repeated practice and increased learners’ confidence in using English vocabulary.	Student Interviews, Teacher Interviews
Learning Beyond the Classroom	Mobile access enabled students to practice vocabulary at home, sometimes involving family members, extending learning beyond classroom time.	Parent Interviews, Documentation
Challenges and Constraints	Students experienced difficulties in spelling and pronunciation, and access to devices and internet limited practice for some learners.	Teacher Interviews, Parent Interviews

### 1. Quizlet as an Engaging and Enjoyable Vocabulary Learning Medium

One prominent theme emerging from the data was learners’ perception of Quizlet as an enjoyable and engaging learning tool. Most students described

vocabulary learning through Quizlet as “fun,” “interesting,” and “similar to playing a game.” Classroom observations revealed that students showed higher levels of participation when Quizlet was used compared to traditional vocabulary activities. Learners actively responded to tasks, volunteered answers, and appeared enthusiastic when interacting with matching games and flashcards.

These findings are supported by interview data from multiple participants. A fourth-grade student explained:

*“I like learning words with Quizlet because it feels like playing a game. When I match the words and pictures, it’s fun, and I want to try again if I make a mistake.”* (Student 7)

Similarly, the English teacher observed a noticeable change in students’ classroom behavior:

*“When Quizlet is used, the students are more active. They raise their hands more often and are not afraid of making mistakes because they see it as a game, not a test.”* (Teacher Interview)

From the parents’ perspective, Quizlet also increased learners’ interest in practicing vocabulary at home:

*“My child usually gets bored when studying English, but with Quizlet, she asks to use my phone to play the vocabulary games. She looks happy and focused.”* (Parent Interview)

Students reported that the use of colorful images, simple word displays, and instant feedback helped them stay focused and interested during the lesson. For many learners, Quizlet transformed vocabulary learning from a repetitive memorization task into an interactive experience. This sense of enjoyment contributed to sustained attention and willingness to practice vocabulary repeatedly, both in class and at home.

## 2. Multimodal Input Supporting Vocabulary Understanding and Recall

Another significant theme concerned the role of multimodal input in facilitating vocabulary comprehension and retention. Students highlighted that seeing pictures, hearing pronunciation, and reading words simultaneously helped them understand meanings more easily. Observational data showed that learners frequently relied on visual cues when recalling vocabulary, especially during matching and spelling activities.

These findings are further supported by interview excerpts from different participants. One student described how multimodal features helped vocabulary recall:

*“When I see the picture and hear the word, I can remember it better. If there is only writing, I forget easily, but with pictures I know the meaning.”* (Student 12)

The English teacher also emphasized the importance of visual and audio support for young learners:

*“The pictures and sounds in Quizlet really help the students. They don’t have to translate too much because they can guess the meaning from the images and listen to the pronunciation.”* (Teacher Interview)

From a parent’s perspective, repeated multimodal exposure supported vocabulary practice at home:

*“My child often repeats the same words because he likes listening to the sound and looking at the pictures. He remembers the words faster than when he only reads from the book.”* (Parent Interview)

Several students explained that pictures helped them remember words faster than text alone, while audio features supported correct pronunciation. Document analysis of students’ Quizlet activity records indicated repeated engagement with the same vocabulary sets, suggesting that learners revisited words multiple times. This repeated exposure across different modes appeared to support stronger form–meaning connections and improved recall.

### 3. Increased Motivation and Confidence in Learning English Vocabulary

The findings also revealed that Quizlet contributed to increased learner motivation and confidence. Many students expressed that they felt more confident answering vocabulary questions after practicing with Quizlet. The point system and immediate feedback were perceived as motivating factors, encouraging learners to continue practicing until they achieved better scores.

Teachers observed that students who were previously hesitant to participate in English lessons became more active when Quizlet was introduced. Parents also reported that some children voluntarily practiced vocabulary at home without being prompted, indicating a shift toward more autonomous learning behavior. This growing confidence was reflected in learners’ willingness to attempt new words, even when unsure of the correct answer.

### 4. Learning Beyond the Classroom Through Mobile Devices

A further theme highlighted the extension of vocabulary learning beyond the classroom. Many students reported using Quizlet at home, often borrowing their parents’ smartphones. Parents confirmed that children frequently accessed Quizlet during free time, sometimes involving siblings in the activities. This finding suggests that mobile-assisted learning enabled vocabulary practice in informal settings, blurring the boundaries between classroom instruction and home learning.

These findings are supported by interview excerpts from different participants. One student explained how Quizlet increased confidence in learning vocabulary:

*“After I practice with Quizlet, I’m not afraid to answer. If my answer is wrong, I can try again, and I want to get a higher score.”* (Student 4)

The English teacher highlighted changes in students’ participation and confidence:

*“Some students who were usually quiet became more confident. They were willing to answer because Quizlet makes mistakes feel normal, not something to be afraid of.”* (Teacher Interview)

From the parents’ perspective, Quizlet encouraged independent learning behavior at home:

*“My child now opens Quizlet by himself to practice vocabulary. He feels proud when he gets more points, and that makes him want to learn more.”* (Parent Interview)

However, the extent of out-of-class learning varied depending on access to devices and internet connectivity. While some students practiced regularly, others reported limited opportunities due to shared devices or restricted internet access. This indicates that contextual factors played a crucial role in shaping learners’ experiences with mobile vocabulary learning.

#### 5. Challenges in Productive Vocabulary Use and Technical Constraints

Despite the positive experiences, the findings also revealed several challenges. Some students reported difficulties with spelling and pronunciation, particularly when encountering unfamiliar words. Although Quizlet helped with recognition and recall, learners sometimes struggled to use vocabulary accurately without teacher guidance. This challenge was reflected in a student’s interview response:

*“I know the word when I see the picture, but sometimes I don’t know how to spell it or say it correctly. I still need the teacher to help me pronounce the word.”* (Student 15)

The themes of engagement and enjoyment and motivation and confidence also appear prominently, reflecting students’ positive emotional responses to Quizlet’s game-like features and immediate feedback. These themes indicate that Quizlet not only supports cognitive aspects of vocabulary learning but also contributes to lowering anxiety and increasing learners’ willingness to participate in English learning activities.

The theme of out-of-class learning shows that mobile access enabled students to extend vocabulary practice beyond the classroom, although its frequency was influenced by access to devices and internet connectivity. Finally, challenges and constraints emerged as the least frequent theme but remain significant, highlighting issues related to spelling accuracy, pronunciation, and technological limitations. Overall, the diagram demonstrates that students’ experiences with Quizlet were largely positive, while also revealing contextual challenges that need to be addressed through pedagogical support.

Technical issues also emerged as a constraint. Limited internet access, shared smartphone use, and parental control over device usage affected the frequency of practice for some learners. Teachers noted that without adequate guidance, students might focus more on scoring points rather than understanding word usage. These challenges suggest that mobile applications alone may not be sufficient and need to be integrated with classroom instruction and teacher support.

Furthermore, vocabulary learning for young learners is closely related to their cognitive development and learning characteristics. National journal studies highlight

that primary students learn vocabulary more effectively when words are presented through concrete objects, images, repetition, and meaningful activities rather than abstract explanations. Therefore, vocabulary instruction at the elementary level should be contextual, engaging, and developmentally appropriate to support learners' understanding and long-term retention.

## Discussion

This study explored how primary EFL learners experience vocabulary learning through Quizlet within a mobile-assisted learning environment. The findings are organized around three interconnected themes: (1) active engagement and positive learning experiences, (2) varied engagement and emerging learning experiences, and (3) limited engagement and learning challenges. These themes reflect the diversity and complexity of learners' lived experiences rather than fixed categories of performance. (Richards, J. C., & Renandya, 2022).

The first theme, *active engagement and positive learning experiences*, highlights how learners experienced Quizlet as an enjoyable and supportive tool for vocabulary learning (Javahery & Alizadeh, 2025). Many participants expressed enthusiasm when interacting with the application's visual and auditory features. As one student noted, "*Quizlet makes learning words fun because I can see pictures and hear the sounds*" (S3). These experiences suggest that learners were actively involved in meaning-making, with multimodal input helping them to better understand and remember vocabulary. Repeated exposure further strengthened this process, as reflected in a learner's comment: "*When I see the words again and again, I can remember them better*" (S7).

The second theme, *varied engagement and emerging learning experiences*, reflects how learners' participation was not always consistent. Some learners described fluctuating levels of engagement depending on task difficulty or familiarity with the application. For instance, one participant shared, "*Sometimes I like it, but sometimes it is a bit confusing*" (S10). These experiences indicate that engagement is not a fixed condition but evolves as learners interact with the learning environment. While learners began to develop familiarity and confidence, their experiences also revealed that understanding vocabulary did not always lead to accurate usage. As one student explained, "*I know the word, but sometimes I cannot say it correctly*" (S11). This highlights an emerging awareness of the gap between recognition and production.

The third theme, *limited engagement and learning challenges*, captures the experiences of learners who encountered difficulties in using Quizlet. These challenges were related both to the application itself and to external factors. Some learners reported confusion when completing tasks, as illustrated by the statement, "*Sometimes I don't understand what to do, so I just stop*" (S14). Others faced contextual constraints, particularly limited access to devices and unstable internet connections. For example, one learner stated, "*I share the phone with my family, so I cannot always practice*" (S21), while another mentioned, "*Sometimes I cannot use Quizlet because the internet is slow*" (S18). These findings demonstrate that learners' experiences are shaped not only by the technology but also by their sociocultural and material conditions.

Across all themes, social support emerged as a crucial factor influencing learners' experiences. Learners consistently described the role of teachers and parents in facilitating their interaction with Quizlet. As one student explained, "*My teacher helps me when I don't know how to say the word*" (S2), while another shared, "*At home, my parents remind me to practice*" (S9). These accounts suggest that mobile-assisted learning is experienced as a socially mediated process, where guidance and interaction play a key role in supporting understanding and participation.

While these findings can be related to broader perspectives in second language learning, the present study emphasizes how such processes are lived and interpreted by young learners in their specific context. Rather than functioning as an independent learning tool, Quizlet was experienced as most effective when integrated with teacher guidance, social interaction, and consistent access to resources (Sun & Zhang, 2021).

The novelty of this study lies in its focus on the lived experiences of primary EFL learners in a rural Indonesian context, which remains underrepresented in mobile-assisted language learning research. By foregrounding learners' voices, this study provides a nuanced understanding of how young learners engage with, interpret, and make meaning from mobile-assisted vocabulary learning in their everyday environments (Bidita, 2024).

The essence of learners' experiences with Quizlet can be understood as a situated and socially mediated process of vocabulary learning, where engagement is shaped by multimodal input, reinforced through repetition, and supported by social interaction, yet simultaneously constrained by limited opportunities for productive use and contextual access to technology (Suta, 2025). In this sense, vocabulary learning through mobile applications is not merely a technological activity, but a lived experience that emerges from the dynamic interplay between learner engagement, pedagogical support, and sociocultural conditions (Xiaoli, 2024).

#### 4. CONCLUSION

The use of Quizlet as a mobile-assisted vocabulary learning tool provided positive and meaningful learning experiences for fourth-grade EFL learners in a rural Indonesian context. Quizlet supported vocabulary learning by offering engaging, multimodal, and repetitive input that enhanced learners' motivation, confidence, and willingness to practice English both inside and outside the classroom. However, the findings also indicate that mobile applications alone are insufficient to support accurate productive vocabulary use without teacher guidance and social scaffolding. Therefore, the pedagogical implication of this study is that Quizlet should be integrated as a complementary tool within classroom instruction, supported by teachers and parents, to maximize its effectiveness. By foregrounding young learners' lived experiences, this study contributes phenomenological insights to MALL research and highlights the importance of contextual and sociocultural factors in implementing mobile-assisted vocabulary learning in Primary EFL settings.

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