STUDENTS' VIEWS ON QUIZLET AS A LEARNING MEDIUM TO ENHANCE LEGAL ENGLISH VOCABULARY ACQUISITION

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Abstract: Legal English vocabulary acquisition is considered one of the most intriguing topics in English for specific purposes learning due to its distinctive features related to the legal field. Yet, this area has not received adequate attention from learners in determining the effective techniques to boost the legal English vocabulary learning process. Therefore, this study concentrated on clarifying English majors' attitudes towards Quizlet utilization in their legal English vocabulary acquisition in the context of legal English courses at Hanoi Law University, Vietnam. In order to achieve the ultimate purpose, the study adopted both quantitative and qualitative approach with the main data collection instruments of survey questionnaires and semi-structured interview to get insight into the situation. The study provided several remarkable findings, which were consistent with the empirical ones in the literature. Specifically, it is apparently indicated that while a large number of students found Quizlet stimulating and effective, others were still not familiar with this application in learning legal English vocabulary. In the light of these findings, it is highly recommended that both English majors and lecturers in law institutions apply and incorporate Quizlet into the learning and teaching process to enhance legal English vocabulary acquisition.

Keywords: legal English vocabulary, Quizlet, students' views, acquisition, Hanoi Law University

1. Introduction

The acquisition of a language naturally begins with memorizing its words or word combinations, from which all language skills are formed. In other words, before developing any language skills, vocabulary should be built as the top priority. As Abduramanova (2020) points out that vocabulary of a language is like the bricks of a high building. Sharing similar ideas, Behol and Dad (2010) claim that without vocabulary, speakers cannot convey meaning and communicate with each other in a certain language. Accordingly, acquiring a huge range of vocabulary is an essential aspect in foreign language methodology in order to set the grounds for enhancing language competence (Nguyen, 2022). In fact, a high number of researches have been carried out, followed by a wide range of learning methods as well as applications introduced to learners. One of such efficient ways of learning vocabulary is through the incorporation of Information of Communication Technologies (ICT), for example, in the form of gamification thanks to various positive effects (Pham & Duong, 2022). It is believed that with the assistance of ICT, vocabulary learning is beneficial as learners are equipped with metacognitive activities using imaginary and semantic techniques (Kose et al., 2016). Quizlet,

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a recently prevailing application, appears to be a popular tool among learners of English vocabulary at different educational institutions (Çinar & Asım, 2019; Ismailova et al., 2017; Rejeki et al., 2020). Quizlet is deemed to promote collaborative learning, drilling, repetition, and an enjoyable ways of learning (Anjaniputra & Salsabila, 2018).

In the case of English for specific purposes (ESP) teaching and learning, discipline-specific vocabulary is considered to be one of the most challenging aspects to students' success in language competence (Nagy & Townsend, 2012). Nation (2001) stated that technical vocabulary ranges from 1000-1500 words, which makes it difficult for ESP learners to fully understand its disciplines. Furthermore, acquiring ESP vocabulary is such a hard task owing to the irregular input and lack of exposure to the target language (Amiryousefi, 2015). Concerning legal English, a type of ESP specially aiming to equip legal practitioners with English skills in different areas of law, building up a large store of legal English words and phrases is not an exception. Nevertheless, due to its distinctive features, learners have met obstacles in memorizing and understanding legal terminology. Synekop (2020) denotes that an effective way to enhance positive changes in learning ESP vocabulary is to take into consideration the students' differentiation in English language proficiency and learning styles as well as to utilize digital tools in the learning process. In such situation, it is assumed that utilizing Quizlet application in particular is considered to be one of the most appropriate measures to effectively support learners in acquiring legal English vocabulary. A number of research has been carried out to either identify the significance of Quizlet in vocabulary learning (Andarab, 2017; Ashcroft & Imrie, 2014; Barr, 2016; Luu & Doan, 2021; Nguyen et al., 2020; Vargas, 2011) or learners' views on the use of Quizlet (Lander, 2016; Kose et al., 2016). Despite this, in the literature, there exists little research on applying Quizlet in learning legal English vocabulary. Also, the question of learners' attitudes towards Quizlet as well as how to use Quizlet properly or to incorporate Quizlet effectively in legal English vocabulary learning has not been fully answered. All things considered, this paper is conducted to clarify students' perspectives of using Quizlet for legal English vocabulary acquisition and enhancing their learning motivation in the context of Hanoi Law University.

2. Literature Review

2.1. Legal English Vocabulary

2.1.1. Features of Legal English Vocabulary

Legal English, also known as "Language of the law" (Mellinkoff, 2004), is the style of English used by legal professionals in their work in either native English-speaking countries or international contexts, which can be referred to as "legalese" (Veretina-Chiriac, 2012).

Legal English vocabulary, an aspect of legal English, can be divided into spoken or written form. The spoken form may be in the form of the cross examination of a witness by a lawyer, procedural instructions by judges, or lawyers' communication, etc. Written form, on the other hand, includes case law, law reports, and legal documents in the form of international treaties, constitutions or codes, etc. Put it shortly, legal English vocabulary "is recognizably specific to a particular topic, field or discipline" (Nation, 2001, p. 198). It is believed that legal English vocabulary, either in the oral or written form, has "a reputation for being particularly difficult" (Coxhead, 2018, p. 110), especially among lay persons (Bancroft-Billings, 2020). Mellinkoff (2004) highlights the complex features of legal English, which include uncommon meanings of common words, the use of Latin, French words or phrases, archaic and formal

English words, "deliberate use of words and expressions with flexible meanings," and simultaneously, "attempts at extreme precision" (p. 11). Additionally, legal English vocabulary is highly polysemous (Mattilla, 2006), meaning that words can have "one core meaning with various related senses" (Crossley & Salsbury, 2010, p. 575). The various related senses, within a legal English context, are often controlled by sub-context, i.e., "even within a single legal culture, the same term may express several [overlapping] concepts depending on the context in which it is used" (Mattilla, 2006, p. 30).

2.1.2. The Importance of Legal English Vocabulary

It is assumed that legal English vocabulary constitutes the major part of legal English learning as indicated, knowledge of the vocabulary of a specific subject area helps learners understand better their study content (Chirobocea, 2018). Acquiring legal English vocabulary, alike academic English, therefore is crucial for learners to improve four language skills of language courses (Nation, 2001). A huge stack of legal English vocabulary help students manage in English in their own legal field, rather than in some general social situations. Specifically, learners are likely to communicate within their legal environment, as well as to read or write academic English law journals for their profession. In order to ensure their competence in using English in legal contexts, students need to acquire not only the aspects of the meaning of the words or the phrases (synonyms, antonyms, translation, definition, and explanation), but also, their lexical form (spelling, pronunciation, part of speech), collocations and word formation (prefixes, suffixes, and compounds), etc.,. Nunan (1999), furthermore, argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it is impossible to use the structures and functions that may have been learned for comprehensible communication, particularly in terms of legal areas. Additionally, underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55). Therefore, exploring ways of enhancing legal English vocabulary more effectively is of a great necessity. Yet, due to the distinctive features of legal English vocabulary, it is such a challenge for learners to be keen on acquiring new legal English terms as it requires much time, patience and revision. Instead of finding ways to deeply understand the meaning and memorize the use of words in context, it seems that in this instant technological era, learning vocabulary comes down to looking up the meaning of the new words on the cell phone applications or simply googling them. For such reasons, engaging students' motivation in learning legal English vocabulary through various teaching methods, techniques and applications is one of the top solutions.

2.2. Quizlet Application in Vocabulary Learning

Among the many applications and websites that can be used, Quizlet is deemed to be suitable for learning English vocabulary in general and legal English vocabulary in particular. Quizlet is an online vocabulary application with internet-based and mobile- supported vocabulary learning sites and apps that can be freely used (Çinar & Asım, 2019). Specifically, these study sets let students acquire language and vocabulary through various interesting learning modes which include flashcards, gravity, write, speller, match, and live (Montaner-Villalba, 2019). Sari (2019) states the main function of Quizlet is to develop the students' linguistic intelligence or support other people who use it in terms of learning activities in all subjects. In addition, Ismailova et. al. (2017) views the Quizlet.com website as an online service that aims to assist students to quickly memorize a large number of new foreign words, which

establish not only visual contact but also auditory with the words. With its different options to review the learned vocabulary items, Quizlet helps students track their vocabulary learning, catering for users' requirements for a powerful vocabulary learning tool for the creation of different vocabulary activities, which best suit specific learning needs.

Recently, the usage of Quizlet application has attracted much attention from both language educators and researchers. It has been claimed that using Quizlet in the form of mobile application is an efficient way to motivate students in learning vocabulary (Rezaei et al., 2014). Similarly, Quizlet is regarded as such a useful tool that students desire to study vocabulary through that application (Dizon, 2016). In other words, students hold positive attitudes towards the utilization of Quizlet leading to their more engagement in their language learning process (Golonka et al., 2014). Sanosi (2018) adds that the assistance of Quizlet may facilitate autonomous learning as by using the Quizlet Application via a smartphone, students are likely to learn the vocabulary independently. It is similar to Wahyuningsih's study (2018) which states that Quizlet is considered one of the effective vocabulary learning tools that enable learners to take control of their lexical learning. Moreover, the Quizlet application is considered enjoyable by students using it while learning vocabulary (Lander, 2016). Christanti (2018) shows that the Quizlet is effective to increase the students' motivation in learning vocabulary. One year later, Çinar & Asım (2019) states that students' positive perceptions of the whole English course are raised with the application of Quizlet. In the same year, Hikmah (2019) denotes that most students respond positively to the Quizlet application and regard it as an interesting media. Accordingly, these successful findings prove that the Quizlet application is appropriate to be used to increase students' motivation in learning vocabulary. Sari et al. (2020) find out the features of various digital flashcards are the key reasons for its interesting and attractive learning media. Sharing the similar result, Başoğlu and Akdemir (2010) claim that mobile phone apps more effective in vocabulary learning than traditional paper flashcards (Lam et al., 2018).

Regarding ESP field, recent literature illustrates that the integration of technological tools in learning and teaching ESP produces the positive results for both learners and teachers (Kakoulli Constantino & Papadima-Sophocleous, 2020). Specifically, it is of great importance to utilize the teaching and learning strategy with the navigation of educational platforms in the form of games or apps such as Quizlet, Kahoot or Quizzes catering learning aims and needs. In fact, there have been a number of scholarly research into the viewpoints on the term of "needs" to clarify the suitable methods, strategies and applications (Carmen-Narcisa & Mudure-lacob, 2021). One of the most important and influential factors to enhance ESP students' motivation and engagement is clearly the competitive knowledge and skills acquisition along the educational route towards personal and professional development. It can be seen that Quizlet application is able to offer ESP students some of the most flexible and efficient solutions under the duress of academic life and time management constraints (Carmen-Narcisa & Mudure-Iacob, 2021). Quizlet's integration is recommended into ESP classes to make language learning more effective and appealing to students. The use of such a computer flashcard program should be accompanied by the thorough planning of such classes and their role in the foreign language course design, as denoted by Fursenko et al. (2021). Similarly, some researchers claim that educational platforms, i.e., Quizlet application should have a central position in learning ESP (Constantinou & Sophocleous, 2020).

Quizlet has its own advantages when it comes to catering for ESP students' learning needs of acquiring specialization-related vocabulary, the consolidation of the necessary

vocabulary for an efficient learning process, as well as strengthening the student's sense of professional self-confidence. Quizlet has been found as the most suitable in obtaining a highly efficient communicative situation characterized by ESP students' learning needs and corresponding acquired learning content and skills in different areas, which leads to noticeable results in ESP acquisition (Woodrow, 2018).

3. Method

3.1. Participants

Participants in the study were 123 English-majored senior students from the Faculty of Legal Foreign Languages (FLFL) at Hanoi Law University (HLU). Specifically, senior students were chosen because they have completed all compulsory modules of legal English in their education training, including Basic Legal English 1, Basic Legal English 2, Advanced Legal English 1, Advanced Legal English 2. Therefore, their responses on the effectiveness of Quizlet in their legal English vocabulary learning would be a reliable source of information for conducting this research.

3.2. Research Instruments

3.2.1. Survey Questionnaires

The aim of the research is to survey English majors' attitudes towards Quizlet application in legal English vocabulary learning at HLU. Therefore, an online survey questionnaire via Google Form was employed for data collection. The questionnaire consists of two parts. Part 1 seeks demographic information of the participants, which are to be kept confidential. Part 2 includes a list of 26 statements designed on a five-point Likert scale (1.0-1.79: strongly disagree; 1.8-2.59: disagree, 2.6-3.39: neutral; 3.4-4.19: agree; 4.2-5.0: strongly agree; or Noted: 1.0-1.79: never/ extremely ineffective; 1.8-2.59: rarely/ ineffective; 2.6-3.39: sometimes/moderate; 3.4-4.19: often/effective; 4.2-5.0: always/extremely ineffective) to clarify the participants' overall views the necessity of Quizlet and its different modes on their legal English vocabulary studying.

3.2.2. Semi-Structured Interview

As the purpose of this research interview is to explore learners' views and beliefs on the use of Quizlet in their learning vocabulary process, qualitative methods, such as interviews, are believed to provide a deeper understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires (Gill et al., 2008). Accordingly, a semi-structured interview was utilized as the supplementary instrument in this research to intensively investigate learners' perspectives on Quizlet applications in more detail. The interview in this study is made up of 10 open-ended questions to clarify students' general opinions about the different modes of Quizlet in legal English vocabulary acquisition.

3.3. Data Collection

After finalizing the questionnaire, the researcher contacted the participants via Messenger or emails in order to ask for their agreement to take part in the survey. The survey was carried out from 8th February 2022 to 22nd February 2022, by sending out a Google Form link with the assistance of either Messenger messages or emails to participants from the FLFL at HLU. The method of distributing online survey questionnaires was convenient and time-saving, especially when this study was conducted during the COVID-19 pandemic period. Due

to the fact that all participants were English major students, the survey was carried out in entirely the English language.

Semi-structured interviews were also conducted via social networking sites. The researchers contacted 15 students with noticeable answers to confirm their agreement to take part in the interviews. However, only 10 of these students agreed to participate. Detailed information about time and method of communication for interviews were provided before-hand. The interviews were recorded, taken notes and transcribed onto writing. To ensure the clarity and reliability of the data, Vietnamese, participants' mother tongue, was used during the interview.

3.4. Data Analysis

The qualitative data were analyzed with the utilization of Microsoft Office Excel and IBM SPSS 20.0 software. Specifically, the proportion of responses was calculated using Microsoft Office Excel to demonstrate the respondents' viewpoints on the legal English vocabulary learning via Quizlet application. The findings were displayed in figures and tables to clearly identify different aspects. Descriptive analyzing tool was used to calculate Mean, Range, and Standard Deviation value of learners' responses towards the use of Quizlet in their learning vocabulary process. To provide a deeper understanding of students' views the qualitative data from the interview were transcribed in the form of quote or saying that index its analytically relevant content.

4. Results and Discussion

Before seeking students' general opinions on Quizlet application in learning legal English vocabulary, a number of questions were raised to clarify the frequency of using Quizlet among learners.

Figure 1

The Frequency of Learning Legal English Vocabulary via Quizlet Application

2. How often do you use Quizlet to learn Legal English Vocabulary?
123 responses

- Always
- Usually
- Sometimes
- Rarely
- Never
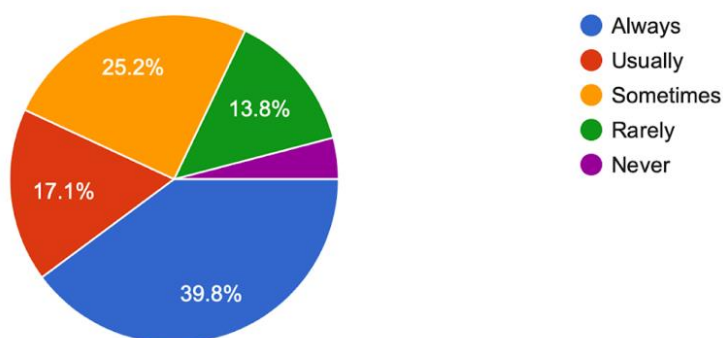
As illustrated in Figure 1., the proportion of students who always apply Quizlet to learn legal English vocabulary was deemed significant, at 39.8%. A similar pattern was observed in the rate of learners who usually and sometimes use this application to acquire Legal English vocabulary, which accounted for 17.2% and 25.2% respectively. However, there was only a small number of surveyed participants who rarely or never use Quizlet, as their recorded

percentage was not considered high. Accordingly, these figures revealed that there was a significant majority of students using Quizlet to learn legal English vocabulary at a high frequency. The reason why students used this application in such high frequency was partly revealed from the subsequent interview that by utilizing various kinds of technological devices such as Quizlet, language learners could gain a sense of freedom, motivation, and encouragement they need for learning (Clark, 2013). In particular, two interviewees stated that:

> I use Quizlet on a daily basis, especially for revision of end-of-term examinations of legal English in all modules. The reason why I keep this habit is that I have the autonomy in my learning process, where I can modify and edit any terms that I can, and I am able to keep track of my progress from time to time. Also, Quizlet has a daily reminder on notifications to remind me to study every day, so I feel extremely motivated and encouraged. (Interviewee 2)

> Personally, I apply this application to note all of the new legal English terms after every lesson and then revise them on weekdays. Even though I use Quizlet by myself, I am still able to be motivated by various interesting modes that existed in Quizlet. Since I am a visual learner, I feel encouraged that Quizlet enables me to add images to each legal English term, which makes my learning process more vivid than ever. In short, I would say that I can obtain huge motivation via Quizlet. (Interviewee 5)

Figure 2

The Respondents' General Viewpoints on the Effectiveness of Quizlet in Legal English Vocabulary

4. In general, what do you think about the effectiveness of Quizlet in Legal English vocabulary?
123 responses

Very effective
Effective
Moderate
Ineffective
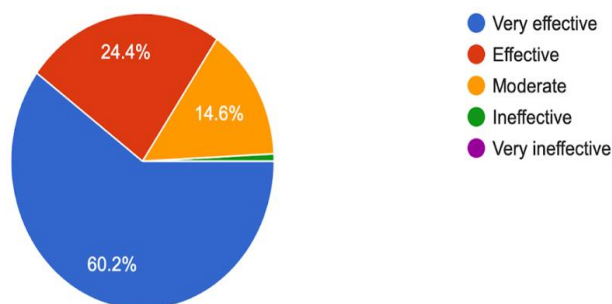Very ineffective

24.4%
14.6%
60.2%

Figure 2. displays that more than half of the respondents believed that using Quizlet in learning legal English vocabulary was very effective (60.2%). Likewise, it can be seen that approximately a quarter of participants supposed that Quizlet was effective (24.4%). Besides, 14.6% of students held a neutral viewpoint regarding the usefulness of Quizlet. By contrast, there was a minority of learners expressing that Quizlet was ineffective in legal English vocabulary acquisition. Summarily, the number of respondents who accessed that Quizlet was effective constituted a large proportion, which dictated that most English majors in Hanoi Law University found Quizlet efficient for them to acquire legal English vocabulary. Additionally, this result is also similar to that of Ma & Truong (2016), whose majority of the participants agreed that Quizlet is an effective tool to learn lexical resources, given the fact that 63.64% of

their participants highly appreciate the experience with Quizlet.

Table 1

Students' General Views on the Application of Quizlet on Learning Legal English Vocabulary

Statements	N	Mean	SD
1. It is of utmost importance to apply Quizlet in legal English vocabulary acquisition as a major learning method	123	4.62	.723
2. Quizlet application is helpful, easy to use and make legal English vocabulary learning process more effective	123	3.53	.717
3. Learning legal English vocabulary via Quizlet is interesting, stimulating and encouraging	123	4.12	.635
4. It is enjoyable to learn legal English vocabulary via Quizlet, because it is like playing games rather than studying	123	4.24	.643
5. Quizlet application is neither effective nor ineffective in legal English vocabulary acquisition	123	3.13	.743
6. My opinion on Quizlet is neutral, because while it does not really help me, its modes' functions are undeniable to be efficient in Legal English vocabulary learning.	123	2.89	.563
7. Quizlet is difficult to use since there are a wide range of different modes that are hard to distinguish	123	2.73	.612
8. It is confusing to use Studying modes of Quizlet	123	2.59	.502

Noticeably, it was found that English majors at Hanoi Law University perceived the use of Quizlet in learning legal English vocabulary positively with a high mean score ranging from 3.01 to 4.62. The majority of the participants agreed that using the Quizlet application was stimulating, making them happy like playing games while studying (M=4.12; SD=.635; M=4.24; SD=.643). Clarifying their position, interviewees showed their opinions in the subsequent interview, as follows,

> The use of Quizlet as the online flashcard is useful and it helps me easier to comprehend the legal English terms of different topics. (Interviewee 1)

> Or The use of Quizlet can assist me in learning and memorizing legal English vocabulary. (Interviewee 9)

> Or I am not suppressed and hesitated while I learn legal English vocabulary through the Quizlet. (Interviewee 3)

Additionally, some of the respondents felt pleased because they could be entertained while learning, with pictures and descriptions and sound buttons along with each legal English term. One interviewee stated that: "*I'm happy because it's stimulating, there's a picture, there's a voice too, so it's more interesting to learn legal English vocabulary via this application.*" Similarly, the other expressed: "*It's fun, it can be like playing a game a little bit so it's not like studying legal English vocabulary in traditional methods.*" This result is supported by Worddive (n.d) as cited in Handayani (2018), which stated that through pictures, students get the most out of their memory, learn to think in the new language, achieve amazing results –

without stress, and learn the way that suits best. Sari et al. (2020) also affirmed that Quizlet is one of the most interesting and attractive learning media since it uses various digital flashcards and features. In the Quizlet application, with the learning media in the form of online flashcards containing images, descriptions of each picture, sound is one of the effective learning methods to stimulate students' minds and interest in the learning process.

Moreover, according to the students' opinion, they also felt that using this application helped them in learning because of the easily-used features in Quizlet. This is supported by the perceptions of students below:

It's easy, you just need to press and then a picture appears, there's a description written, there's a sound how to pronounce the legal English vocabulary. (Interviewee 4)

It is not difficult at all, but first I have to be given instructions on how to use it. (Interviewee 2)

These statistics and results are in line with Al-Malki (2020) and Wahyuningsih (2018), who stated that Quizlet is considered one of the efficient vocabulary learning tools that enable learners to take control of their lexical learning and could help second language learners effectively acquire vocabulary.

Nevertheless, a minority of respondents agreed that Quizlet is somehow difficult to use and they feel confused to apply it in their legal English learning process since there is a wide range of different modes that are hard to distinguish or confusing (M=2.73; SD=.612; M=2.59; SD=.502). Besides, certain learners expressed a neutral opinion in applying Quizlet in acquiring legal English vocabulary (M=3.13; SD=.743; M=2.89; SD=.563). To elaborate on these aforementioned opinions, it is revealed in the followed-up interview that:

I am newly exposed to Quizlet application, so in the first place I find it quite challenging and confusing to know all the existed modes. (Interviewee 2)

I prefer to search for existed legal English vocabulary list on Quizlet, but there are thousands of them and I find it a little but of confusing. If possible, I would love to have my lecturers giving instructions on how to access the right legal English vocabulary lists. (Interviewee 3)

Moreover, the difficulty may come from the familiarity of traditional ways of learning with paper and pens instead of modern technology. An interviewee stressed that:

I must admit that I find it neutral when it comes to learning legal English vocabulary via Quizlet, since I am not a person of technology, and I prefer traditional ways, by learning in paper and pens. However, I am fully aware of the effective functions of Quizlet that my friends tell me all the time.

In short, although certain participants felt that using Quizlet was not really helpful and there was no significant change when they learn, a great number of students expressed positive perceptions after using Quizlet, as explained above. Referring to this, it is concluded that a high proportion of respondents were interested in applying Quizlet in legal English vocabulary acquisition.

Concerning students' views on different modes in Quizlet, the data illustrated distinctive findings.

Table 2

The Respondents' Viewpoints of the Effectiveness of "Studying Set" Mode in Quizlet

Studying Mode	N	Mean	SD
9. Studying with Flashcards mode	123	4.50	.617
10. Studying with Test mode	123	4.27	.745
11. Studying with Write mode	123	3.89	.623
12. Studying with Spell mode	123	3.12	.596
13. Playing Match and Gravity (gamified vocabulary)	123	4.65	.730
14. Using Progress for targeted studying	123	3.06	.651

Table 2 demonstrate that four out of six distinctive "Studying" modes were deemed to be effective in legal English vocabulary acquisition from learners' perspectives with the high mean score of effectiveness ranging from 3.89 to 4.65. In particular, the respondents found that playing gamified vocabularies such as "Match" and "Gravity" were greatly effective (M=4.65; SD=.730). Studying with "Flashcard" mode and studying with "Test" mode stood on the next ranks of effectiveness with the mean score of 4.50 and 4.27 respectively. Similarly, other modes namely studying with "Write" mode and "Spell" mode also received a high proportion of effectiveness among participants, which were 3.89 and 3.12 correspondingly. Last but not least, most students believed that the mode of using "Progress" for targeted studying was neither effective nor ineffective. Generally, there is no doubt that a large number of English majors at Hanoi Law University found these 6 abovementioned "Studying" modes in Quizlet useful in their legal English vocabulary acquisition.

These aforementioned statistics can be explained that Quizlet has been regarded as such a useful tool for students to study vocabulary (Dizon, 2016). Especially, the reason why the "Flashcard" mode received such a high mean score of effectiveness can be explained by the fact that this mode promotes not only learners' productivity, but also their receptive vocabulary knowledge (Nation, 2001). In the case of playing gamified vocabulary like "Match" and "Gravity", this mode also received high rate of positive views, which is due to the fact that it requires students to actually type in the answer, the game pushes them to really learn the materials. These two games not only enable learners to practice recall and typing skills but also arouse competitiveness among them (Ma & Truong, 2016).

Table 3

The Respondents' Viewpoints of the Effectiveness of "Creating, Editing, and Saving Study Sets" Mode in Quizlet

Creating, editing, and saving study sets Mode	N	Mean	SD
15. Adding images to study sets	123	3.01	.623
16. Creating a study set by scanning or importing a document	123	4.83	.735
17. Combining study sets	123	3.14	.515
18. Organizing sets with folders	123	4.55	.545

In terms of the respondents' viewpoints of the effectiveness of the "Creating, editing, and saving study sets" mode in Quizlet, it can be witnessed that two out of four items received substantial agreement. Specifically, the surveyed students expressed their preference for the mode of "creating a study set by scanning or importing a document" and "organizing sets with folders" (M=4.83, SD=.735; M=4.55, SD=.545). However, the two other modes ("adding images to study sets" and "combining study sets") stood on quite humble ranks of effectiveness, with the mean value of 3.01 and 3.14 respectively. These statistics were affirmed in the followed-interviews:

> Whenever my legal English lecturers give us a specific vocabulary list after each lesson, I would immediately scan it and convert directly to Quizlet for later revision. It is of absolute convenient! (Interviewee 6)

> Since legal English mostly contains abstract topics, such as Company Law, Labor Law, Contract Law, I rarely have to add images to clarify each new legal term. Instead, I prefer to distribute the terms into different folders, corresponding to each topic. Therefore, it is easier for me to search for them later on. (Interviewee 4)

Table 4

The Respondents' Viewpoints of the Effectiveness of "Accessing and Sharing" Mode in Quizlet

| Accessing and Sharing Mode	N	Mean	SD
19. Sharing sets and folders	123	3.32	.754
20. Protecting a set with a password	123	2.93	.526
21. Exporting sets	123	4.01	.644
22. Studying offline with Quizlet mobile apps	123	4.12	.703

With regards to the respondents' viewpoints of the effectiveness of the "Accessing and Sharing" mode in Quizlet, the participants found that the mode of "Studying offline with Quizlet mobile applications" was the most useful (M=4.12; SD=.703). Likewise, the mode of "Exporting sets" also received a relatively high rate of approval among surveyed students on its efficiency (M=4.01; SD=.644). Nevertheless, the two other modes of "Protecting sets with password" and "Sharing sets and folders" experienced were deemed not to be effective for learners in acquiring legal English vocabulary (M=3.32, SD=.754; M=2.93, SD=.526, correspondingly).

Analysis of the data collected from the interview, the majority of the learners believed the mode of "Studying offline with Quizlet mobile application" was the most useful thanks to its convenience. Learners were able either to acquire legal English vocabulary in any environment, even without an Internet connection or to convert their legal English vocabulary list into papers or other learning forms.

> I like to learn Quizlet in offline mode, because sometimes the Internet at my home is unstable. I think it is wonderful to use an application even without an Internet connection. (Interviewee 9)

Figure 3

The Respondents' Viewpoints of the Techniques Applied to Legal English Vocabulary Acquisition Through Quizlet

9. In your opinion, which of the following methods of Quizlet can be applied to Legal English vocabulary acquisition?
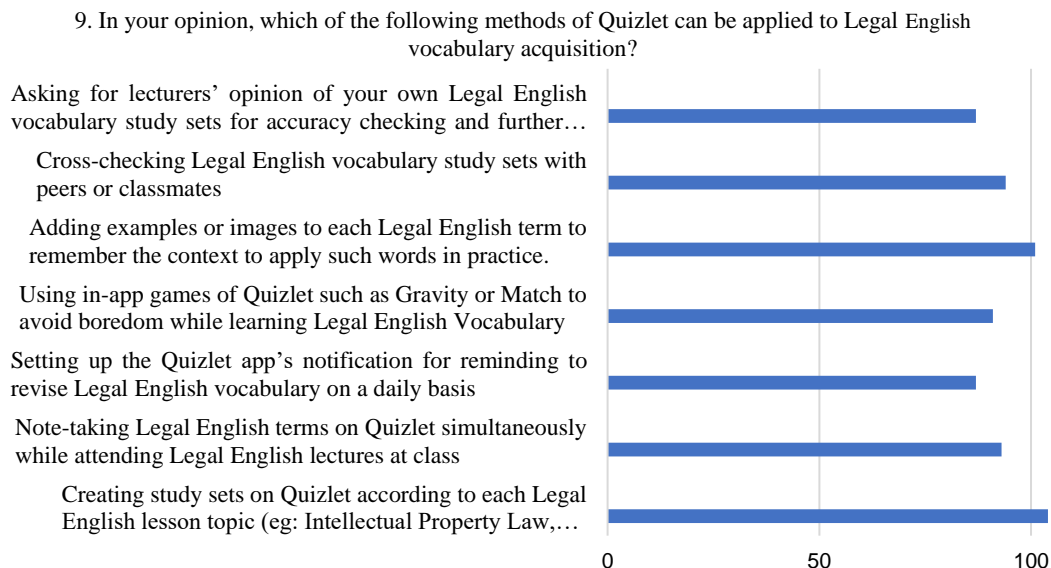
Regarding the participants' viewpoints on the Quizlet techniques that can be applied to legal English vocabulary acquisition, it can be dictated that most of the given measures all received a similarly high rate of responses from students. Remarkably, there were roughly 100 out of 123 students agreed that the solutions of creating study sets according to each legal English lesson topic and adding examples or images to each legal English term should be applied in legal English vocabulary acquisition. A similar pattern is seen in the methods of cross-checking study sets with classmates, note-taking legal English terms, and using in-app games in Quizlet with the choice of approximately 90 surveyed students. Furthermore, the figures for two other measures were also considerable, as they were selected by around 85 respondents of the survey. This finding is consistent with Ma & Truong's (2016) study, which indicated that since most students are in touch with modern technologies, the new methods are more likely to transform leisure activities into educational ones.

Table 5

The Respondents' Viewpoints on the Role of Students and Lecturers in Applying Quizlet to Enhance Legal English Vocabulary Acquisition

Items	N	Mean	SD
23. Students should actively utilize information technology such as Quizlet application in the process of learning Legal English vocabulary	123	4.23	.635
24. It is necessary for students to cooperate with peers via teamwork while using Quizlet to learn legal English vocabulary	123	3.98	.754
25. It is the responsibility of lecturers and teachers to encourage students to use Quizlet to improve the efficiency in legal English vocabulary learning	123	3.01	.563
26. Lecturers and teachers should incorporate Quizlet in their lectures to level up interest and motivate students to learn legal English vocabulary	123	4.14	.532

As depicted in Table 5, it can be noticed that the given solutions regarding applying

Quizlet in legal English vocabulary acquisition received different viewpoints. Noticeably, most of the respondents agreed that students should actively utilize information technology such as Quizlet application in the process of learning legal English vocabulary (M=4.23, SD=.635). Moreover, participants also contended that lecturers and teachers should incorporate Quizlet in their lectures to level up learners' interest and motivation in learning legal English vocabulary (M=4.14, SD=.532). The cooperation with peers while using Quizlet is deemed to be quite necessary (M=3.98, SD=.754). Notwithstanding, there was a minor proportion of respondents holding the view that it is the responsibility of lecturers and teachers to encourage students to use Quizlet to improve the efficiency in legal English vocabulary learning. This result is in line with Ma and Truong (2016), whose research also shares similar viewpoints on the role of students and lecturers in applying Quizlet to enhance legal English vocabulary acquisition.

5. Conclusion

Overall, the findings reveal that a great number of the respondents viewed that Quizlet is beneficial for their process of learning legal English vocabulary. The application of Quizlet is likely to boost learners' motivation, interest, and engagement in acquiring legal English terms. Such statistics depict that nearly three-quarters of the surveyed students highly recommend Quizlet utilization as an efficient way to enhance their learning process. However, Quizlet application in learning legal English in general and legal English vocabulary in particular, simultaneously, requires the efforts of both learners and lecturers. Regarding learners, first and foremost, they should be equipped with the techniques of effectively using Quizlet, including managing the amount and timing of practice, which can be implemented through explicit strategy instruction at the beginning of a legal English course. Furthermore, it is recommended that learners are required to use Quizlet to learn legal English vocabulary deliberately and actively outside the classroom. For example, after each session of legal English, students ought to transfer and organize all of new terms into a set with distinctive topics, i.e., intellectual property law, competition law, labor and employment law, contract law, criminal law, tort law, company law, etc on Quizlet application for later revision. In this way, students will probably find it more convenient and easier to search for each topic to revise later. Additionally, based on the analyzed findings, it is imperative that learners take note of legal English terms on Quizlet simultaneously while attending lectures in class to avoid missing out on any important terms. More importantly, the collaborative learning potential of Quizlet also needs to be mentioned. Previously, learning legal English vocabulary with flashcards is considered more of an individual task. However, learning through Quizlet can be repurposed for collaborative learning tasks to allow for better peer support among students. Several activities can be organized to encourage students cooperate and expose them to the interactive use of vocabulary, such as co-constructing vocabulary flashcards, testing each other on new legal terms, and negotiating word meanings in communication. Ideally, the proposed technique of learning legal English vocabulary deliberately with Quizlet should be utilized to provide collaborative learning opportunities for lexical development in and out of class. Additionally, as previously analyzed, thanks to the availability of online activities such as "Flashcards", "Match", "Learn", the students can improve their pronunciation, check what they have learned easily, and enjoy the games. Lecturers, clearly, are advised to utilize Quizlet as a supplementary source of providing learners with new legal English terms by means of incorporating gamified activities in their lessons. Furthermore, learning activities utilizing different modes in Quizlet can be designed as homework or a criteria for on-going assessment which builds up their learning efficiency.

6. Limitations

Due to time constraints, the study is not without limitations. One of the most noticeable weaknesses of this research concerns its scope, within which it was only carried out in the context of Hanoi Law University with the participants of English majors. Therefore, it is challenging to generalize the findings to participants in another frame of reference. In addition, the number of respondents in this research was 123 English majors, which is considered to be rather limited. To some extent, the analyzed results and statistics are not able to completely reflect the perspectives of a larger population. The next limitation concerns the methodology of this study, in which learners' perspectives on applying Quizlet to legal English vocabulary learning are figured out, while the actual experience of students' usage has not been clearly investigated. Based on the aforementioned limitations, it is vital that further studies avoid those shortcomings and come up with more comprehensive research with the participation of a larger population in an experimental method to clarify learners' actual practice and the effect of Quizlet in their legal English vocabulary acquisition process.

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QUAN ĐIỂM CỦA SINH VIÊN
TRONG VIỆC SỬ DỤNG ỨNG DỤNG QUIZLET
NHƯ MỘT PHƯƠNG TIỆN HỌC TẬP ĐỂ NÂNG CAO
QUÁ TRÌNH ĐẮC THỤ THUẬT NGỮ TIẾNG ANH PHÁP LÝ

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Tóm tắt: Đắc thụ thuật ngữ tiếng Anh pháp lý được coi là một trong những vấn đề được quan tâm nhất trong học tiếng Anh chuyên ngành bởi tiếng Anh pháp lý mang những đặc điểm khác biệt trong lĩnh vực pháp lý. Tuy nhiên, người học tiếng Anh pháp lý chưa thực sự chú trọng đến phương pháp, chiến thuật học tập để thúc đẩy quá trình học và đắc thụ thuật ngữ tiếng Anh chuyên ngành. Vì vậy, nghiên cứu này tập trung vào việc làm rõ quan điểm của người học đối với việc sử dụng Quizlet trong học thuật ngữ tiếng Anh pháp lý tại Trường Đại học Luật Hà Nội. Để đạt được mục đích trên, nghiên cứu đã sử dụng phương pháp định tính và định lượng với công cụ nghiên cứu là bảng câu hỏi khảo sát và phỏng vấn. Nghiên cứu đã cung cấp một số kết quả đáng chú ý, phù hợp với các kết quả nghiên cứu trước đó. Cụ thể, trong khi phần đông sinh viên nhận thấy được tính hữu ích của ứng dụng Quizlet trong quá trình học từ vựng, thuật ngữ pháp lý, một số khác vẫn chưa biết ứng dụng này. Dựa trên kết quả đó, Quizlet được đề xuất sử dụng kết hợp trong quá trình học tập và giảng dạy nhằm nâng cao khả năng đắc thụ từ vựng, thuật ngữ tiếng Anh pháp lý.

Từ khoá: từ vựng tiếng Anh pháp lý, Quizlet, quan điểm của người học, đắc thụ, Đại học Luật Hà Nội