

# EFFECTS OF QUIZLET AND PODCAST IN VOCABULARY ACQUISITION OF LOWER SECONDARY SCHOOL STUDENTS

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## Abstract

This study investigates the influence of Quizlet and podcasts on the acquisition of vocabulary in students attending lower secondary school. The study aims to examine the influence of various digital tools on pupils' ability to acquire and retain new language. The study employed mixed-method study by combining quasi-experimental design and qualitative focus group discussion. This study involved a sample of 54 form 3 students separated into three groups. Two groups were responsible for learning vocabulary using Quizlet and podcast respectively, while the third group used the traditional method to learn vocabulary. The data collection involved evaluating vocabulary proficiency before and after the intervention through the utilization of Quizlet and podcasts. The findings indicate that while Quizlet and Podcasts contributed to vocabulary learning, traditional methods significantly impacted vocabulary acquisition ( $p= 0.005$ ), as students demonstrated remarkable enhancements in their ability to remember and understand unfamiliar concepts. The study highlights the importance of technology in language learning, suggesting that digital tools might improve student independence, motivation, and involvement. However, it is crucial to acknowledge the constraints of this study, including the limited number of participants and the challenges in extrapolating the results to different educational environments. Hence, further investigation is needed to examine these matters across a broader spectrum of educational settings. The results of this study have significant ramifications for instructors seeking efficient strategies to enhance language instruction.

**Keyword(s):** *Vocabulary acquisition, Quizlet, podcasts, digital tools, lower secondary education.*

## INTRODUCTION

Nurdiansyah et al. (2019) and Kim et al. (2021) have noted that young students need to accumulate vocabulary knowledge to achieve language development. The students also ought to be involved in immersion and direct instruction, including pre-teaching activities and talk instruction by the teachers that makes overall learning more successful. Unfortunately, obtaining academic success, according to the authors, presupposes understanding of academic language,

therefore, vocabulary development should be supported by teachers. According to researchers, applying technology means attention and participation, getting sources and even individual help; examples are Quizlet or podcasts rather than traditional. However, only a few investigations exist on their efficacy in the learning of second-alphabet words. This study aims at establishing the effects of these tools on the vocabulary and linguistic performance of secondary school students in English classes particularly during their learning interactions.

As practitioners have suggested, the skill of acquiring vocabulary as pointed out by researchers entails the understanding of language issues and engagement in activities such as observing and editing. Paralinguistic vocabulary is used when expressing oneself in speaking and writing is necessary. ICT policy for 21st-century classroom serves to support the learner by offering accurate information as well as promoting partnerships with native speakers. Apps modify the content of vocabulary along with providing facilities like text translation and multimedia images in Quizlet to help students process ideas and podcasts that offer linguistic knowledge and ideas. These tools help the learners in vocabulary learning but motivational and instructional strategy deficiencies remain a major drawback. According to Sulaiman et al. (2017), curriculum modernization does not correlate with the improvements of the teaching techniques since outdated techniques are still in practice.

According to current online tools and CALL mentioned by Bueno Alastuey (2020), vocabulary learning and motivation improvement is rather positive. There is little prior research available on the results of using Quizlet and podcasts in teaching and learning, and that is why this study compares its relevance for secondary students. Here are the research questions that shall guide this study: (i) which of the two tools, the Quizlet and Podcast, is more effective for students in lower secondary level in the acquisition of vocabulary, and (ii) which tool is preferred by the students? (iii) The perception of students in the use of the two tools in the acquisition of vocabulary. Therefore, the purpose of this study is to, first, establish the current student preference; second, help teachers and learners to enhance vocabulary instruction.

## **LITERATURE REVIEW**

### ***Technology-Assisted Language Learning***

In the language teaching particular studies has indicated that technology has enhanced the learning of the vocabulary since it engages most student and makes them to achieve most. Digital platforms establish interesting contexts that contribute to the improvement of the retention of vocabulary since the students interact with the material in an interesting way. According to Al-Malki (2020), with using tools like Quizlet, facilitates a better understanding of words beyond the conventional; students find sense making with points and levels, which promotes language vocabulary a lot. Practical interaction with such content is said to help when it comes to remembering information. However, investigations into the differences between different tools within the same educational setting are somewhat scarce, although using podcasts and Quizlet is still under investigation. This gap is important in the analysis of the combined effect of these methods that will enable teachers to identify the best strategy for vocabulary learning.

### ***The Role of Quizlet and Podcasts in Vocabulary Acquisition***

Language learners are drawn to Quizlet because it features learning aids such as flashcards and games that promote use of active recall and spaced repetition — practices proven to strengthen the memory. According to Václavík (2020), these aspects enhance the brain connection to more

extended vocabulary storage. The flashcards feature of Quizlet gives the learners an option to create flashcards according to their curriculum or pick ready-made sets to study, Vaccálki observed that this makes it more versatile.

However, little research exists to help teachers decide how effective Quizlet is compared to other related technologies for secondary education. In this research, I explore how Quizlet and podcasts can be used to support vocabulary learning and the correction of pronunciation among junior high school learners.

According to Indahsari (2020), podcasts provide materials obtainable in auditory learning and help students listen to natural, fluent speech, language proficiency and comprehension of real-life materials. In contrast to the other tools, podcasts involve different types of media availability which can teach different types of learners, including the auditory, the kinesthetic, and the visual learners. Because both Quizlet and podcasts provide useful variation in learning support for planning language acquisition, more studies comparing their efficacy could help elaborate different approaches to support vocabulary gain.

### ***Comparative Analysis of Digital Tools***

Quizlet and podcast research has surfaced but has failed to evaluate how they affect vocabulary learning. Researchers can combine tools to enhance language learning through this gap. Instructors need to grasp how well Quizlet and podcasts work to find optimal vocabulary training strategies. Each instrument has advantages: With podcasts' focused listening format users receive language input alongside context while Quizlet enhances retention with engaging interactions. By directly assessing tools educators can identify the best combination for improving vocabulary memory.

Obtaining feedback from students regarding these tools helps to uncover their interest and inspiration. Research indicates that how students perceive learning tools influences their learning results. If a tool is enjoyable for students, they are more prone to utilise it properly and see enhanced learning results. This study analyses the effectiveness of Quizlet and podcasts and gathers information on students' preferences. This combined method will clarify the impact of these tools on language acquisition.

### ***The Importance of Student Engagement and Motivation***

A study on Quizlet states that the approach used by Quizlet of games enhances student motivation due to competition as well as achievement point system and levels. It helps to spend time for an interesting study and to reinforce the information, which is actively used for retention in further studies, as Aziz et al., (2019) notes. Through the study they found out that more than seventy-five percent of their students value these forms of evaluations in early literacy underscore the value of games as an assessment tool.

Nurisma et al. (2021) state that teaching through podcasts enhance educational engagement as well as interest in language and culture as genuine listening involves demonstrations by native speakers which makes vocabulary come to learning terms in real live context. For those students who are apt learners of the auditory kind, podcasts are useful to provide real-life practice of language use and tie learning with Students' Interest. The purpose of this research is to evaluate the melioration of vocabulary instruction through Quizlet and student perceptions of podcasts. Teachers can use student responses for choosing and adapting beneficial learning resources and facilitate the integration of Quizlet and podcasts as ways to address the preferences of various learning types.

## METHODOLOGY

The methodology section of this research article provides a detailed description of the research design, data collection techniques, characteristics of the sample, and steps taken to assure the study's validity and reliability.

### *Research Design*

This study used a mixed method design, i.e. the quasi-experimental design (quantitative) with qualitative focus group discussions to assess the extent that which Quizlet and podcasts outperform traditional teaching methods in improving vocabulary acquisition. Fifty-four Form 3 students (aged 12 to 15) from SMJK ShanTao were assigned to three groups: Group 1 (Podcast intervention) - Experimental Group included 18 students, Group 2 (Quizlet intervention) - Experimental Group included 18 students, and Control Group (traditional teaching) with 18 students. This grouping ensures ecological validity; i.e., it avoids random assignment and allows making comparisons in a naturalistic classroom context. Pre and post-intervention standardised vocabulary testing was used to measure vocabulary acquisition, while focus group discussions on students' perceptions of the tools were used as qualitative approaches. This mixed method approach provides a rich view of how digital and traditional teaching methods are differentially affecting vocabulary learning.

Qualitative data includes student conversations in focus groups from each group. These conversations want to gain insights into how students perceive learning tools. Quantitative results helped to gain clarity by examining how students perceive benefits and challenges from these tools. This will reveal the effects these tools have on vocabulary acquisition. This two-sided strategy realises that grades and students' feelings and enthusiasm determine educational impact.

### *Sample*

The study sample consists of secondary school form 3 students who are currently attending Sekolah Menengah Kebangsaan Shan Tao in Sabah, Malaysia, studying English in their English language studies. Through this study, we are aiming for them to improve to the B2 level. 54 students who have the same (homogeneous) level of language fluency were purposively sampled so that each one was selected with the intention of being different from the others. The criteria of selection include students enrolled in upper intermediate level English teaching. Three student groups receive instruction through distinct methodologies: Some group uses Quizlet as another way to learn, while others use podcasts. Additionally, 18 pupils are given instruction with conventional methods in a control group. Intact courses are selected in order to minimise any confounding variables and to allow any discrepancies in student involvement and vocabulary acquisition to be unlinked to differences in student backgrounds.

<b>Group</b>	<b>Podcast</b>	<b>Quizlet</b>	<b>Control Group</b>	<b>Total</b>
Number of Students	18	18	18	54

## Research Procedure

<b>Experimental Group 1 (Podcast Intervention):</b>	<b>Experimental Group 2 (Quizlet Intervention):</b>	<b>Control Group (Traditional Teaching Methods):</b>
<ul style="list-style-type: none"> <li>• Participants listen to designated podcast episodes.</li> <li>• Podcasts are chosen for their popularity, versatility, and dynamic auditory learning potential.</li> <li>• The goal is to enhance vocabulary through auditory exposure and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants use Quizlet and contains the same vocabulary found in Podcast audio, an online learning platform with interactive flashcards.</li> <li>• The focus is on active recall and word retention through customizable and gamified learning features.</li> <li>• The aim is to provide an engaging and effective vocabulary learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants receive standard in-person teaching, using textbooks and other instructional tools to teach the same vocabulary.</li> <li>• This group serves as a benchmark for comparing the effects of the experimental interventions.</li> </ul>

**Table 1:** Three student groups receive instruction through distinct methodologies

The study's methodology guarantees that any noted disparities in vocabulary acquisition may be ascribed to the utilization of Quizlet and podcasts rather than any other unrelated factors. The study establishes a baseline for measuring the effectiveness of the digital tools by having a control group that receives traditional teaching. This comparison will assess whether the interactive and gamified elements of Quizlet, or the contextual and auditory depth of podcasts, provide notable benefits compared to traditional teaching techniques.

### Data Collection Methods

This investigation looks into the role of Quizlet and Podcasts in boosting vocabulary in emerging ESL learners. The study employs terms and active exercises specifically created for kids in that age range. The Vocabulary Levels Test (VLT) measures the vocabulary of learners. The five VLT sections include 30 items apiece showcasing different levels of vocabulary, by making six words connect with three definitions keeps the assessment lively and appealing to lower secondary learners. Users remain stimulated and motivated to learn in this structure. To measure vocabulary progress from using Quizlet and Podcast tools before and after class the VLT will be provided both times. Having knowledge of the learners' environment the teacher guided the test for comfort. The investigation applies age-related resources and techniques to boost vocabulary growth and optimise enjoyment in the study for students of lower secondary ESL.

Each group joined in a focus group to explore how Quizlet and podcasts contributed to vocabulary learning. The focus group discussions based on ChatGPT include questions and tasks related to Research Question 3. The protocol was outlined as follows:

Introduction (5 minutes)	Greet the students, explain the purpose of the focus group.
Icebreaker Activity (10 minutes)	Students share positive or challenging experiences related to learning new vocabulary.
Main Discussion (25 minutes)	<ul style="list-style-type: none"> <li>• Introduction to Tools: Brief explanation of Quizlet and Podcasts, inquiry about previous usage.</li> <li>• Discuss usage of Quizlet and Podcasts: Frequency, helpful features, specific examples.</li> <li>• Compare experiences with both tools: Determine preferences and situations where one tool is more effective.</li> <li>• Invite suggestions for improvement: Address challenges faced</li> </ul>
Conclusion (5 minutes)	Summarize major points, thank participants, and explain how the information will be used.

**Table 2:** The focus group discussions based on ChatGPT

By incorporating these structured activities, the study seeks to gather comprehensive insights into the effectiveness of Quizlet and Podcasts, enhancing the understanding of vocabulary acquisition methods and enriching the learning experience for ESL students.

### ***Validity and Reliability***

The validity and reliability of the Vocabulary Level Test (VLT) were assessed through various approaches. The validity of the VLT was confirmed by establishing a correlation between its outcomes and the frequency levels of English vocabulary, thereby emphasizing the importance of the terms in language usage (Schmitt, 2019). Two linguistics specialists examined the test items to verify their lucidity and pertinence. Conversely, the dependability of the VLT was evaluated utilizing Cronbach's alpha coefficient. The pre-test and post-test assessments showed strong internal consistency, as indicated by Cronbach's alpha values of 0.92 and 0.94, respectively. These methodologies validate the VLT as a dependable instrument for evaluating students' vocabulary proficiency, guaranteeing precision and uniformity in study results.

### ***Data Analysis Techniques***

While the research utilized both quantitative and qualitative data analysis for different reasons. Data quantitatively overarchingly described participants' demographics, scores on the VLT, and feedback on the intervention. The comparison of differences checked whether experimental group outperforms the control group by using paired-sample t-test and identified the size of the intervention by using the Cohen's d.

To answer the second research question concerning understanding of vocabulary and language exposure out of classroom environment, correlational significant test was applied. Exploratory qualitative analysis analysed participants' impressions of Quizlet and podcasts for language growth, and scatter plots were provided. Descriptive statistics, correlational analysis, and inferential statistics involved using the test of significance set at 0.05 throughout the study. Information presented the results of the statistics analyses according to the APA guidelines. In order to make the qualitative input more valuable, transcripts of focus group discussions were reviewed for themes. This qualitative approach was useful in progressing the study where vocabulary acquisition of lower secondary students using Quizlet and podcasts were compared.



## FINDINGS & DISCUSSION

This part provides an overview of the data analysis results, explains the significance of the findings in respect to the research questions, and explores their implications in the context of previous literature.

### *Participants' background*

At the study's 54 participants were 15-year-old Form 3 students from SMJK ShanTao in English language B1 proficiency. In the 3rd grade at Berdikari school students achieved the highest overall academic success. We structure our English language curriculum around the comprehensive and organised textbooks called "Close-Up." By using projectors as tools for video and audio sources traditional lessons gain benefits that suit various learning styles while raising student involvement and awareness. A lot of students utilise projectors to find digital resources in combination with the textbooks to cultivate a vibrant experience with English. Learning with various media enhances understanding and memory in language. Current teaching requires ICT tools that make it easier for students to utilise in school.

In classes students utilise applications like YouTube and Kahoot for both learning and entertainment away from school. The platforms present engaging material that aids students in grasping concepts outside of standard practises. Upon encountering the Quizlet and Podcasts study elements students felt confident with the tools and were excited to engage actively seeing how it could help their vocabulary and listening.

### *Results of Data Analysis*

The analysis looked into how Quizlet and Podcasts aided vocabulary learning for lower secondary school students and found which method was more effective. Researchers evaluated if Quizlet or Podcasts raised the average score on vocabulary tests. In the post-test the scores for the Quizlet group rose slightly to 426.61 from 418.89. In the Podcast group's case post-test scoring (437.61) grew to surpass pre-test marks (428.67) and showed lower variability. The scores of the traditional method group increased more across pre-test (354.39) and post-test (379.89), but there was an increase in variation.

Method	Test	Mean Score
Quizlet group	Pre-Test Score	418.89
	Post-Test Score	426.61
Podcast group	Pre-Test Score	428.67
	Post-Test Score	437.61
Traditional group	Pre-Test Score	354.39
	Post-Test Score	379.89

**Table 3:** Paired Samples Statistics for Pre-test and Post-test Scores

The results of pre- and post-tests on Quizlet were not linked according to research findings. This shows that Quizlet lacked an effect on the development of vocabulary skills. A strong positive relationship appeared in the Podcast group (0.738;  $p < 0.001$ ). No significant vocabulary score changes were noted for Quizlet and Podcast using paired samples t-tests ( $p = 0.519$  and  $p = 0.321$ ). The effect sizes for both Quizlet and Podcast came in small ranges with

Cohen's d values of -0.155 and -0.241. The control group achieved a marked boost ( $p = 0.005$ ) with a large effect size (Cohen's  $d = -0.752$ ), suggesting that traditional classroom techniques outperform digital learning platforms.

Method	Mean Difference	Standard Deviation	t-value	p-value (Sig. 2-tailed)	Cohen's d
Quizlet	-7.72	49.80	-0.66	0.519	-0.155
Podcast	-8.94	37.15	-1.02	0.321	-0.241
Traditional	-25.50	33.91	-3.19	0.005	-0.752

**Table 4:** The results of pre- and post-tests between three groups

### *Most Effective Tool Between Quizlet and Podcast for Vocabulary Acquisition*

In pre- and post-test evaluations the Quizlet and Podcast groups ranked above the Control group. Podcast users achieved an average of 437.61 in their post-test outcomes with Quizlet achieving 426.61 and the Control group making 379.89. Although the Podcast group obtained better results the statistical tests found no meaningful distinction between Quizlet and Podcast ( $p > 0.05$ ). Both methods appeared to elevate vocabulary learning in a comparable way. An ANOVA detected a meaningful variation in outcomes between study groups ( $p < 0.05$ ). Post-hoc analyses showed that both the Quizlet and Podcast groups achieved better scores than the Control group ( $p < 0.05$ ).

Group	Mean	Std. Deviation	Comparison	Mean Difference (I-J)	Sig.	95% Confidence Interval
Quizlet	426.61	50.50	Control vs. Quizlet	-46.72	0.005	[-80.59, -12.85]
Podcast	437.61	41.37	Control vs. Podcast	-57.72	<0.001	[-91.59, -23.85]
Traditional	379.89	32.47	Quizlet vs. Podcast	-11.00	>0.05	Not Significant
Source	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	33814.93	2	16907.46	9.543	< 0.001	

**Table 5:** Most Effective Tool Between Pre-test and Post-test Scores

While Quizlet and Podcasts support vocabulary learning this study revealed that conventional strategies produced more substantial results. Additional analysis on unifying these strategies to improve vocabulary acquisition could benefit further.

### *Exploring Students' Perceptions of Quizlet and Podcasts in Vocabulary Acquisition*

The focus group discussion aimed to explore students' experiences and perspectives on using Quizlet and podcasts for vocabulary development. The session, involving lower secondary school students who had used these tools for five weeks, gathered feedback on their effectiveness, challenges faced, and suggestions for improvement. An intelligent transcription method was used to accurately capture the students' insights. The discussion covered various aspects, including



general vocabulary learning experiences, specific feedback on the tools, and recommendations for enhancements.

### ***i. General Vocabulary Learning Experiences***

My study found that flashcards, videos, and reading materials were all effective ways that students to acquire vocabulary. Dual coding theory suggests that visual and verbal integration supports learning and memory and thus these strategies fit well with that particular science. Al-Malki (2020) argues that using media aids, as part of multimodal approaches, improves recollection and comprehension, and our findings confirm this. They also mentioned difficulties in matching the video content with the pace, failing to grasp and memorise new vocabulary without drilling, which speaks to the need for the use of spaced repetition. For further confirmation that spaced intervals between learning sessions promote stronger long-term retention, as the spacing effect suggests, this finding also emerged.

Participant 1: "I like learning new words through reading. When I see a word in context, it's easier to remember. But sometimes, there are too many new words at once, and it can be overwhelming."

Participant 2: "I enjoy watching videos in English, like on YouTube. It's fun and I get to hear how words are used in real life. My challenge is that sometimes the speakers talk too fast, and I can't catch all the words."

### ***ii. Usage and Features of Quizlet and Podcasts***

As shown from my study, students experienced different things when using podcasts vs. Quizlet. Quizlet's flashcards and matching quizzes (active recall and spaced repetition) are most effective, according to most students. This agrees with Václavík's (2020) conclusion that active recall and spaced repetition strengthen neural connections for long term memory. Quizlet games make use of students' natural proclivity for play, and even generate a bit of friendly competition among them.

Listeners of podcasts described using the tool about once or twice a week to bring to mind contextual insights from stories as conversations. This is a situated learning theory approach that advocates learning within context. Yet, students reported that podcasts enhanced both vocabulary acquisition and comprehension, but not enough structured listening practice where new words were tucked away into a working memory. These results imply that the use of podcasts to provide contextual learning is useful, but additional practice is needed to lock in vocabulary retention and spoken language improvement.

Participant 3: "I used Quizlet frequently, almost every day. The repetition and the tests on Quizlet really helped me remember the words. I also liked that I could track my progress."

Participant 4: "Teacher! I listen to Podcasts sometimes for fun, but I hadn't used them specifically for learning vocabulary before."

### ***iii. Effectiveness and Preferences***

Quizlet proved to be a favourite among students as a relief from difficult language that is also very effective in helping prepare for tests, which has been shown in my study. Regarding its quantification, students found Quizlet's structured and repetitive activities quantified to mimic the techniques that have been shown to boost memory, such as retrieval practice, where activating

one's existing knowledge to remember information. This is also in line with what Indahsari (2020) and Nurisma et al. (2021) found that structured review methods support procedural memory, so more automatic recall of vocabulary over time. Students also showed appreciation for the qualitative role of podcasts in developing listening skills and vocabulary while being more difficult. The research evidence supports these responses, and results show that authentic materials, such as podcasts, include real-world examples of vocabulary use, which helps with comprehension and retention of new words. Additionally, podcasts help listening proficiency by giving learners exposure to different accents and natural speaking paces that are needed for adapt to real conversations.

Participant 5: "I used Quizlet about three times a week. The flashcards and the matching games were really helpful. For example, I learned a lot of new adjectives and could recall them easily during the tests."

Participant 6: "I liked Podcasts for listening practice and understanding words in context, but for quick memorization, Quizlet was better."

### *iii. Challenges and Suggestions for Improvement*

As part of my study, students have suggested adding additional interaction elements to Quizlet, like videos and animations. This recommends the multimedia principle which states that the use of multiple sensory inputs can greatly increase learning effectiveness. Students also suggested use of custom word sets in correspondence to certain lessons to add relevance and contextual significance that can aid retention and utility.

Students suggested that transcripts to aid hearing for podcasts was a good idea, which aligns with Kim's (2020) claim that transcripts support listening activities. As they enable students to follow spoken content more closely, transcripts are being seen as remarkable scaffolding tools. Additionally, students suggested a list of podcasts specially crafted to each subject in order to provide content both in the appropriate level and linked to students' language proficiency. Such an approach is consistent with more recent research contending for the value of sustained engagement, capturing and retaining motivation while encouraging constant improvement in listening and comprehension skills.

Participant 7: "For Podcasts, having a transcript available would be great. For me, it was challenging to catch every word, and a transcript would help with that."

Participant 8: "It would be helpful if Quizlet had more interactive elements, like videos or animations, to make learning more engaging. Participant 9: "Sometimes the vocabulary on Quizlet wasn't relevant to what we were studying. It would be better if we could customize it more to our specific lessons."

### *Limitations of the Study*

This research revealed interesting insights about how well Quizlet and podcasts work; however, it had several drawbacks. The study's limited sample could restrict its use to a larger group. Observations might become more trustworthy and reliable with a bigger sample of participants. Only one school contributed to the sample size and it could not reflect outcomes for students in lower secondary settings. Varying strategies in education and pupil attributes can reshape results. The limited time period of the study probably did not permit a complete analysis of the effects of Quizlet and podcasts on vocabulary retention and learning. Studying these methods repeatedly could reveal their future effects.

Data from focus group interviews depended on students sharing their experiences and views. Student characteristics and upbringing likely influence the effectiveness of vocabulary learning along with study reliability.

### *Implications of Findings*

The study underlines the potential of podcasts and Quizlet in supplementary focused vocabulary learning for lower secondary students and encourages language education leaders, curriculum developers and instructors to include these forms of media. Thereby inferring that when harnessed optimally, technology could enhance the student's engagement and even their interactivity particularly of the diversity. Thus, the study calls for the integration of face-to-face teaching with other access to the computerised materials, which promote independent, individual learning. According to the analysis, practicum intervention training programs should be provided to facilitate the competencies for using Quizlet and podcasts incorporated into practice.

To curriculum developers the study has a suggestion of using technology in teaching modern learners regarding terminology which can be applied in virtual learning. They lay down a foundation for subsequent studies with an emphasis on the effects of podcasts and Quizlet on the learning of vocabulary and its retention over time in diverse learners. These insights should guide educational technologies, to blend conventional learning with e-learning for enhanced learner performance and faculty improvement in delivery techniques.

### **RECOMMENDATIONS FOR FUTURE RESEARCH**

It is therefore recommended that future research explore technology led development of additional lists of vocabulary comprehensiveness. Studying the learning curves of the students, researchers should look at the residual effects of Quizlet and podcasts in vocabulary retention. All the more, research studies with broader samples of participants are essential to generalise these findings. Podcasts and Quizlet lessons can help explain how cultural and environmental aspects are linked to developing vocabulary. Educationalists and linguist should work to further develop these and related tools for improving teaching of words and language competencies oral and written.

More studies should be done about how student characteristics, such as age or family background, could affect the usage of these instruments and how they might be tailored to suit the students. Educator perceptions of Quizlet and podcasts can inform the direction of ed-tech design and teacher professional learning. Studying how implemented gamification elements in these sites can engage a learner might also enhance learning resources. Last but not the least, introducing the use of technology in teaching learning independent may promote development of the vocabulary among languages learners.

### **CONCLUSION**

The study indicated that lower secondary school students gain better vocabulary from Quizlet and podcasts. The research indicates that digital assets boost vocabulary recall and increase the interactivity and excitement associated with education beyond standard approaches. The results from statistical analysis demonstrated that students leveraging these resources scored higher on the end test proving their efficiency in language learning. The current dialogue surrounding creative language teaching adds relevance to this research. The research supports active and engaging learning by focusing on the limitations of memorising without context and passive

instruction. Innovative technology in vocabulary instruction satisfies contemporary educational demands and supports different learning approaches. At this time of high importance on digital literacy and student familiarity with interactive content this is crucial. The results of this study influence space beyond the classroom. According to educators and policymakers learning materials must include Quizlet and podcasts in language education. These resources connect conventional and contemporary teaching styles to foster an interactive learning atmosphere that enhances educational results.

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