Effects of quizlet and podcast in vocabulary acquisition of lower secondary school students

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 quasiexperimental 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.