

The Effect of Quizlet in Vocabulary Learning of College Students

Annielyn C. Forcadela¹

¹Master of Arts in Education (MAED)

Major in English

Daniel B. Peña Memorial College Foundation, Inc.

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Abstract: In today's digital age, technology has become an integral part of language learning, offering innovative tools to enhance student engagement and proficiency. Among these tools, Quizlet has gained popularity for its interactive and gamified approach to vocabulary acquisition, providing opportunities for repeated practice and active learning. The researcher investigated the effects of using Quizlet on the vocabulary learning of college students through a pre-experimental design. Specifically, the study aimed to determine the performance of the experimental group in the pre-test across four areas: structure, grammar, semantics, and word relationships (SOP 1). The study also sought to examine the performance of the experimental group in the post-test in the same areas (SOP 2), and to determine whether there was a significant difference between the pre-test and post-test scores (SOP 3). Furthermore, the study aimed to identify the difficulties encountered by the experimental group in the post-test (SOP 4) and to propose innovations that may address these difficulties (SOP 5). In the pre-test, students demonstrated varying levels of mastery, with higher scores observed in structure and semantics, while grammar showed lower performance, indicating areas of difficulty. Following an intervention made after the pre-test, the post-test results revealed notable improvements across all four areas, with particularly significant gains in structure, semantics, and word relationships, and a moderate increase in grammar performance. A statistical analysis confirmed a significant difference between pre-test and post-test scores, highlighting the positive impact of the intervention. Despite these improvements, students reported encountering challenges related to applying grammatical rules and integrating new vocabulary in context. Based on these findings, the study proposes the adoption of innovative strategies, such as enhanced gamified exercises, scaffolded practice sessions, and interactive activities in a Quizlet-designed tool, to address the identified difficulties and further strengthen students' vocabulary mastery.

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I. INTRODUCTION

In today's globalized society, English serves as the primary medium of international communication in business, education, technology, and research. It functions as the world's lingua franca, enabling individuals to participate in cross-cultural interactions and access the vast body of global knowledge. Central to English proficiency is a strong command of vocabulary, which directly influences learners' abilities to comprehend texts, articulate ideas, and engage in academic and professional discourse. Without sufficient vocabulary competence, students often struggle to perform effectively in contexts that demand critical thinking and advanced communication skills.

Within the field of language education, scholars emphasize that vocabulary is the foundation of communicative competence. Reading comprehension, oral fluency, and academic writing are all dependent on a learner's lexical knowledge. Yet, vocabulary learning is also one of the most challenging aspects of second language acquisition. Traditional approaches that rely on memorization and translation often fail to capture learners' interest or ensure long-term retention, calling for more dynamic and interactive methods that can respond to the learning styles of today's students.

In the Philippine higher education context, English remains a crucial medium of instruction and a skill required for employability. The Commission on Higher Education (CHED) underscores this through its curriculum policies. For instance, CHED Memorandum Order (CMO) No. 20, series of 2013¹,

which outlines the General Education Curriculum, mandates the inclusion of courses such as Purposive Communication to strengthen students' proficiency in English across academic and workplace settings. Similarly, CHED CMO No. 23², series of 2023, reiterates the need for higher education institutions to integrate English communication competencies as essential outcomes of undergraduate programs. These policies highlight that vocabulary development is not only a linguistic concern but also a national educational priority that supports students' academic success and global competitiveness.

Despite these mandates, many Filipino college students continue to experience difficulties in vocabulary learning, which negatively affects their reading comprehension, writing fluency, and oral communication. Studies reveal that learners often encounter challenges in retaining new words, applying them in context, and building an active vocabulary for academic and professional use. These difficulties are not merely linguistic but also pedagogical, as teaching approaches sometimes fail to engage learners in meaningful vocabulary practice.

With the growing influence of digital technology, many educators have begun to explore online platforms and mobile applications as tools for enhancing vocabulary instruction. Digital platforms such as Quizlet offer interactive features, including flashcards, quizzes, and games, which allow students to engage in repetitive practice while maintaining interest and motivation. By combining technology with pedagogy, these tools create opportunities for students to take control of their own learning and to apply vocabulary in practical contexts.

At Daniel B. Peña Memorial College Foundation, Inc., where the researcher teaches, the challenge of vocabulary acquisition is evident among college students. In teaching Purposive Communication and related courses, the researcher has observed that many students struggle with understanding texts, expressing ideas, and participating in discussions due to limited vocabulary knowledge. This recurring issue has sparked the researcher's interest in exploring more effective approaches that go beyond traditional teaching methods.

Another important observation is that students spend much of their time on their mobile devices, using them not only for communication but also for entertainment and information access. Instead of viewing this as a distraction, the researcher sees it as an opportunity to integrate learning with technology that students are already comfortable with. By utilizing mobile applications such as Quizlet, instruction can meet students where they are and turn their screen time into a meaningful avenue for academic growth.

Recognizing these challenges and opportunities, the researcher believes that investigating the use of Quizlet in vocabulary learning is both timely and necessary. This study is therefore motivated not only by the global and national demands for English proficiency but also by the local realities

of students at Daniel B. Peña Memorial College Foundation, Inc. It is the researcher's aim to contribute to the improvement of vocabulary teaching by providing evidence on how technology can be harnessed to enhance learning outcomes and to support the goals of higher education in producing graduates who are both communicatively competent and globally competitive.

This study aims to determine the effects of Quizlet on vocabulary learning among college students of Daniel B. Peña Memorial College Foundation, Inc. during the first semester of the academic year (A.Y.) 2025–2026. Specifically, it seeks to examine the performance of the experimental group in the pre-test in terms of structure, grammar, semantics, and word relationship. It also aims to assess the performance of the same group in the post-test across these four areas. Furthermore, the study intends to determine whether there is a significant difference between the pre-test and post-test results of the experimental group. In addition, it seeks to identify the difficulties encountered by the experimental group in the post-test and to propose an innovation that may address these identified challenges.

II. THEORETICAL FRAMEWORK

This study is anchored on four key theories that provide a conceptual foundation for understanding vocabulary acquisition and the integration of digital tools in language learning. These include the Theory of Vocabulary Learning proposed by Vygotsky, the Technological Pedagogical Content Knowledge (TPACK) Framework by Mishra and Koehler, Grammar Theory by Chomsky, and Semantic Theory advanced by Bloomfield and Lyons. Each theory addresses a specific aspect of language learning, collectively informing the use of digital applications like Quizlet to enhance vocabulary mastery among college students.

The first theoretical foundation, Vygotsky's Theory of Vocabulary Learning (Vygotsky, 1978)⁴¹, emphasizes that vocabulary development is mediated through social interaction, scaffolding, and the Zone of Proximal Development. Vocabulary learning is most effective when learners are guided by teachers, peers, or digital tools that provide structured support. Quizlet aligns with this theory by offering interactive features, immediate feedback, and collaborative learning opportunities that help students expand their lexical knowledge in a scaffolded manner. The second theoretical lens, the Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006)⁴², highlights the integration of technology, pedagogy, and content knowledge in effective teaching. This framework informs the study by demonstrating how Quizlet can be strategically incorporated into vocabulary instruction, ensuring that technological tools are used not in isolation but as part of a coherent teaching approach that enhances learning outcomes. The third theoretical anchor, Chomsky's Theory of Grammar (Chomsky, 1957)⁴³,

posits that humans possess an innate linguistic capacity for acquiring grammar, which provides the structural framework for language development. Grammar and vocabulary are interdependent; understanding word forms and functions is essential for accurate sentence construction. Vocabulary learning through Quizlet supports grammatical competence as students practice applying new words in meaningful contexts, reinforcing both lexical and syntactic knowledge. The fourth theoretical anchor, Semantic Theory (Bloomfield, 1933; Lyons, 1977)⁴⁴, asserts that vocabulary knowledge involves understanding word meanings, relationships, and contextual use, rather than simply memorizing isolated words. Digital tools like Quizlet facilitate semantic connections through activities such as flashcards, matching exercises, and repeated practice, helping learners build a network of word associations that strengthens long-term retention and meaningful usage.

These theories provide a comprehensive framework for this study. Vygotsky emphasizes the social and scaffolded aspects of vocabulary learning, TPACK guides the integration of technology into teaching, Chomsky highlights the structural link between grammar and vocabulary, and Semantic Theory underscores the cognitive organization and meaningful use of words. Collectively, they justify the use of Quizlet as a digital tool to enhance vocabulary acquisition among college students, providing both theoretical and practical support for its application in higher education.

III. REVIEW ON LITERATURES AND STUDY

Torres (2022) emphasizes that learning a second language involves not only acquiring new words but also continuously reviewing and actively using them in accordance with students' proficiency levels. In the Philippine context, many students encounter difficulties in retaining, applying, and expanding their vocabulary, which can limit their ability to communicate effectively in English. Torres highlights that addressing these challenges requires the integration of modern teaching strategies and approaches that promote individualized and self-directed vocabulary learning beyond the traditional classroom. Relating this to the present study, Quizlet provides a digital platform that supports these objectives by allowing college students to engage with vocabulary exercises at their own pace, practice repeatedly, and receive immediate feedback. This interactive environment encourages active participation, reinforces memory retention, and promotes the practical use of new words, thereby addressing common vocabulary difficulties and fostering more effective and autonomous learning. By incorporating these modern tools, instructors can create a more dynamic and personalized learning experience that aligns with Torres' recommendations for enhancing second-language vocabulary acquisition.

Cabrera and Quiambao (2022) emphasize the transformative role that educational technology plays in vocabulary learning. With the increasing availability of digital

resources, including online platforms, applications, and multimedia content, teachers are able to create more dynamic and engaging learning environments. Cabrera and Quiambao discuss various technological tools that teachers are integrating into their instruction, such as interactive learning platforms, mobile applications, and digital games, all of which cater to diverse learning styles and preferences. One of the key contributions of their study is its focus on the perspectives of Philippine language teachers regarding the effectiveness of these digital tools. Through qualitative methods, including interviews and surveys, the authors gathered insights that reveal both the benefits and challenges associated with the integration of technology in vocabulary instruction. Teachers reported that the use of educational technology positively influenced student engagement and motivation. Many expressed that digital tools provide an interactive learning experience that traditional methods often lack. For instance, the gamification of vocabulary exercises encourages students to participate actively, fostering a more conducive learning atmosphere. Furthermore, the immediate feedback provided by many digital applications allows students to monitor their progress in real time, enhancing their self-directed learning capabilities.

Baconguis (2021) highlights the significance of e-learning platforms in the landscape of language education, particularly in enhancing vocabulary acquisition among students. As educational institutions increasingly integrate technology into their curricula, the study emphasizes how these digital tools serve as crucial resources for vocabulary learning. The incorporation of mixed digital applications such as multimedia content, interactive exercises, and gamification creates engaging and dynamic learning experiences that cater to diverse learning styles. This approach not only promotes active participation but also allows students to interact with vocabulary in context, thereby deepening their understanding and retention of new words. Furthermore, the study underscores the dual role of these platforms in fostering digital literacy, equipping students with essential skills for navigating modern learning environments. By facilitating both vocabulary development and digital competency, Baconguis's work illustrates the transformative potential of e-learning platforms in shaping effective language education in the Philippines, ultimately preparing students for success in an increasingly digital world.

Salvador and Belen (2020) explore the integration of gamified digital tools in vocabulary instruction, providing valuable insights into how these innovative approaches can enhance language learning in the Philippine educational context. By focusing on the application of gamification in secondary schools, the study addresses the need to engage students in meaningful and interactive learning experiences that foster vocabulary acquisition. This literature is particularly relevant to the present study on the effects of digital applications in vocabulary teaching among college students, as it underscores the potential benefits of incorporating gamified

elements to boost motivation and engagement in language learning. Salvador and Belen's investigation into practical applications of gamification in classrooms serves as a foundational reference for exploring similar methodologies at the collegiate level, emphasizing the importance of innovative digital tools in facilitating effective vocabulary instruction. Their work thus provides a contextual backdrop that supports the current study's exploration of how digital applications can enhance vocabulary learning experiences in higher education settings.

Ocampo (2019) delves into the integration of blended learning methodologies, which combine traditional face-to-face instruction with digital tools, in the context of vocabulary teaching. This research is significant as it highlights the increasing importance of hybrid educational models in responding to the diverse needs of learners in today's digital age. Ocampo's exploration of the challenges and successes associated with implementing mixed digital applications provides essential insights into the practicalities of vocabulary instruction within higher education. This is particularly relevant to the current study on the effects of digital applications in vocabulary teaching among college students, as it underscores the necessity of examining how blended learning environments can facilitate vocabulary acquisition. Ocampo's work contributes to the existing literature by emphasizing the need for effective pedagogical strategies that leverage both in-person and digital resources, thereby informing the current study's investigation into the potential of digital applications to enhance vocabulary learning experiences in a university setting. By situating vocabulary instruction within a blended learning framework, this research offers a contextual basis for exploring the efficacy of various digital tools in fostering language development among college students.

Aure (2018) underscores the pivotal role of mobile applications in modern education, particularly in language learning. With the increasing prevalence of smartphones and mobile devices among students, these applications serve as accessible tools that can facilitate learning anytime and anywhere. The study highlights various mobile apps specifically designed for vocabulary enhancement, such as flashcard applications, word games, and interactive quizzes, demonstrating how these platforms engage learners through interactive and enjoyable methods. Aure also addresses the motivational aspects of using mobile applications in vocabulary instruction. The interactive nature of these tools fosters a sense of competition and achievement among students, which can enhance their intrinsic motivation to learn. This is particularly important in the Philippine context, where students may face challenges such as limited exposure to the English language outside the classroom. By utilizing mobile applications, students can practice vocabulary in a low-pressure environment, leading to increased confidence and willingness to engage with the language.

Dela Guro highlights that language is the key to human interaction and communication, serving as an essential tool for mutual understanding. To achieve clarity and effectiveness in communication, it is important to be knowledgeable in language use, and vocabulary learning plays a vital role in this process. Vocabulary, often referred to as word lists or notes, together with word formation, enriches a student's language ability and helps develop their speech from simple words. However, teaching vocabulary to millennials or modern youth remains a major challenge for Filipino teachers, especially with students' fascination with modern technologies such as cellphones, tablets, personal computers, and laptops. In response to this challenge, the present study explores the use of Quizlet, a digital learning application that utilizes the technologies students are engaged with, as a tool to enhance vocabulary learning among college students. This study aims to demonstrate that Quizlet can provide a practical approach to overcoming the difficulties in vocabulary instruction identified by Dela Guro, while improving students' retention and motivation in learning new words.

Herrero (2024) states that the emergence of new technologies in recent decades has significantly influenced the way people communicate, and this influence is also evident in the English language. The widespread use of digital platforms, applications, and online tools has transformed communication patterns and shaped how individuals learn and use language. In today's context, students are more engaged with technology-driven environments, which presents both opportunities and challenges for educators. This observation is closely related to the present study, which examines the effects of using Quizlet in enhancing vocabulary learning among college students. Since Quizlet operates as a digital platform that integrates technology with language instruction, it exemplifies how modern tools can respond to the linguistic and educational changes brought about by technological advancement. By utilizing an application that aligns with students' digital habits, this study seeks to demonstrate that vocabulary instruction can become more effective and relevant in the modern learning environment.

Zamora (2024) underscores that education has continuously undergone profound transformations across different levels and disciplines throughout history. In the field of language teaching, new elements and approaches have been integrated into the teaching-learning process to better meet the needs of learners. These innovations aim to empower students to become professionals required by today's society while maintaining the quality of education. In the present context, the incorporation of technology and digital tools has redefined the role of teachers, who now act as advisers, guides, and coordinators rather than mere transmitters of knowledge. Teachers are encouraged to develop pedagogies rooted in dialogue, formative research, teamwork, discussion, and knowledge exchange, which foster motivation and interest in learning. Moreover, technological advancements and the

increasing use of digital tools provide strong support for teaching practices, enabling educators to enrich lessons with interactive activities such as games, videos, readings, and research-based exercises. In this regard, the use of applications like Quizlet reflects Zamora's perspective, as it equips teachers with a practical tool for enhancing vocabulary learning through engaging, technology-driven methods. By integrating Quizlet into classroom instruction, teachers can effectively address the challenges of modern language teaching while utilizing technology to improve vocabulary retention, student participation, and overall learning outcomes.

Felipe (2022) draws attention to the persistent disparities in language proficiency across different regions of the Philippines, as reflected in the PISA 2018 National Report. The study notes that factors such as geographical location and linguistic background continue to shape students' performance in English and Filipino. In light of these challenges, Felipe stresses the importance of incorporating mobile-assisted language learning as a means of enriching students' vocabulary and supporting their overall language development. The use of educational mobile applications illustrates how technology can serve as a practical tool for language instruction, making vocabulary learning more engaging and accessible. This perspective provides a theoretical basis for the present study's focus on Quizlet, which similarly utilizes digital platforms to facilitate vocabulary acquisition in contemporary learning environments.

Garcia (2025) notes that English has become the lingua franca of the global network, functioning as the "protocol" for oral and written communication across national borders. With the continued rise of the digital age, advances in internet-based technologies have transformed how people interact, making communication across cultures and nationalities a daily reality. In this context, English has become one of the primary languages for international communication and cultural exchange. Media and multimedia platforms, including streaming services and social networking sites, have played a major role in shaping culture and language use. Since different generations interact with media in diverse ways, their relationship with language, particularly English, is also shaped by these technological and cultural influences. This perspective underscores the significance of integrating multimedia tools into language education, as they not only serve as channels for communication but also act as facilitators of language development in academic contexts.

Rico (2025) explored the perceptions of English major students at Divine Word College of Legazpi regarding the use of General Pedagogical Knowledge (GPK) in teaching vocabulary through gamification. The study employed a descriptive qualitative design using a validated researcher-made survey administered to 33 students during the first semester of the academic year 2024–2025, with data analyzed through frequency distributions, t-tests, and ANOVA. Results

showed that the respondents, mostly young adult females aged 18–22 and first-year students, strongly agreed on the effectiveness of gamification for vocabulary learning. In particular, they highlighted improvements in understanding context clues, collocations, idiomatic expressions, and sentence construction. While demographic factors differed, no significant variations in perceptions were found, suggesting the broad applicability of gamified approaches. The study culminated in the development of the Gamified Vocabulary Learning (GVL) Program, designed to integrate digital tools that provide interactive, personalized learning with real-time feedback. Overall, the findings affirmed gamification as an inclusive and effective strategy for vocabulary acquisition, promoting deeper engagement and retention.

These results connect to the present study, which similarly examines technology-based strategies, specifically Quizlet as a gamified platform to enhance vocabulary learning among college students in higher education.

Bocanegra et al. (2025) investigated the effectiveness of various digital tools including Merriam-Webster's Word of the Day, the Oxford English Dictionary (OED) app, Google Translate, Power Thesaurus, WordReference.com, and Wordnik in enhancing students' vocabulary acquisition. Using a quasi-experimental comparative design, the study involved 120 students from NARRA National High School in Bayawan City, who were randomly assigned to two groups, each exposed to different vocabulary tools. Pre-tests and post-tests were conducted with a validated assessment instrument to measure proficiency changes, and statistical analyses included paired sample t-tests and independent samples t-tests. Findings revealed a significant improvement in vocabulary skills across both groups, with post-test mean scores reaching the "advanced" level (90%–94%). However, no substantial differences were observed between the two groups, indicating that the digital tools were similarly effective in promoting vocabulary growth. The researchers recommended that schools integrate such tools alongside traditional methods to maximize engagement and support language development.

These findings connect with the present study, which likewise explores digital interventions, specifically Quizlet as a means of fostering vocabulary acquisition, underscoring the role of technology as an accessible and effective support for language learning in educational contexts.

Bueno-Alastuey (2020) investigated the use of student-created podcasts and Quizlet flashcard sets in second language vocabulary acquisition, noting that prior research had mostly emphasized the use of ready-made materials and their impact on receptive vocabulary and motivation. This study aimed to compare the effects of learner-generated podcasts and Quizlet activities on both receptive and productive vocabulary knowledge. Twenty-three adult learners, aged 18 to 61, participated, completing vocabulary tests as pre-tests to assess

prior knowledge, immediate post-tests to measure vocabulary gains, and questionnaires to capture their perceptions of the two methods. Findings indicated that both podcasts and Quizlet contributed to vocabulary retention, with no significant differences between them in terms of receptive or productive acquisition. However, participants reported a stronger preference for Quizlet, highlighting its accessibility and ease of use.

This aligns with the present study, which also explores Quizlet's role in vocabulary learning among college students, emphasizing its potential not only for retention but also for fostering learner engagement and preference in authentic classroom contexts.

Del Rosario et al. (2020) pointed out that although Filipinos are regarded as English as a Second Language (ESL) learners, many students even at the tertiary level still have limited vocabulary appropriate for academic and professional communication. Their study investigated the effectiveness of Quizlet in enhancing the English vocabulary skills of first-year non-English majors at the Polytechnic University of the Philippines – Santa Maria Bulacan Campus (PUP-SMB). Using a quasi-experimental one-group pre-test and post-test design, the researchers incorporated Quizlet's four free features—Flashcards, Learn, Test, and Match—into the learning process. Findings revealed a notable improvement in students' vocabulary performance, with mean scores increasing from 5.025 (low level) in the pre-test to 36.37 (excellent level) in the post-test. The results confirmed a significant difference between the tests, indicating that Quizlet's interactive and game-like functions make vocabulary learning more engaging, effective, and accessible.

This supports the present study's aim of investigating Quizlet as a resource for vocabulary learning among college students, underscoring its potential to enhance language proficiency within higher education settings.

Ulla et al. (2020) investigated the integration of internet-based applications in English as a Foreign Language (EFL) classrooms, focusing on how seven university teachers in Thailand incorporated such tools into their English language teaching (ELT). Using classroom observations and follow-up interviews, the study found that applications such as Kahoot, Socrative, Google Forms, QR codes, Facebook, YouTube, Quizizz, and Quizlet were commonly employed in instruction. Teachers expressed positive attitudes toward these technological innovations, noting that they enhanced convenience, engagement, and flexibility in their classrooms. Their responses reflected a shared belief that internet-based applications enrich the ELT experience by making it more dynamic and interactive.

This perspective resonates with the present study, which specifically examines Quizlet as a digital tool for vocabulary

learning among college students, highlighting its potential to create motivating and effective language learning environments.

Medina et al. (2024) conducted an experimental study to investigate students' acceptance and attitudes toward Quiz-Based Game Applications (QGBLAs) and to analyze their impact on the acquisition and development of basic competencies. Employing a mixed-methods approach, the researchers combined quantitative data from online questionnaires completed by 166 computer science students analyzed through Structural Equation Modeling (SEM) with qualitative data from focus groups and classroom observations. Guided by the Technology Acceptance Model (TAM), the study found that students considered QGBLAs both useful and easy to use, which positively shaped their attitudes toward game-based learning. The findings further highlighted the significant role of such applications in promoting essential skills and competencies crucial for holistic student development.

These results align with the present study, which examines Quizlet, a widely used quiz-based digital tool, as a means of enhancing vocabulary learning among college students, demonstrating how game-based strategies can foster engagement, motivation, and skill development in higher education contexts.

Estrellado et al. (2023) highlighted how the integration of Artificial Intelligence (AI) into the Philippine educational system has sparked ongoing academic discussions regarding both its potential and its challenges. Their review underscored the opportunities of AI in education for enhancing learning experiences, enabling data-driven decision-making, and supporting future innovations. At the same time, the study emphasized the importance of addressing structural concerns such as the need for reliable technological infrastructure, strict data privacy safeguards, reducing the digital divide, and ensuring continuous faculty training and development. The authors further stressed that effective adoption of AI in education depends on close collaboration between educators and policymakers, guided by ethical and social considerations.

This perspective relates to the present study by reinforcing the broader argument that technology-enhanced tools, such as Quizlet, can transform learning when thoughtfully integrated into educational settings, provided that both pedagogical and infrastructural requirements are addressed.

Polinar et al. (2025) described artificial intelligence (AI) as a globally recognized field that seeks to create machines capable of deep thinking and human-like understanding. Their case study focused on public school teachers' use of AI tools as part of their pedagogy, exploring both the perceived impacts on teachers and students and the strategies teachers adopt to address challenges. Eleven educators participated through semi-structured interviews, and thematic analysis revealed that

teachers used AI tools for personalized learning, classroom management, instructional support, literacy development, and professional growth. While participants acknowledged beneficial effects of AI, they also highlighted obstacles and negative consequences arising from its use. The authors concluded that AI holds promise for improving educational outcomes when implemented intentionally and ethically, and they called for further research into best practices, long-term impact, and safeguards.

This is relevant to the present study insofar as it illustrates the broader context of technology adoption in education, underscoring that tools like Quizlet should be designed, implemented, and supported with pedagogical and infrastructural care to truly enhance vocabulary learning among college students.

Torres Álvarez (2023) examined the impact of the Quizlet application on the English vocabulary acquisition of first-year high school students at the rural Unidad Educativa Darío Guevara. Using a quasi-experimental design alongside bibliographic, field, exploratory, and descriptive methods, the study involved 21 students aged 16–17. The intervention lasted four weeks, with two sessions per week for a total of eight. Six sessions were held face-to-face at the school, while the final two were conducted via Zoom due to the COVID-19 pandemic. A pre-test administered at the beginning revealed low vocabulary performance, with students scoring an average of 3.38 out of 12. During the intervention, learners engaged in vocabulary activities based on Cambridge Assessment A2 Flyers content, practiced through Quizlet. At the end, a post-test showed an improved mean score of 6.85 out of 12, reflecting a gain of 3.47 points. The findings validated the hypothesis that Quizlet use positively influenced vocabulary learning, confirming its effectiveness as a supportive digital tool for English language development. This reinforces the present study's exploration of Quizlet as a platform for vocabulary acquisition among college students, demonstrating its utility across diverse educational levels and contexts, including rural schools.

Martinez (n.d.) emphasized the central role of vocabulary in developing effective communication and literacy skills, which in turn contribute to improved English performance. Motivated by this, the teacher-researcher conducted a study to evaluate the effectiveness of Kotobee Author as a digital tool for enhancing the vocabulary skills of Grade 6 pupils at Marquez Elementary School, Mahayag South District, Division of Zamboanga del Sur. Using a mixed-methods approach, the research incorporated pre-tests and post-tests of student performance alongside data classification, tabulation, and statistical analysis. Results revealed that pupils' average post-test scores were significantly higher than their pre-test scores, indicating that Kotobee Author effectively supported vocabulary development and contributed to stronger English proficiency. The study concluded that this digital intervention was both efficient and commendable, recommending its

adoption in other subject areas and schools.

IV. METHODOLOGY

This study on the effects of Quizlet on the vocabulary learning of college students employed a pre-experimental design. Specifically, a one-group pretest-posttest design was utilized, wherein participants' vocabulary knowledge was assessed before and after the intervention. The group involved was the students enrolled in Purposive Communication, who were selected as respondents since the course requires a strong foundation in vocabulary and language proficiency. The intervention consisted of structured vocabulary practice using Quizlet flashcards over a specified period of time.

The use of a pre-experimental design in this study is anchored on Campbell & Stanley (1963)¹, who identified the one-group pretest-posttest design as a practical means of measuring change when random assignment and control groups are not feasible. This theoretical basis assumes that any significant difference between pretest and posttest scores may be attributed to the intervention, though with caution due to possible threats to internal validity. In addition, the study is supported by the Constructivist Theory of Learning proposed by Bruner (1966), which emphasizes active engagement and the use of tools and technology to facilitate knowledge construction. By using Quizlet, students interact with digital flashcards and quizzes that promote active recall and repetition, aligning with the constructivist view of learning that emphasizes meaningful and self-directed engagement.

V. FINDINGS

The findings of the study were as follows:

- Students demonstrated very high mastery in structure/morphology (Mean = 12.70; 84.6%), very high mastery in semantics (Mean = 10.58; 70.51%), and very high mastery in word relationships (Mean = 11.52; 76.77%), but low mastery in grammar (Mean = 8.36; 55.76%).
- After the intervention, students showed very high mastery in structure/morphology (Mean = 12.70; 84.6%), semantics (Mean = 10.58; 70.51%), and word relationships (Mean = 11.52; 76.77%), with improved performance in grammar (Mean = 8.36; 55.76%).
- The computed t-value of 10.87 exceeded the critical t-value of 2.37 at the 0.05 significance level, indicating a significant difference between pre-test and post-test performance.
- Students encountered difficulties in applying grammatical rules and using new vocabulary appropriately in context, despite overall improvements.
- The findings suggest a need for scaffolded, interactive, and gamified learning activities within Quizlet to support grammar mastery and contextual vocabulary use.

VI. CONCLUSION

- Students' pre-test performance revealed strengths in structure, semantics, and word relationships, but weaknesses in grammar indicated uneven vocabulary skills.
- Intervention effectively enhanced students' vocabulary mastery across all areas, with noticeable improvement in previously weak areas.
- There is a statistically significant improvement in students' performance, demonstrating the effectiveness of Quizlet in vocabulary learning.
- Although overall performance improved, students still struggled with grammar application and contextual usage, highlighting areas needing additional support.
- Innovative, interactive, and scaffolded approaches integrated within Quizlet can address the identified difficulties and maximize learning outcomes.

VII. RECOMMENDATION

- Focus on grammar instruction alongside vocabulary practice to address low mastery and reinforce student skills.
- Continue using Quizlet as a primary supplementary tool for vocabulary learning to maintain and enhance overall performance.
- Incorporate Quizlet and other gamified digital tools in regular classroom instruction to sustain measurable improvements in vocabulary acquisition.
- Complement Quizlet with guided practice exercises that emphasize grammar rules and contextual application of vocabulary.
- Develop scaffolded, gamified activities in Quizlet, such as sentence-building challenges, interactive quizzes, and collaborative tasks, to support mastery and practical usage of vocabulary.

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