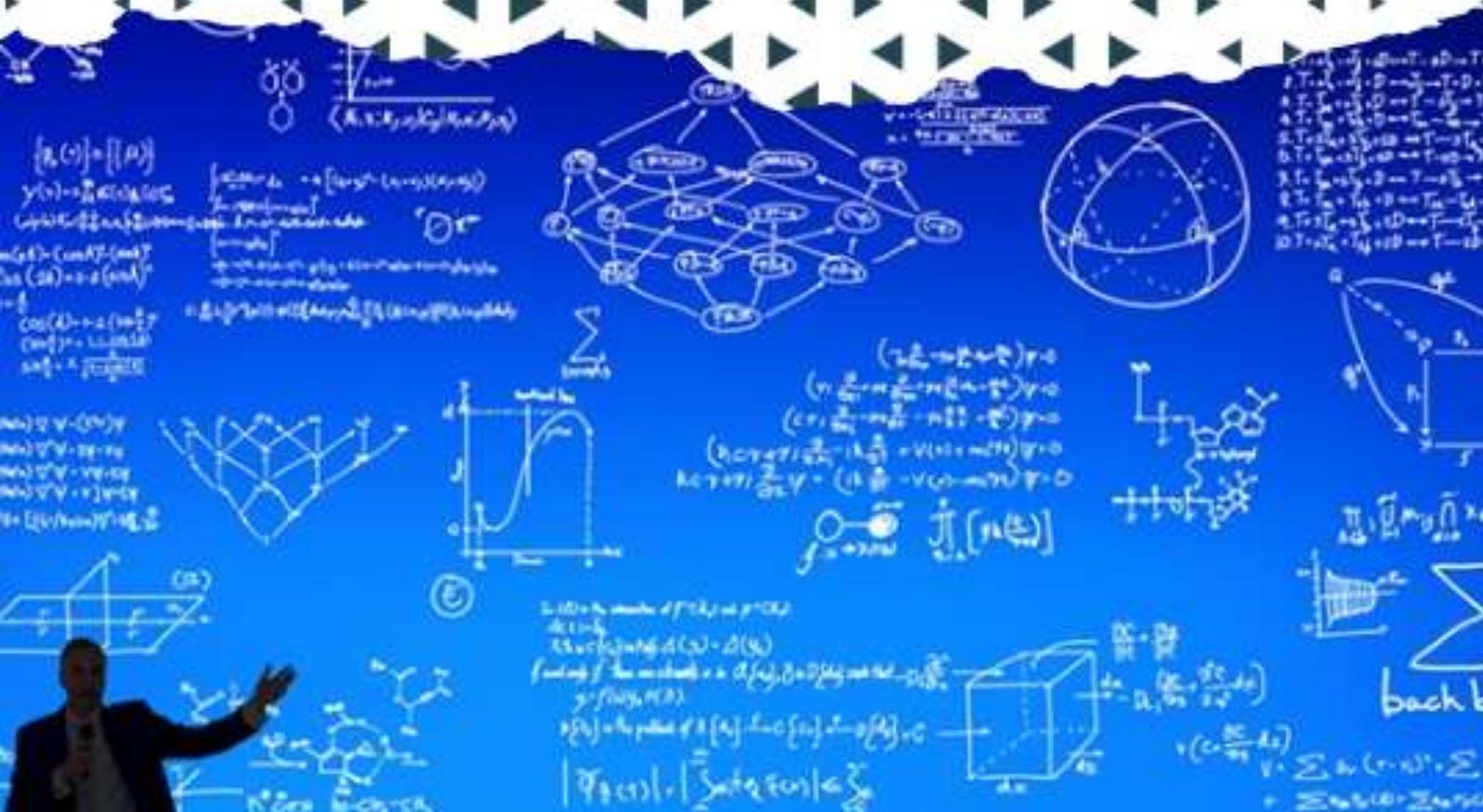




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A methodology for enhancing english vocabulary acquisition through digital platforms such as quizlet and kahoot

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Abstract: Vocabulary acquisition is a core component of English language learning and plays a crucial role in the development of learners' communicative competence. With the rapid advancement of educational technologies, digital platforms have become increasingly important in language instruction. This study aims to develop and evaluate an effective methodology for enhancing English vocabulary acquisition through digital platforms such as Quizlet and Kahoot. An experimental research design was employed involving primary-level English learners divided into experimental and control groups. Data were collected through pre-tests, post-tests, questionnaires, and classroom observations. The findings reveal that learners exposed to Quizlet and Kahoot demonstrated higher vocabulary retention, increased motivation, and greater classroom engagement compared to those taught using traditional methods. The study concludes that integrating gamified digital platforms into vocabulary instruction significantly improves learning outcomes and provides practical methodological implications for English language teachers.

Keywords: vocabulary acquisition, digital learning platforms, gamification, Quizlet, Kahoot, English language teaching, motivation

1. Aim of the Study. The main aim of this study is to develop and examine an effective methodology for enhancing English vocabulary acquisition through the use of digital learning platforms such as Quizlet and Kahoot. The study seeks to determine the impact of these platforms on learners' vocabulary retention, motivation, and overall engagement in the English language learning process. Additionally, the research aims to compare the effectiveness of digital tools with traditional vocabulary teaching methods.

2. Research Questions. To achieve the stated aim, the study addresses the following research questions:

1. How effective are Quizlet and Kahoot in enhancing English vocabulary acquisition?
2. What impact do digital learning platforms have on learners' motivation and engagement?
3. What advantages do digital platforms offer compared to traditional vocabulary teaching methods?

3. Literature Review. Vocabulary acquisition has long been recognized as a fundamental aspect of second and foreign language learning. According to Nation (2001), vocabulary knowledge is essential for language comprehension and production, and learners require repeated and meaningful exposure to lexical items to achieve mastery. Schmitt (2000) emphasizes that vocabulary learning is a gradual process that benefits from active engagement and varied learning strategies.

With the integration of technology in education, digital learning environments have transformed traditional teaching practices. Digital platforms support multimodal learning by combining text, images, audio, and interactivity, which enhances memory retention. Dörnyei (2001) highlights that motivation plays a critical role in language learning success, and technology-enhanced instruction can significantly increase learner motivation.

Gamification, defined as the use of game elements in non-game contexts, has gained prominence in educational research. Studies indicate that gamified learning environments promote active participation, reduce anxiety, and create positive learning experiences. Quizlet and Kahoot are widely used gamified platforms in English language teaching. Quizlet supports vocabulary learning through digital flashcards, matching activities, and self-testing, while Kahoot enhances learning through competitive quizzes and instant feedback. Previous research suggests that these platforms are particularly effective in improving vocabulary acquisition and learner engagement.

4. Methodology. 4.1 Research Design. This study employed an experimental research design to evaluate the effectiveness of digital platforms in vocabulary instruction. Two groups were formed: an experimental group that received vocabulary instruction through Quizlet and Kahoot, and a control group that was taught using traditional methods.

4.2 Participants. The participants of the study were primary-level English learners with elementary proficiency. A total of 30 learners participated and were divided into two groups:

- Experimental Group: Learners who studied vocabulary using Quizlet and Kahoot
- Control Group: Learners who studied vocabulary using traditional methods such as textbooks, repetition, and translation

Both groups had similar language proficiency levels at the beginning of the study.

4.3 Research Instruments. The following research instruments were used to collect data:

- Pre-test: A vocabulary test administered before the experiment to measure learners' initial vocabulary knowledge
- Post-test: A vocabulary test administered after the experiment to evaluate learning outcomes
- Questionnaire: A survey designed to collect learners' opinions and attitudes toward digital vocabulary learning
- Classroom Observation: Observations conducted to assess learner engagement and participation during lessons

4.4 Procedure

The research procedure was carried out in several stages:

Stage 1:

At the beginning of the study, all participants completed a vocabulary pre-test to assess their initial knowledge.

Stage 2:



The experimental group studied English vocabulary for four weeks using Quizlet and Kahoot. Quizlet was used to introduce new words through flashcards, images, pronunciation, and matching exercises. Kahoot was used to reinforce vocabulary through quizzes and competitive games.

Stage 3:

The control group studied the same vocabulary items using traditional methods, including word lists, textbook exercises, and teacher-led explanations.

Stage 4:

At the end of the experiment, both groups completed a post-test. In addition, the experimental group completed a questionnaire to share their learning experiences.

5. Data Analysis. The collected data were analyzed using descriptive statistical methods. Pre-test and post-test scores were compared using percentages and mean scores. The results were presented in tables and charts to clearly illustrate differences between the experimental and control groups. The analysis focused on identifying vocabulary improvement levels and evaluating changes in learner motivation and engagement.

6. Results and Discussion. The results of the study indicate that the experimental group achieved significantly higher vocabulary gains than the control group. Learners who used Quizlet and Kahoot demonstrated better word recognition, improved retention, and greater ability to use vocabulary in context.

Quizlet was found to be particularly effective for independent vocabulary practice and memorization due to its repetitive and visual learning features. Kahoot increased classroom interaction, motivation, and participation through competition and instant feedback. Learners reported that vocabulary lessons became more enjoyable and less stressful.

In contrast, learners in the control group showed slower progress and lower engagement levels. These findings support previous research suggesting that gamified digital platforms enhance vocabulary learning by increasing motivation and active involvement.

7. Conclusion. In conclusion, this study confirms that digital platforms such as Quizlet and Kahoot are effective tools for enhancing English vocabulary acquisition. The proposed methodology significantly improved learners' vocabulary knowledge, motivation, and classroom participation. Integrating digital platforms into vocabulary instruction creates a learner-centered and interactive learning environment, making vocabulary acquisition more effective and enjoyable.

8. Recommendations. Based on the findings of the study, the following recommendations are proposed:

- English teachers should integrate digital platforms such as Quizlet and Kahoot into vocabulary instruction.
- Gamification strategies should be applied regularly to maintain learner motivation.
- Mobile learning opportunities should be encouraged to support independent vocabulary practice.



- Teacher training programs should include instruction on using digital tools in language education.

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