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Improving Students' Vocabulary Acquisition Using Kahoot, Quizizz, And Quizlet

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Abstract:

This study aimed to improve students' vocabulary acquisition through the integrated implementation of Kahoot, Quizizz, and Quizlet within a Three-Stage Vocabulary Learning Model. The study employed Classroom Action Research (CAR) with 28 tenth-grade students at SMA Kristen Abdiwacana Pontianak in the academic year 2025/2026. The research was conducted in two cycles, with data collected through observation checklists, field notes, and vocabulary tests and analysed using qualitative and quantitative approaches. The findings showed improvement in students' vocabulary acquisition across the cycles. In Cycle 1, 7 of 28 students (25%) achieved the minimum passing grade of 75, with a class mean score of 60.07. In Cycle 2, the number increased to 22 students (79%), and the class mean score rose to 78.71. Qualitative findings also indicated improved student participation, focus, and independence during the learning activities. The findings suggest that integrating Kahoot, Quizizz, and Quizlet within a structured three-stage vocabulary learning model can support vocabulary acquisition and promote a more active learning environment. The study highlights the importance of combining digital tools with appropriate instructional guidance and reflective classroom practice.

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Introduction (مقدمة)

The introduction contains the purpose of the study and why the study is conducted. English is one of the basic curriculums taught in Indonesian high school and it is very important to enhance the students' general ability to use English. Vocabulary acquisition is one of the basic components of English learning, which is the foundation of listening, speaking, reading and writing skills. Without sufficient vocabulary knowledge, the challenge in understanding and expressing ideas by students in writing. In Curriculum Merdeka, especially in Phase E, students are expected to actively use vocabulary in meaningful communicative contexts.

However, vocabulary Acquisition does not develop automatically; it requires continuous exposure, contextualized practice, and effective instructional strategies to support long-term retention and application.

Preliminary observations and informal communication with English Teacher at SMA Kristen Abdiwacana, suggest that tenth grade student still have significant issues in vocabulary acquisition. Many students face difficulties in understanding English texts due to their low vocabulary knowledge and face difficulties in expressing their ideas orally or in writing. These problems usually affect students' participation in the classroom and their confidence in using English. Moreover, vocabulary instruction in the classroom typically relies on rote memorizing of word lists, therefore limiting students' knowledge of word meaning, form, and application in varied situations.

As a result, students often forget newly learned vocabulary and rarely apply it in authentic communication, indicating the need for more engaging and meaningful instructional support.

Between the educational context itself, a good atmosphere for a technology-enhanced solution was provided. The SMA Kristen Abdiwacana students typically have their own smartphones and a somewhat consistent internet connection. The headmaster of the school was a great supporter of the integration of digital tools in the everyday lessons as well. Specifically, the English teacher emphasized the need for alternative media that might make studying vocabulary engaging and student centred but still relevant to the learning outcomes of the Curriculum Merdeka. This shared understanding of the problem as well as the capability of technology brought the researcher and the English teacher to work together to explore gamified digital platforms as a targeted solution.

To overcome these particular challenges, this study proposes to not only employ a single application in isolation, but to apply in a combination of three complementing gamified platforms namely Kahoot, Quizizz and Quizlet. The rationale for the use of all three is their different pedagogical advantages which together provide a comprehensive "Three-Stage Vocabulary Learning Model" Kahoot, with its real-time competitive quizzes, is highly effective for the initial stage of capturing attention and introducing new word forms and meanings Ahmed et al (2022). Quizizz provides students with retrieval practice and instant feedback at their own pace, which is an important part of memory building and increasing understanding Zhao (2019). Quizlet, through its flashcard-based study modes and built-in spaced repetition, provides the necessary tool for long-term retention and independent review Panmei & Waluyo (2022). While each tool has its strengths when used alone, none individually covers the entire vocabulary acquisition process from initial noticing to autonomous use. By integrating the three, this research creates a structured pedagogical

sequence: from engagement and noticing (Kahoot), through repeated practice (Quizizz), to combination and retention (Quizlet).

Empirical research has shown that gamified platforms are useful for learning vocabulary Panmei & Waluyo (2023) reported that students who learned vocabulary through gamified platforms showed higher levels of retention and engagement compared to those who relied on traditional rote memorization. Similarly, Martínez-Heredia et al (2024) found that platforms such as Kahoot, Quizizz, and Quizlet positively influenced students' motivation, participation, and vocabulary acquisition in EFL classrooms. In agreement with Nation (2017), effective vocabulary learning should involve understanding word meaning, form, and use across contexts rather than isolated memorization, which can be facilitated through interactive digital tools.

A growing body of recent research underscores the positive role of digital tools in both vocabulary acquisition and student engagement. Nadeem et al. (2023) found that digital game-based learning significantly enhances student engagement and motivation, while García-López et al. (2023) similarly demonstrated that gamification positively influences students' motivation, engagement, and academic performance. More specifically to vocabulary instruction, Azhra et al. (2024) reported that a quiz-based digital application improved junior high school students' vocabulary understanding, and Andriani et al. (2024) showed that gamified digital flashcards make vocabulary learning more engaging for EFL learners. However, as Boudadi and Gutiérrez-Colón (2020) observed in their review, much of this research on gamification, motivation, and engagement remains concentrated in higher education settings, and most existing studies examine a single gamified platform in isolation. This reveals a more specific gap: there is limited empirical evidence on how an integrated suite of complementary gamified tools, each targeting a different stage of the vocabulary acquisition process, can enhance both vocabulary mastery and student engagement within an Indonesian senior high school EFL classroom under the framework of the Curriculum Merdeka. Furthermore, very few studies have documented the iterative refinement of such an integrated instructional strategy through Classroom Action Research. The present study addresses this gap by proposing a Three-Stage Vocabulary Learning Model that integrates Kahoot, Quizizz, and Quizlet in a complementary instructional chain, an approach that, to the researcher's knowledge, has not been empirically examined in this specific educational context.

Therefore, this study seeks to fill this gap by conducting a Classroom Action Research at SMA Kristen Abdiwacana involving Tenth-grade students in academic year 2025-2026. The main purpose is to investigate how the systematic and integrated implementation of Kahoot, Quizizz, and Quizlet can improve students' vocabulary acquisition. A secondary focus will observe the accompanying changes in students' engagement and participation. By integrating these platforms into classroom instruction, this research aims to provide a practical, evidence-based pedagogical model for English teachers, offering a concrete strategy to overcome vocabulary learning difficulties and support the communicative goals of the Curriculum Merdeka.

This study employed Classroom Action Research (CAR) to improve students' vocabulary



Method (منهج)

acquisition through the integrated use of Kahoot, Quizizz, and Quizlet. CAR was selected because the study focused on addressing an identified instructional problem in an authentic classroom context and improving teaching practices through a cyclical process of action, observation, and reflection (Stringer, 2009). The research followed a cyclical framework consisting of planning, acting, observing, and reflecting (Kemmis et al., 1988).

The study was conducted in two cycles. Cycle 1 included a preliminary diagnostic phase followed by the initial implementation of the Three-Stage Vocabulary Learning Model. The first three meetings were used to identify students' vocabulary difficulties and classroom participation patterns under conventional instruction, while the integrated digital model was introduced in Meeting 4. Based on the findings and reflection from Cycle 1, instructional improvements were implemented in Cycle 2. These improvements included extended vocabulary contextualisation during the Kahoot stage and a guided demonstration of Quizlet's Learn mode. The research was concluded after Cycle 2 because the learning objectives had been achieved.

Participants and Research Setting

The participants were 28 tenth-grade students of SMA Kristen Abdiwacana Pontianak, Indonesia, during the 2025/2026 academic year. The class was selected because preliminary classroom observations indicated difficulties in vocabulary acquisition, particularly in understanding and remembering English words, using vocabulary in simple sentences, and applying vocabulary from narrative texts. Students also showed relatively limited participation during conventional vocabulary learning activities.

The participants were members of an existing classroom; therefore, no random assignment or division into experimental and control groups was conducted. The study focused on improving learning within the naturally occurring classroom setting.

Research Instruments

Three instruments were used to collect data: vocabulary tests, an observation checklist, and field notes.

The vocabulary tests were developed by the researcher to measure students' vocabulary acquisition based on four aspects of vocabulary knowledge: word meaning, word form and spelling, word usage in context, and vocabulary recall and retention (Nation, 2017). The tests consisted of objective items, including multiple-choice, synonym, reading-comprehension, and matching items. A separate 40-item test was administered at the end of each cycle. Each correct answer received one point and incorrect answers received zero points, resulting in a maximum raw score of 40.

Content validity was established by aligning the test items with the target vocabulary and the four aspects of vocabulary knowledge. The items were also reviewed collaboratively by the researcher and the collaborating English teacher to ensure that the content, instructions, and difficulty level were appropriate for tenth-grade students. The scoring rubric was reviewed by both reviewers using a sample of student responses to promote consistency in scoring.

The observation checklist was used to record observable indicators of students' participation and engagement during the learning activities. The indicators included students' responses to teacher questions, participation in Kahoot and Quizizz activities, questions or requests for clarification, on-task behaviour during Quizlet activities, and the general classroom atmosphere. The checklist was reviewed by the researcher and the English teacher to ensure that the indicators were relevant and observable.

Field notes were used to document classroom events that could not be fully captured through the structured checklist. The notes included student behaviour, classroom atmosphere, students' difficulties, technical issues, and other events occurring during the implementation of the learning activities.

Research Procedure

The intervention was organised around a Three-Stage Vocabulary Learning Model consisting of: (1) engagement and noticing through Kahoot, (2) practice and retrieval through Quizizz, and (3) consolidation and retention through Quizlet. The target vocabulary was drawn from narrative texts, particularly fractured fairy tales, in accordance with the learning materials for Phase E of the Curriculum Merdeka.

Cycle 1

Cycle 1 consisted of four meetings. Meetings 1–3 functioned as a diagnostic phase. During these meetings, conventional vocabulary instruction was used through storytelling, word-meaning activities, translation exercises, guided sentence construction, and written vocabulary tasks. The purpose was to establish baseline information about students' vocabulary achievement and identify difficulties in vocabulary learning and classroom participation.

In Meeting 4, the Three-Stage Vocabulary Learning Model was introduced. Kahoot was used to introduce target vocabulary through a game-based quiz. Students then completed a Quizizz activity to practise the same vocabulary and receive immediate feedback. Finally, Quizlet was used for vocabulary review through digital flashcards and the Match activity. At the end of the meeting, the Cycle 1 vocabulary test was administered individually without access to mobile phones or other learning aids.

Observation and field notes were collected throughout the four meetings. The findings from Cycle 1 showed that although students demonstrated enthusiasm during Kahoot, their engagement during Quizizz and Quizlet was less consistent. Students also experienced difficulties with similar word meanings and independent use of Quizlet. These findings were used to determine the instructional improvements required for Cycle 2.

Cycle 2

Cycle 2 consisted of four meetings and implemented the Three-Stage Vocabulary Learning Model more systematically. The first improvement was extended vocabulary contextualisation during the Kahoot stage. After each Kahoot item, the researcher reviewed the correct answer and used short comprehension-check questions to help students understand word meanings and contextual usage.

During the Quizizz stage, students independently practised the same vocabulary through activities involving synonym matching, past-tense forms, reading comprehension, and fill-in-the-blank questions. The researcher monitored students' progress and provided individual assistance when necessary.

During the Quizlet stage, students reviewed the target vocabulary using the Learn and Match activities. Before beginning the activity, the researcher provided a guided demonstration of Quizlet's Learn mode to help students use the feature independently and understand its repeated-review function. Students were also encouraged to continue reviewing the vocabulary independently outside the classroom.

At the final meeting of Cycle 2, the vocabulary test was administered individually without access to mobile phones or other learning aids. Observation checklists and field notes were collected throughout the four meetings.

Data Collection

Data were collected through observation, documentation in field notes, and vocabulary measurement. The English teacher acted as a non-participant observer and completed the observation checklist and field notes during each meeting. The observation data provided information about students' participation, engagement, behaviour, and classroom conditions during the implementation of the learning model.

Vocabulary acquisition was measured through a 40-item test administered at the end of each cycle. The tests measured students' understanding of word meanings, word forms and spelling, vocabulary usage in context, and vocabulary recall and retention. The resulting data consisted of quantitative test scores, while the observation checklist and field notes provided qualitative classroom data.

Data Analysis

The quantitative data were analysed using descriptive statistics. where X represents the student's vocabulary score and A represents the number of correct answers. The class mean score and the percentage of students achieving the school passing grade were then calculated for each cycle. The passing grade was 75; students obtaining a score of 75 or higher were considered to have achieved the expected level of vocabulary mastery. Improvement was determined by comparing the class mean and the percentage of students achieving the passing grade between Cycle 1 and Cycle 2.

The qualitative data from the field notes were analysed thematically. The analysis involved familiarisation with the data, identification and coding of significant information, grouping related codes into themes, reviewing the themes against the original data, and comparing the themes across the two cycles (Creswell, 2012). The main themes concerned student participation and engagement, classroom atmosphere and dynamics, and challenges encountered during the learning process.

The observation checklist data were summarised descriptively by examining the occurrence of observable participation and engagement indicators across meetings. The qualitative and quantitative findings were subsequently compared at the reflection stage of each

cycle. This triangulation enabled the researcher to examine whether changes in students' vocabulary test performance were consistent with changes observed in classroom participation, engagement, and learning behaviour

Result (نتائج)

The findings of this Classroom Action Research were obtained from vocabulary tests, observation checklists, and field notes collected during two research cycles. The results indicate an improvement in students' vocabulary acquisition as well as their participation and engagement during the learning process. The quantitative and qualitative findings are presented below.

Vocabulary Acquisition

The vocabulary test results showed an improvement in students' achievement from Cycle 1 to Cycle 2. The comparison is presented in Table 1

No	Description	Cycle 1	Cycle 2
1	Number of Students	28	28
2	Passing grade	75	75
3	Students who passed	7	22
4	Students who did not pass	21	6
5	Percentage of students who passed	25%	79%
6	Class mean score	60.07	78.71

As shown in Table 1, students' vocabulary achievement improved from Cycle 1 to Cycle 2. The class mean score increased from 60.07 to 78.71, exceeding the passing grade of 75. The number of students achieving the passing grade also increased from 7 students (25%) in Cycle 1 to 22 students (79%) in Cycle 2. Thus, the results indicate that the majority of students achieved the expected vocabulary learning standard by the end of Cycle 2.

Qualitative Findings

The observation checklists and field notes revealed three main findings concerning students' participation and engagement, classroom atmosphere, and learning difficulties.

First, students' participation and engagement increased across the cycles. In Cycle 1, students showed high enthusiasm during the Kahoot activities, with more than 80% of students actively participating. However, participation during Quizizz and Quizlet was less consistent. Some students rushed through Quizizz activities or depended on their peers during Quizlet activities. In Cycle 2, participation became more consistent across the three stages, and more than 90% of students remained focused during the digital learning activities. Students also demonstrated greater independence when using Quizlet after receiving guided instruction on the Learn mode.

Second, the classroom atmosphere became more conducive during Cycle 2. In Cycle 1, the classroom was sometimes noisy and students were easily distracted, including using smartphones for activities unrelated to the lesson. During Cycle 2, students remained enthusiastic but became more organised and focused during the Quizizz and Quizlet stages. Fewer students were observed engaging in unrelated smartphone activities.

Third, students' vocabulary difficulties decreased after the instructional improvements were introduced. In Cycle 1, students frequently relied on translation tools, experienced difficulty distinguishing words with similar meanings, and had limited ability to use vocabulary in simple sentences. In Cycle 2, these difficulties appeared less frequently. Students became better able to distinguish similar words and use target vocabulary in context, although some difficulties with specific word forms, particularly past-tense forms, remained.

Overall, the quantitative and qualitative findings showed a consistent improvement from Cycle 1 to Cycle 2. The increase in the class means score and the percentage of students achieving the passing grade was accompanied by greater participation, a more conducive classroom atmosphere, and reduced vocabulary-learning difficulties. The findings therefore indicate that the implementation of the Three-Stage Vocabulary Learning Model through Kahoot, Quizizz, and Quizlet supported students' vocabulary acquisition in this Classroom Action Research



Discussion (مناقشة)

The findings suggest that vocabulary acquisition was supported not simply by the use of digital learning applications, but by the systematic sequencing of different learning functions within the Three-Stage Vocabulary Learning Model. The model positioned Kahoot as an initial stage for noticing and engagement, Quizizz as a stage for retrieval and practice, and Quizlet as a stage for consolidation and review. This sequencing provided students with repeated opportunities to encounter, retrieve, and review vocabulary rather than learning words through a single exposure.

This effectiveness can be explained by the distinct pedagogical mechanisms that each platform activated. Kahoot's real-time, competitive quiz format increased learners' attention at the point of first exposure, consistent with Wang and Tahir's (2020) finding that this game-based format promotes active initial engagement with new content; Rojabi et al. (2022) similarly reported that Kahoot's competitive elements boosted both vocabulary exam scores and classroom engagement. Quizizz, by contrast, relies on self-paced, low-stakes retrieval practice with immediate feedback, a mechanism that strengthens memory through repeated retrieval; this aligns with Munawir and Hasbi (2021) and Brahmana (2022), who found that Quizizz improved EFL students' vocabulary outcomes and learning motivation through repeated retrieval opportunities. Quizlet's flashcard-based study mode, meanwhile, supported the long-term consolidation of vocabulary by allowing distributed, independent review, consistent with Okkan and Aydın's (2020) and Prayogi and Wulandari's (2021) findings that Quizlet strengthens vocabulary retention among senior high school learners. Taken together, these platform-specific mechanisms of attention, retrieval, and consolidation map directly onto the three stages of the model used in this study.

This finding is relevant to the objective of the study, which was to improve students' vocabulary acquisition through the integrated use of Kahoot, Quizizz, and Quizlet. The findings indicate that the pedagogical value of the three platforms emerged from their complementary functions. Kahoot created an immediate and competitive learning environment that attracted students' attention, while Quizizz provided opportunities for students to retrieve vocabulary

through practice. Quizlet then supported continued review and independent learning. Therefore, the findings suggest that the instructional sequence was more important than the presence of technology alone.

The findings can be interpreted through Nation's (2017) perspective that vocabulary knowledge develops through repeated encounters and meaningful processing of words. Students were first encouraged to notice vocabulary and its meanings, then required to retrieve the vocabulary during practice, and finally given opportunities to review the words independently. The progression from recognition to retrieval and consolidation provided a more continuous learning process. This may explain why students demonstrated greater independence and fewer vocabulary-related difficulties after the instructional sequence was refined.

The Importance of Instructional Guidance in Gamified Learning

An important finding of this study is that gamification alone did not automatically produce effective vocabulary learning. During the initial implementation, students were highly enthusiastic about Kahoot, but their engagement was less consistent during Quizizz and Quizlet. Some students rushed through activities, did not review incorrect answers, or relied on peers. This suggests that students' engagement with digital platforms needs to be accompanied by explicit pedagogical guidance.

The improvement introduced in the second cycle addressed this issue by adding contextual explanation after Kahoot questions and providing a guided demonstration of Quizlet's Learn mode. These adjustments changed the role of the applications from simply being digital quiz tools into components of a guided learning process. The contextualisation helped students connect vocabulary forms with meanings and usage, while the Quizlet demonstration enabled them to use the platform more independently for review.

This finding supports Stringer's (2009) view of Classroom Action Research as a reflective process in which instructional decisions are continuously modified according to classroom evidence. Rather than treating the original instructional procedure as fixed, the researcher used difficulties identified during the first cycle to refine subsequent teaching. The findings therefore demonstrate the practical value of CAR for technology-supported language instruction: digital tools can be adapted according to students' actual learning behaviour rather than being implemented as predetermined technological solutions.

Engagement and Vocabulary Learning

The qualitative findings also indicate that gamified activities influenced the classroom learning environment. Kahoot appeared particularly effective in attracting students' immediate attention because of its interactive and competitive features. However, the findings also demonstrate that high participation should not be equated automatically with vocabulary acquisition. Students may participate actively in a game while still experiencing difficulties in understanding, remembering, or using vocabulary.

This distinction is important because it explains why the instructional improvements between cycles were necessary. The role of gamification in this study was not merely to make vocabulary learning enjoyable. Its greater pedagogical value was to create repeated opportunities for students to interact with vocabulary while the teacher provided explanations, contextualisation, feedback, and opportunities for independent review. Thus, engagement functioned as a condition that supported learning rather than as the learning outcome itself.

The finding is broadly consistent with previous research reporting positive effects of gamified learning on vocabulary learning and student engagement. Panmei and Waluyo (2023), for example, reported benefits of gamified learning platforms for vocabulary mastery and

engagement, while Ahmed et al. (2022) highlighted the potential of game-based learning to create a more supportive language-learning environment. These findings are also consistent with single-platform studies such as Reynolds and Taylor (2020) for Kahoot, Brahmana (2022) for Quizizz, and Okkan and Aydın (2020) for Quizlet, all of which reported gains in vocabulary outcomes or motivation when each tool was used individually. However, unlike these earlier studies, which generally examined one platform at a time, the present study found that engagement alone, produced mainly by Kahoot, was insufficient to guarantee vocabulary gains unless followed by structured retrieval (Quizizz) and consolidation (Quizlet) activities. The present study therefore extends these findings by demonstrating how several platforms can be assigned different pedagogical functions within one instructional sequence rather than being examined only as individual applications, offering a more integrated explanation of how engagement translates into vocabulary acquisition.

Contribution of the Three-Stage Vocabulary Learning Model

The main contribution of this study lies in the integration of the three platforms into a structured learning sequence. Previous studies have commonly examined digital or gamified applications as individual tools. In contrast, this study combined Kahoot, Quizizz, and Quizlet according to different stages of vocabulary learning. The integration provided a progression from initial attention and vocabulary recognition to retrieval practice and subsequent consolidation.

The findings suggest that this model may be particularly useful in EFL classrooms where students have difficulty retaining vocabulary after initial exposure. Instead of expecting students to master vocabulary after a single activity, the model distributes vocabulary learning across several stages. This creates opportunities for repeated engagement with the same target vocabulary through different types of interaction.

The findings also indicate that the effectiveness of the model depended on teacher mediation. The platforms did not function independently of instruction. Contextual explanations, correction of misunderstandings, demonstrations, and classroom monitoring remained necessary. Therefore, the practical implication is not that teachers should replace conventional instruction with digital platforms, but that teachers can use gamified applications strategically to strengthen specific stages of vocabulary learning.

Implications for EFL Vocabulary Instruction

The findings have several practical implications for English teachers. First, teachers may consider combining different digital platforms according to their instructional purposes rather than selecting applications only because they are popular or engaging. Second, vocabulary should be presented in meaningful contexts before students are expected to retrieve and use the words independently. Third, students may require explicit guidance when they are introduced to unfamiliar digital learning platforms. Finally, reflection on students' actual responses should be used to modify subsequent instruction.

The study therefore provides evidence that technology-supported vocabulary learning can be more effective when digital tools are embedded within a clear pedagogical sequence. The improvement observed across the cycles should not be attributed to the applications in isolation, but to the combination of gamified activities, repeated vocabulary exposure, teacher guidance, and reflective instructional adjustment.

Overall Interpretation

Taken together, the findings indicate that the Three-Stage Vocabulary Learning Model provided a practical framework for integrating gamification into vocabulary instruction. Its contribution lies in connecting engagement, retrieval practice, and vocabulary consolidation within a continuous learning process. The study also demonstrates that effective technology

integration requires instructional guidance and reflection rather than simply providing students with access to digital applications.

The importance of these findings extends beyond the three applications used in this study. For EFL teachers, the broader implication is that digital technology may provide greater instructional value when each tool is selected according to a specific learning function and integrated into a coherent sequence. Within the context of this Classroom Action Research, the combination of structured gamification and reflective teaching supported students' vocabulary development and provided a practical model that may be adapted to similar EFL learning contexts.



Conclusion (خاتمة)

This study concludes that the Three-Stage Vocabulary Learning Model, integrating Kahoot, Quizizz, and Quizlet, effectively improved students' vocabulary acquisition in an EFL classroom. The main improvement was reflected in students' achievement across the two cycles: in Cycle 1, only 7 of 28 students (25%) reached the minimum passing grade of 75, with a class mean of 60.07, whereas in Cycle 2 this rose to 22 of 28 students (79%), with a class mean of 78.71. This improvement stemmed not from the use of digital applications alone, but from their purposeful integration into a sequence in which Kahoot supported initial attention and noticing, Quizizz provided retrieval and practice, and Quizlet supported consolidation and independent review.

This progress was also driven by reflective instructional adjustment: difficulties identified in Cycle 1, such as inconsistent engagement and reliance on peers, informed refinements in Cycle 2, including contextualised explanation during the Kahoot stage and guided demonstration of Quizlet's Learn mode. The main contribution of this study is therefore an integrated, rather than application-specific, approach to gamified vocabulary learning that offers teachers a practical framework for combining digital tools according to distinct pedagogical functions.

As this study involved only one class of 28 students without a control group, the findings cannot be generalised to all EFL learners. Future research could test the model with larger and more diverse groups, compare it with other instructional approaches, and examine its longer-term effects on vocabulary retention.

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