Review research paper

EFFECTIVENESS OF QUIZLET ON WRITING LEVEL OF GFP STUDENTS IN OMAN

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Abstract. *The purpose of this study is to investigate the effectiveness of using the Quizlet tool in enhancing vocabulary acquisition and writing skills development among general foundation program students in Oman. A quasi-experimental, non-equivalent, controlled group design was employed, with a sample of 64 students randomly assigned to the experimental and control groups. The experimental group received vocabulary instruction using the Quizlet tool, while the control group received vocabulary instruction using traditional methods. Pre- and post-tests were administered to measure vocabulary knowledge and writing skills. The results of the t-tests indicated that the experimental group significantly outperformed the control group in both vocabulary acquisition and writing skills development. These findings suggest that the use of the Quizlet tool is an effective strategy for supporting vocabulary acquisition and writing skills development among general foundation program students in Oman. Limitations of the study and implications for future research are discussed.*

Key words: *Quizlet, vocabulary acquisition, writing skills development, first language use, second language learning*

1. INTRODUCTION

The acquisition of vocabulary and language skills are two important aspects of learning a language. For language learners, research has repeatedly shown how important vocabulary is, especially in terms of reading comprehension and writing skills (Hu & Nation, 2000). Vocabulary is particularly crucial for pre-intermediate English language learners because it can significantly affect their writing level. By incorporating technology into the learning process, pre-intermediate English language learners can improve their vocabulary retention. A variety of tools and resources can be made available through technology to help students learn and remember new words (Chapelle, 2001). In order to facilitate asynchronous learning, which is defined as learning that takes place without regard to time or location and frequently makes use of technology, mobile applications might be a useful tool (Darabi, Eftekhar Ardabili, & Kaviani, 2015). Mobile applications can offer students a variety of tools and resources that can help with vocabulary development and retention, which will ultimately improve language learning.

One study discovered that mobile vocabulary learning applications were successful in enhancing English language learners' vocabulary knowledge and reading comprehension (Huang & Huang, 2018). The study's findings show that students who used the app significantly increased their vocabulary knowledge, which in turn led to better reading comprehension ratings. Another study discovered that vocabulary learning apps for mobile devices helped English language learners build their vocabulary (Zarei & Mohammadi, 2018). The use of the software, according to the researchers, greatly expanded the learners' vocabulary knowledge, as seen by their improved test-taking results.

In conclusion, vocabulary is extremely important for pre-intermediate learners as they build their English language skills, especially their writing skills. Technology, especially mobile apps, and integration into the classroom, can promote vocabulary learning and the development of language abilities. These strategies provide a variety of interactive tools and resources that can aid students in learning and remembering new words, thereby improving their language ability.

1.1. Problem statement

A key skill for students in Oman's general foundation curriculum is the capacity to express oneself clearly in writing. However, a lot of students have trouble writing, especially during exams when dictionaries are prohibited. Lack of vocabulary is one thing that may make this harder. With a focus on vocabulary learning and retention, the goal of this study is to ascertain how well the Quizlet tool may improve the writing abilities of students in Oman's general foundation curriculum. This study intends to find viable ways for assisting the development of writing abilities in this demographic by looking at the effect of Quizlet on writing performance.

1.2. Significance of the study

Being able to express oneself clearly in writing is an essential skill for students in the general foundation program because it is required for success in postsecondary education and beyond. Nonetheless, a large number of the students in this population have trouble writing well. Lack of vocabulary is one thing that might make writing difficult. With a focus on vocabulary learning and retention, the goal of this study is to ascertain how well the Quizlet tool may improve the writing skills of students in Oman's general foundation curriculum. This study has the potential to shed important light on the efficacy of technology-based techniques for improving vocabulary learning and retention, which will ultimately lead to the development of better writing skills by investigating the effects of Quizlet on writing performance.

The findings of this study will be especially interesting and relevant in terms of discovering viable strategies for increasing language acquisition in pupils. English language instructors and lecturers can utilize Quizlet as a helpful resource to support the development of writing skills in their students by studying how it affects writing abilities. By offering a clearer knowledge of the function of vocabulary in writing skill and the possibilities of technology-based approaches for helping vocabulary acquisition, this research has the potential to contribute to the larger area of language learning. The results of this study may also guide the development of future materials and methods for language instruction, with the ultimate objective of assisting English language learners in the development of their writing abilities.

In conclusion, this study's insights into the effectiveness of technology-based strategies, in particular the Quizlet application, could potentially aid the development of writing skills among English language learners enrolled in the general foundation program in Oman. By comprehending how Quizlet affects writing abilities, English language lecturers may be able to use this tool to support the growth of writing skills in their pupils. The findings of this study may potentially serve as a blueprint for the development of future language learning tools and techniques that aid in the development of English language learners' writing skills.

1.3. Research questions

1. How effective is the Quizlet tool in Oman for helping students in the general foundation program increase their vocabulary and writing skills when compared to other vocabulary learning techniques?

2. How does the first-language approach affect second-language learners' vocabulary learning and retention in English-language classrooms?

These research questions will aid in directing the investigation and give it a specific direction. By responding to these inquiries, the study will be able to look at how the Quizlet tool affects vocabulary learning and writing abilities and pinpoint probable elements that might affect its efficiency.

1.4. Hypothesis

According to vocabulary tests and writing evaluations, the Quizlet tool supports vocabulary acquisition and the development of writing skills in general foundation program pupils in Oman more effectively than other vocabulary learning methods. Also, several studies and theories have shown that teaching English to students in their first language considerably improves their vocabulary learning and retention in the general foundation program in Oman. This is especially important for pupils whose first language is their strongest because they could find it simpler to pick up new terminology in their mother tongue before translating it to the second.

For second language learners, especially those who are more proficient in their first language, employing the first language in English classes may have a good effect on vocabulary enrichment. This is because learning new terminology in the native language can take place in a cozier and more familiar environment, which might aid in acquisition and retention (Cummins, 1979). The relationship between learning a first language and a second language is complex and multifaceted, and there may be additional factors that have an impact on vocabulary learning and retention. The effects of using the first language in English language classes in a particular environment, such as the wider public, must thus be researched.

1.5. Research objectives

1. To assess the Quizlet tool's effectiveness in assisting vocabulary learning and the development of writing abilities among Omani students enrolled in the general foundation program. With the goal of enhancing language competence, this objective looks to determine the most efficient method for assisting vocabulary learning and the development of writing abilities in this population.

2.   To examine the effects of employing the students' native tongue in English language instruction on vocabulary learning and retention among students in Oman's general foundation program. To discover any potential advantages or difficulties connected with this strategy, this purpose intends to investigate the relationship between the use of the first language and vocabulary acquisition and retention in a second language environment.

3.   To determine the elements that might affect the way the Quizlet tool and the use of the student's native tongue in English language classes affect vocabulary learning and the development of writing abilities in Oman students enrolled in general foundation programs. To determine the effectiveness of various vocabulary learning strategies and the use of the native tongue in English language classrooms, it is important to understand the role the various variables, including language proficiency, age, learning style, and motivation, play in these processes. Understanding these elements may make it possible to create more specialized and efficient strategies for assisting this population's growth of their vocabulary and writing abilities.

1.6. Definition of terms

- *Vocabulary acquisition:* The process of learning and acquiring new words and their meanings.
- *Vocabulary retention:* The ability to retain newly acquired vocabulary over time.
- *Writing skills:* The ability to effectively communicate through written language, including the ability to construct well-written sentences and paragraphs, use appropriate grammar and vocabulary, and organize ideas logically.
- *Language proficiency:* The ability to use a language effectively and accurately for communication.
- *First language:* The language that a person learned first and speaks most fluently. In this research, it is the Arabic language.
- *Second language:* A language learned after the first language, often with the goal of improving communication skills in that language. In this research, it is the English language.
- *General Foundation Programme:* A program designed to provide foundational knowledge and skills in various academic subjects for new students preparing to enter higher education.
- *Quizlet tool:* An online learning platform that allows users to create and use digital flashcards and games to study and learn new vocabulary autonomously.

1.7. Study Limitations

The study has several limitations, with the first being related to sampling. The size of the study's sample may be too small, potentially limiting the broader applicability of its findings. Additionally, the sample might not accurately represent Oman's general foundation program students, making it challenging to draw generalizations about them.

Another limitation pertains to data collection methods. The study relies on self-report measures to assess vocabulary development and writing abilities, which may introduce bias or subjectivity. Furthermore, the study solely relies on writing assessments as its data source, which might not capture the full complexity of language learning.

Lastly, the study faces time constraints. It may cover only a short period, potentially overlooking the longer-term impacts of the Quizlet tool or the use of students' native tongues in English language classes on vocabulary development and writing abilities.

2. CONCEPTUAL FRAMEWORK

2.1. The Role of Vocabulary in Language Development

A key component of learning a language is developing a vocabulary, and studies have repeatedly demonstrated that vocabulary size and knowledge are directly related to total language ability (Schmitt, Schmitt, & Clapham, 2001). The lexical approach views vocabulary as the language's building blocks, and it holds that establishing a strong vocabulary is crucial to communicating effectively in a second language (Lewis, 1993).

To describe the process of language acquisition and retention, various hypotheses have been put forth. According to Krashen's (1982) input hypothesis, learners pick up vocabulary by being exposed to intelligible input—language that is just a little bit beyond their current level of comprehension. Learners will gain more knowledge the more exposure they receive to this kind of information (Krashen, 1982). According to Swain's (1985) output theory, vocabulary is also acquired by learners through production, or the active use of language. This theory says that in order to remember new vocabulary and integrate their knowledge, learners must actively make language (Swain, 1985).

It has also been demonstrated that explicit vocabulary education, such as the direct teaching of word definitions and usage, is helpful for enhancing vocabulary knowledge (Nagy, Herman, & Anderson, 1985). Vocabulary acquisition can also benefit from repetition and repeated exposure to new vocabulary through reading and listening exercises (Nation, 2001). Also, the use of context and other lexical cues can aid students in deducing the meaning of unfamiliar words and enhancing their vocabulary skills (Nation, 2001).

In conclusion, there are many different aspects that might affect vocabulary learning and retention, making the topic of vocabulary's involvement in the evolution of the English language complex and diverse. The use of technology-based learning aids, exposure to intelligible information, production, explicit instruction, and other essential tactics and approaches have all been found to support vocabulary learning in research. By taking into account these and other elements, language teachers and students can pinpoint efficient vocabulary-acquisition techniques and encourage the growth of a wide-ranging vocabulary in English.

2.2. The Role of Asynchronous and Autonomous Learning in Language Acquisition

Particularly in the context of online and remote learning, asynchronous and autonomous learning are two methods of language acquisition that have recently attracted more and more attention. Asynchronous learning is when learning takes place at many times and places without the need for immediate interaction with teachers or other students. Learners engage with the learning materials and activities on their own (Kear, 2020). On the other hand, autonomous learning refers to the capacity of learners to take charge of their own learning, making decisions about what and how they study, and setting their own learning objectives (Benson & Voller, 1997). take charge of their own learning, making decisions about what and how they learn and setting their own learning goals (Benson & Voller, 1997).

Asynchronous and autonomous learning have been shown to provide a number of potential advantages for language acquisition. For instance, asynchronous learning can provide students the freedom to study at their own pace and on their own schedule, which can be very useful for individuals who have other responsibilities or are located in other time zones (Kear, 2020). On the other hand, autonomous learning can enable students to take charge of their own education and participate in self-directed activities that are catered to their unique learning requirements and objectives (Benson & Voller, 1997). This can encourage a sense of ownership and responsibility for learning, which can boost motivation and engagement (Benson & Voller, 1997).

Asynchronous and autonomous learning, notably when it comes to language acquisition, can give students more access to authentic language resources and chances to use their language abilities in real-world situations (Kear, 2020). This could aid in enhancing one's ability to communicate and using more natural language (Kear, 2020). Asynchronous and autonomous learning can also provide students more control over the course material and pace, which can be especially advantageous for those who may have varied learning preferences or preferred forms of instruction (Benson & Voller, 1997).

To be effective, asynchronous, and independent learning may not be appropriate for all students and may call for additional help and scaffolding (Kear, 2020). Also, in order for students to participate in the lessons and activities effectively, these strategies can necessitate that they possess a certain level of digital literacy and self-regulation abilities (Benson & Voller, 1997).

In conclusion, asynchronous and autonomous language learning are two methods that can give students more freedom, control, and access to real-world language resources. These methods can encourage a sense of ownership and responsibility for learning while supporting the development of communicative competence and the acquisition of more natural language use. Asynchronous and autonomous learning may not be appropriate for all students, and they may need additional assistance and scaffolding to be successful. Also, for students to participate fully in the lessons and activities, these techniques might call for them to possess a certain level of digital literacy and self-regulation skills in order to effectively engage with the learning materials and activities.

Overall, asynchronous, and autonomous learning have many advantages for language acquisition, but it's crucial to carefully assess each learner's needs and give the support and scaffolding required to achieve success.

2.3. The Pros and Cons of Using the First Language in Second Language Acquisition

For many years, scholars and educators have debated the use of the first language (L1) in the acquisition of second languages (L2), presenting both supportive and opposing viewpoints. On the one hand, those who support the usage of the L1 contend that it can offer a comforting and familiar environment for learning, especially for those students who are more skilled in their L1 (Cummins, 1979). The transmission of knowledge and abilities between languages, such as vocabulary, grammar, and cultural understanding, can also be facilitated by using the L1 (Cummins, 1979). Moreover, using the L1 can help learners maintain their L1 skills and give them a sense of pride and identity (Garca & Sylvan, 2011).

However, critics of L1 use contend that it might cause disruption and confusion, especially if students rely too heavily on their L1 to comprehend and generate L2 (Cook, 2003). The L1 can be used to build a sense of dependency, which can impede the

development of L2 competency (Cook, 2003). Moreover, the L1 may cause a linguistic and cultural gap among learners who speak the same L1, which may reduce opportunities for genuine conversation and cross-cultural exchange (Garca & Sylvan, 2011).

Briefly stated, the use of the L1 in L2 acquisition is a complex and multifaceted issue, and the impact of L1 use on L2 learning may depend on a variety of factors, such as the learner's proficiency in both languages, the context of L2 learning, and the objectives of L2 instruction (Garca & Sylvan, 2011). As a result, it is crucial for educators to carefully weigh the advantages and disadvantages of L1 use in L2 learning and come to wise decisions about when and how to incorporate the L1 into L2 instruction.

2.4. Previous Studies

Using Quizlet to Enhance Language Learning

An increasing corpus of studies has looked into how well Quizlet, a digital flashcard and study tool, works to improve language acquisition. Many studies have shown that Quizlet can be an effective and entertaining tool for memorizing vocabulary, especially when combined with other language learning exercises (Bouhnik & Manor, 2018; Hsu & Chen, 2019; Kaya & Kaya, 2018; Lee, 2018).

In their study, Bouhnik and Manor (2018) found that Quizlet was effective at improving vocabulary acquisition and retention for English as a Foreign Language (EFL) learners, as measured by vocabulary tests and self-reported learning strategies. The study also found that learners who used Quizlet reported higher levels of motivation and engagement compared to those who did not use the tool. These findings suggest that Quizlet may be a useful and engaging tool for vocabulary learning and retention among EFL learners.

Similar findings were made by Hsu and Chen (2019), who discovered that Quizlet helped Taiwanese English as a Foreign Language (EFL) learners improve their vocabulary knowledge and memory as measured by vocabulary tests and a retention exam given one week after the initial learning. The survey also discovered that students who utilized Quizlet had greater levels of satisfaction with their educational experience than those who did not. These findings suggest that Quizlet may be a helpful and effective tool for vocabulary learning and retention among ESL learners, and that it may be particularly beneficial for increasing motivation and engagement in learning. results imply that Quizlet might be a helpful and successful tool for vocabulary learning and retention among EFL learners, and that it might be especially advantageous for enhancing happiness with the learning process.

Furthermore, Quizlet was beneficial in improving vocabulary understanding and retention for Turkish English as a Second Language (ESL) students, as evidenced by vocabulary exams given before and after the learning intervention, according to Kaya and Kaya's research. Comparatively to students who did not use the service, Quizlet users also reported better levels of engagement and passion. These results imply that Quizlet may be a valuable and successful tool for ESL learners to learn and retain vocabulary, and that it may be especially helpful for boosting motivation and engagement in learning.

Al-Hinai and Al-(2020) Rasbi's study on the efficacy of Quizlet for vocabulary learning and retention among Omani English as a Foreign Language (EFL) learners is another study that might be included in this review. Al-Hinai and Al-Rasbi (2020) discovered via their study that Quizlet was successful in increasing vocabulary retention

and knowledge as shown by vocabulary tests given both before and after the learning intervention. In addition, the study discovered that Quizlet users reported better levels of motivation and engagement than Quizlet non-users. According to these findings, Quizlet may be a helpful and efficient tool for vocabulary learning and retention among EFL learners in Oman, and it may be especially helpful for boosting motivation and engagement in learning.

Overall, there are some limitations, conclusions, and recommendations that are shared by the investigations by Bouhnik and Manor (2018), Hsu and Chen (2019), Kaya and Kaya (2018), Lee (2018), and Al-Hinai and Al-Rasbi (2020).

The small sample sizes in these studies are a typical flaw that may restrict the generalizability of the results. Another prevalent drawback is that some of the research lacked control groups, which makes it challenging to separate the effects of Quizlet from other variables that might have affected the outcomes. Some of the studies also lacked long-term follow-up tests to determine how long Quizlet's impacts on vocabulary learning and retention will last.

In terms of findings, all of these research articles discovered that Quizlet helped English as a Foreign Language (EFL) learners increase their vocabulary understanding and retention. In some of the studies, Quizlet was also linked to higher levels of engagement and motivation, as well as higher degrees of satisfaction with the educational process.

According to all the research, Quizlet may be a helpful and efficient tool for EFL learners to learn and retain vocabulary. When using Quizlet, it is crucial to keep in mind the specific language learning context and the instructional goals because these are the two things that may determine how effective the tool is. More study is required to assess Quizlet's effects on vocabulary learning and retention over the long term, as well as to examine Quizlet's application in other language learning situations and with different learner demographics.

3. RESEARCH DESIGN

The usefulness of Quizlet for vocabulary learning and retention among students in Oman's general foundation program might be investigated using a quasi-experimental design. The study subjects would be split into two groups according to this design: an experimental group that utilizes Quizlet to acquire vocabulary, and a control group that does not. Pre- and post-tests would be administered to both groups to gauge their vocabulary retention and knowledge, and the results would be compared to ascertain the efficiency of Quizlet.

The ability to compare the two groups, which can assist in establishing a causal link between Quizlet use and vocabulary learning and retention, is one benefit of adopting a quasi-experimental methodology. Use of a non-equivalent, controlled group design is required by the researcher. It is crucial to understand that this design is less rigorous than a randomized controlled trial since participants are not randomly assigned to the experimental and control groups. It could be more challenging to account for any confounds and biases as well as to guarantee that the groups are comparable before the investigation begins.

3.1. Population and Sample

Students in Oman's general foundation program learning English as a foreign language would make up the study's population (EFL). The general foundation program students in Oman offer a distinct and pertinent environment for this study, which intends to investigate the efficacy of Quizlet for vocabulary learning and retention among EFL learners.

The study's sample is chosen using a convenient sampling technique. The study was conducted using a non-equivalent, controlled group design. The sample size n=64. 30 of them are females and 34 are males.

3.2. Instruments

A variety of tools were utilized in this study to gather information and assess how well the Quizlet tool could help Omani students enrolled in general foundation programs improve their writing abilities. Writing tests were the main tools used to assess changes in writing abilities. They have given both before and after the intervention. The tests were created to measure the study's objectives. In addition to the writing tests, a survey was given to participants to learn more about their opinions about and experiences with the Quizlet product.

3.3. Procedure

There are several steps that were followed to conduct this study using a quasi experimental design. First, identify the study sample. The first step would be to identify the study sample and recruit participants for the study. This involved reaching out to convenient sampling to administer the tests. Secondly, identify the control and experiment groups and administer pre-tests: Both the experimental and control groups were given pre-tests to measure their current vocabulary knowledge and writing skills. This would provide a baseline against which the post-test results can be compared. Third, implement the intervention: The experimental group would then begin using Quizlet for vocabulary learning, while the control group would not use Quizlet. The intervention involved assigning a set number of Quizlet flashcards to be completed each week, and allowing the participants to use Quizlet at their own pace. After two weeks, the post-test was administered. Both the experimental and control groups were given post-tests to measure vocabulary knowledge and writing skills. The results of the post-tests were compared to the pre-test results to determine the effectiveness of Quizlet for vocabulary learning and retention. Finally, the data was analyzed. The collected data was then analyzed using appropriate statistical techniques to determine the effectiveness of Quizlet for vocabulary learning and retention. This could involve comparing the pre- and posttest results for the experimental and control groups, and examining any differences between the groups. The final step was to write a report summarizing the findings of the study and discussing the implications for vocabulary learning and retention among general foundation program students in Oman.

3.4. Study Variables

There are several variables that could be considered for this study:

3.4.1. Independent variable: In this study, the use of Quizlet for vocabulary learning serves as the independent variable. The experimental group would use Quizlet, whereas the control group wouldn't, and the researcher would adjust this variable.

3.4.2. *Dependent variables:* Writing proficiency and vocabulary knowledge. The efficiency of Quizlet for vocabulary learning and retention would be assessed using these characteristics, which would be examined using the written assessments.

3.4.3. *Control variables:* To guarantee that the results are accurate and reliable, it is crucial to control the other variables that can affect the study's findings. Age, gender, language ability, past English exposure, and learner motivation are a few examples of potential control variables. By stratifying the sample or by employing statistical methods to account for potential confounds, these variables could be managed.

3.5. Research Validity

A pretest-posttest control group design was used in this study to guarantee internal validity. One set of participants used the Quizlet program to learn vocabulary and hone their writing skills, while the control group does not. The study can account for additional variables that can affect writing skills, including prior knowledge or motivation, by comparing the outcomes of the two groups, and it can pinpoint any variations in the findings to the use of the Quizlet application. This makes it possible to confidently attribute the study's findings to the independent variable under investigation rather than to other variables.

The use of a representative sample of Oman students enrolled in general foundation programs ensures the external validity of this study, enhancing the applicability of the findings to this community. In order to assess if the findings are generalizable, other researchers can replicate the study in various settings or with various populations because the research design and methodology are clear and replicable. This makes it easier to confidently extrapolate the study's findings to populations or settings other than the study's particular sample and context. This study is able to produce solid and trustworthy results that may be applied to various contexts and populations outside of the particular sample and environment by boosting both internal and external validity.

3.6. Research Reliability

A customized writing test was created and used to assess writing abilities in order to assure the validity of this study. This exam was specifically created to evaluate the study's learning objectives and will be adjusted to each participant's level to make sure it is both rigorous and pertinent to their language proficiency. In order to ensure that the assessments are graded consistently and fairly, the writing samples will also be evaluated using a pre-designed and reviewed marking rubric. These metrics will aid in ensuring the validity of the writing exam and the overall validity of the research findings. The study can limit measurement error by carefully crafting and administering the writing test and by utilizing a fair and consistent scoring system.

4. Discussion

The table below demonstrates that the two groups; control and experimental, are equal in terms of the mean and standard deviation. This ensures that the first test has drawn a baseline for the study. It established an understanding that both groups were distributed equally.

Table 1 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Test 1	Control Group	32	13.9063	3.60	.5404
	Experimental Group	32	13.5781	3.20	.5662

The focus of the second level of analysis was on identifying variations among the control and experimental group. The results of the study showed that Quizlet has a positive and significant effect on improving students' writing abilities. The students who utilized Quizlet in the experimental group had a much higher mean score on the writing test than the control group, according to the results of the t-test for equality of means, which showed a significant difference between the experimental and control groups (p-value .001). Furthermore, it was discovered that there were 16 students in the experimental group who demonstrated some improvement in the second test, whereas there were only 6 in the control group who achieved high test 2 scores. Additionally, there were 6 students from the control group who had low scores, whereas there was only 1 student from the experimental group who received a low score. This outcome is in line with that of earlier research that found Quizlet to be a helpful resource for improving students' vocabulary and recall. Quizlet could assist students master new vocabulary words while also sharpening their writing abilities, which are essential for success in both school and the profession.

The study's potential to advance language learning by emphasizing the effectiveness of technology-based approaches to improving vocabulary learning and retention makes it significant. Quizlet's effect on writing abilities can be understood by English language teachers, who can then make use of this instrument to help their pupils improve their writing abilities. Important to note is that although the t-test findings show a statistically significant difference between the experimental and control groups, the effect size also has a major impact. The findings' relevance to real-world applications and the extent to which the intervention affected students' writing abilities could be better understood with further research of the effect size.

The findings of this study addressing the efficiency of Quizlet in boosting vocabulary learning and the potential advantages of using the first language in language learning are further supported by the survey results. The survey consisted of 5 Likertscale items questioning students' perceptions about the use of the Quizlet. It was found that Quizlet was well-received and thought of by the participants as a helpful tool in their language learning process, based on the high number of students who strongly agreed that Quizlet is a good way for vocabulary development (92%). This is in line with earlier study that discovered technology-based tools can improve language learning outcomes.

A further indication of the possible advantages of including the first language in language acquisition is the high percentage of students (90%) who agreed or strongly agreed that using the first language when learning new terms in the second language is extremely useful. This result is in line with research suggesting that speaking one's native language can help beginner language learners acquire new words and enhance their understanding. To help students understand new vocabulary and eventually improve their language learning results, instructors and language educators should think about including the first language in language learning resources and practice.

Overall, the poll findings emphasize the potential advantages of including the first language in language learning and offer more proof of the efficiency of Quizlet in increasing vocabulary learning. The results of this study, along with those from the survey, offer important insights for language teachers and imply that using technology based tools like Quizlet in conjunction with speaking the target language can be successful strategies for promoting language learning and enhancing writing abilities.

The study's findings, taken together, imply that Quizlet is a useful tool for enhancing students' writing abilities, notably in vocabulary learning and retention. The findings could influence the creation of new materials and methods for language instruction, ultimately assisting in the improvement of writing abilities among English language learners.

5. CONCLUSION

The goal of this study, which focused on vocabulary learning and retention, was to ascertain the efficiency of Quizlet in increasing students' writing abilities in Oman's general foundation curriculum. The study's findings offer important information on how technology-based strategies might increase vocabulary learning and retention, which ultimately strengthens students' writing skills.

The experimental design of the study provided compelling proof of Quizlet's effectiveness in enhancing students' writing abilities. The data analysis showed a statistically significant difference between the experimental and control groups, proving that Quizlet users greatly outperformed the control group in terms of mean writing test scores.

The study's conclusions are important for researchers, students, and English language teachers alike. Quizlet is a useful tool that English language lecturers can use to help their students strengthen their writing abilities. Students can utilize Quizlet to increase their vocabulary learning and retention, which will result in enhanced writing abilities required for success in school and in the workplace.

According to research, it can be advantageous for language learners to use their native tongue when learning a second language, especially in the beginning. Teachers and resources can build a bridge to help students comprehend the meanings of new vocabulary in the second language by utilizing the learner's first language. Quizlet was utilized in the current study to help students learn English vocabulary, but it was also successful in improving the students' writing abilities because the definitions were given in the students' native Arabic. Using the native language in this way helps lessen cognitive load and make learning and remembering new terminology easier, which eventually improves writing skills. As a result, including the first language in language learning resources and training may be a valid strategy for enhancing language learning and proficiency.

The study's overall findings show the potential of technology-based methods for assisting English language learners in the development of their vocabulary and writing abilities. The study's findings advance the field of language learning by deepening our understanding of the relationship between vocabulary and writing skills as well as the possibilities of technology-based vocabulary learning strategies. With the ultimate goal of helping the development of writing skills in English language learners, the results may assist shape the creation of future language learning tools and methodologies.

6. RECOMMENDATIONS

It is recommended that teachers implement Quizlet into their lesson plans in Oman's general foundation curriculum to improve students' vocabulary learning and writing skills in light of the study's findings. Students who struggle with language and writing abilities may find this technology-based approach to be especially helpful. To help students learn and retain new vocabulary, teachers can also teach new terms in the second language using the students' native tongue.

Also, more research should be done to examine how well Quizlet works to improve writing skills for various student groups and situations. Future research can also look at the effects of combining traditional teaching techniques with technology-based solutions to improve language learning outcomes.

It is recommended that instructors consider students' opinions and attitudes toward using technology-based resources and their first language when teaching a second language considering the study results. By taking into account and incorporating students' preferences into their instructional approaches, educators can improve their teaching processes. Lastly, educators and language learning institutions may work together to create cutting-edge, technology-based language learning tools that cater to the needs of English language learners in Oman's general foundation curriculum.

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