



STUDENTS' PERCEPTIONS ON ENGLISH VOCABULARY TEACHING AND LEARNING BY USING BLOOKET: A CASE STUDYⁱ

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Abstract:

The use of Information & Communication Technology (ICT) tools to support foreign language teaching and learning has become very common nowadays and makes learning more enjoyable. This study focused on students' perceptions of using Blooket in teaching and learning English vocabulary. The study case and questionnaires were used to survey (72 non-English major students) and face-to-face interviews (7 students and 3 teachers) to collect data at Long An College of Education (LACE), Vietnam. Data collection was conducted for two months at this site. The data were obtained from the questionnaires sent to students via Google Forms, then analyzed by SPSS software version 26. From the data analysis, the author found that students were very interested in learning vocabulary through <http://blooket.com>, a classroom game website, which offers a wide variety of interactive and innovative games. The disadvantage is that this site does not allow audio and video to be inserted into the questions and answers; images cannot be inserted into the answer either; and there is a limit of 60 participants if using a free account. Furthermore, with an older version of the phone, you must download the Firefox browser in order to join the game. These disadvantages can all be easily solved. Therefore, it is evident that Blooket is an effective learning medium that helps to increase students' vocabulary when used in online or offline classes by teachers or when learners use it themselves at home to learn vocabulary. Based on data analysis, findings and conclusions were drawn along with some pedagogical advice.

ⁱ NHẬN THỨC CỦA SINH VIÊN VỀ VIỆC DẠY VÀ HỌC TỪ VỰNG TIẾNG ANH BẰNG BLOOKET: MỘT NGHIÊN CỨU TÌNH HUỐNG

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1. Introduction

1.1. Background to the study

For learning English, vocabulary and grammar are two factors that cannot be ignored. It is often said that vocabulary is the bricks and grammar is the cement to connect those bricks into a solid language wall. Grammar helps us structure, refine, and clarify our ideas, but the vocabulary is really essential for conveying meaning.

Vocabulary is considered to be the basis for linking the four language skills together (Wulanjani, 2016). Without sufficient vocabulary, English learners of a foreign language (ESL) are more likely to have difficulty using the language (Nejati et al., 2018), not being able to express themselves, or accurately answer questions on tests, and may even lose interest in learning English. Afzal (2019) states that non-native English speakers face problems related to understanding new word meanings, spelling, pronunciation, correct usage of words, guessing meaning through context, and other issues. It can be said that vocabulary plays an important role in the language-learning process (Berliani & Katemba, 2021). According to Hatch and Brown (1995), there are many approaches, techniques, exercises, and practices that can be used to teach vocabulary. Uberman (1998) and Nguyen and Khuat (2003) have shown that students are bored of learning vocabulary by traditional methods such as reviewing, writing words on paper, or passively learning through teachers' explanations.

Derakhshan and Khatir (2015) mentioned that games are important for students' vocabulary development, as they help to enhance word memory, encourage interaction, improve communication skills, develop competence, and foster cooperation when striving for a common goal - win together. According to Zarzycka-Piskorz (2016), game-based learning offers learners an opportunity to be fully engaged in the learning process. The game that creates an exciting and comfortable school is a big step towards encouraging students. According to this research, using games in the classroom is a great learning technique. Jeyaprakasam (2019) reported positive feedback from students when studying the effect of games on students' participation, enjoyment, concentration, perception of learning, satisfaction, and motivation in lessons.

According to the Global Games Market Report (Newzoo, 2017), computer games have become a huge industry, generating USD108.9 billion from 2.2 billion gamers. This popularity has encouraged many researchers to integrate learning into games, allowing learners to experience the thrill of learning through them. They can also play games with any technology device, including computers, iPads, or even smartphones. In the current educational context, smartphones have become an effective mobile learning device for students to achieve a number of learning goals and activities such as accessing English learning websites, looking up online dictionaries, and improving their reading, listening, speaking, and writing skills (Alsied, 2019). According to Mulyani (2020), a number of

learning aids can enhance students' engagement and motivation, thereby improving the classroom environment and facilitating knowledge acquisition.

Several studies have found that learners of all ages and abilities accept learning games. Furthermore, teachers who use games on websites recognize their benefits for teaching and learning (Hasin & Nasir, 2021). In the current era, technology is ubiquitous, and Generation Z (Gen Z) is no exception; they use technology in almost all aspects of their lives, including education. Gen Z's daily routine from birth involves the use of technology in the economy, social interaction, life, and education. They can easily get information and share or update their activities through social networks. They also spend a lot of time playing games online. College students (Gen Z) are reported to have a positive perception of learning experiences on apps (Karim et al., 2018; Deris & Shukor, 2019; Mohamad et al., 2020).

The term "gamification" was coined in 2002 by Nick Pelling as a design that uses game strategies and game-based learning to promote learning (Jusuf, 2016), stimulate thinking, engage in interactive learning (Bakhsh, 2016; Chapman & Rich, 2018), and facilitate experiential learning (Azli et al., 2018). In today's English as Foreign Language (EFL) teaching and research, game-based learning has become central to the classroom (Katemba & Sinuhaji, 2021), especially during the COVID-19 pandemic from 2019 to the present. Websites designed to integrate into English classroom games are increasingly abundant, such as Quizlet, Kahoot, Quizizz, Wordwall, etc.

1.2. Statement of the problem

In the current context of Vietnam, even primary school students must reach the A1 level according to the "Common European Framework of Reference" as stated in the Official Statement of the National Foreign Language Project 2020, demonstrating the importance of English in this era. David Crystal (1997) stated that English is a global language; it is not only a foreign language but also a language that connects people to the world. According to Decision 1400/QĐ-TTg 2008, students of colleges and universities must have an output English certificate attached. With no exceptions, students at Long An College of Education (LACE) must have foreign language ability at level 2, as prescribed in Circular No. 01/2014/TT-BGDĐT dated January 24, 2014, following the foreign language competency framework of Vietnam.

Long An College of Education was established in 1976 with the mission of training teachers to solve the human resource difficulties of Long An province in the early years after liberation as well as the developing country today. However, the English level of the students at this school is at an alarming status. With Course 43, in the A2 certification exam, only two of the 44 students taking the exam passed. With course 44, only five of 110 students took the exam to reach the A2 level. (According to the internal report of the examination room, LACE). Their biggest obstacle to learning English is their very little vocabulary. Teachers mainly allow students to have autonomy in learning vocabulary, so it is difficult for them to choose the right words to learn, identify the words, and understand the aspects of the word that need to be learned.

To change that, it is necessary to have a new teaching method that makes learners appreciate foreign language learning, especially vocabulary learning because vocabulary plays an important role in both written and oral communication (Berliani & Katemba, 2021). In addition, when the COVID-19 pandemic occurs, online learning needs to have learning aids so that the classroom does not become passive, and teachers can control whether students are listening to lectures, or doing exercises or not.

Blooket.com is a fascinating game platform both fun and effective for learning purposes. Teachers can use them to interact with learners in class, and learners can practice learning vocabulary at home. Blooket also records answers quickly to display on students' screens, which makes them answer the quiz at their own pace. Blooket helps students recognize their achievements as well as their efforts in the learning process. Besides, this platform has just been launched recently, so it has been updated with many new features.

According to Jannah et al. (2020), student perception is very important to evaluate the teaching process. This study wanted to explore the attitudes of EFL students in an online English class toward Blooket. In other words, the researcher wants to know that in the midst of the COVID-19 pandemic, students are still doing well in the online English program through Blooket.

Accordingly, there are three main reasons to study this topic. Firstly, the teaching of English is receiving more and more attention in Vietnam as well as at LACE. Secondly, in order to achieve a certain level of English, there must be a corresponding amount of vocabulary. Learning vocabulary is the top priority in learning English, but making students memorize and use vocabulary is still a challenge. Thirdly, modern technology is increasingly developing, which is the best support tool for learning English in general and learning vocabulary in particular. However, the awareness and use are still limited because of the fear of difficulties and the fear of learning new things from teachers as well as students. Therefore, this study wants to find out whether the use of Blooket in teaching and learning vocabulary for students at LACE is really appropriate from the student's perspective.

1.3. Objectives and scope

The objective of this thesis is to study the perceptions of the 45th Course of non-English major students on teaching and learning English vocabulary by using Blooket at LACE.

1.4. Significance of the study

The present study hopes to contribute to the field of teaching and learning vocabulary, the website that helps students improve vocabulary; teachers know how to use and apply it appropriately in their teaching process; provide school administrators and educational policymakers with an overview of websites used in language teaching and learning.

2. Literature review

2.1. Definition of perception

Koentjaningrat (2010) states that perception is a response to brain activity and it emerges as a view of the phenomenon. Schacter (2011) said that perception is the act of identifying, organizing and interpreting individuals' sensory impressions in order to understand the information provided; in other words, to give meaning to a particular real-life situation. In a general sense, perception can be understood as the ability of someone to see, hear, feel and present, or understand or perceive something, or someone's feelings about the environment and society (Topica, 2022). According to the Oxford Advanced Learner's Dictionary, the word "perceptio(n-)", comes from the Latin verb "percipere" which means 'seize, understand'; the word "per-" means 'entirely' and "capere" means 'take'. Perception means "*an idea, a belief or an image you have as a result of how you see or understand something; the way you notice things, especially with the senses; the ability to understand the true nature of something*" (Oxford, 2022).

Students' perception is how students think about situations or problems that arise in a way that makes sense. Students' perception can be defined as the respondent's response either positive or negative. Many cognitive studies show that different individuals may see and understand a problem in different ways. Everyone has different opinions when it comes to the same thing. Distinct existence can be seen by many elements, including the knowledge, attitudes, and experiences people go through. Sugihartono (2007) agrees that the thinking capacity and experience possessed by each individual are not the same.

According to Thoha (2003: 154), the factors that influence a person's perception are: 1) Internal factors: wants or expectations, emotions, personal status and personality, prejudices, attention (concentration), learning methods, quality conditions, mental disorders, values and further desires such as preferences and motives. 2) External factors: family background, acquired information, surrounding knowledge and needs, intensity, size, opposites, repetition of movement, new things of association, senses, or the unfamiliarity of an object.

As for the educational organization from Topica (2022), the factors affecting perception are the characteristics of the perceiver (attitude, personality, motivation, interests, past experiences, expectations, professional qualifications, culture, etc.); characteristics of perceived objects (Animated people are more likely to be noticed in a group than quiet people. Objects that are placed close together tend to be perceived together than when they stand alone); The particular environment and situation also affect the perception of the individual (The moment an object or event is considered, the place, the light, the heat, and any other situational factors can all influence the perception of the individual, affect cognitive processes.) (Topica, 2022).

2.2. Vocabulary

2.2.1. Definitions of vocabulary

Since the mid-16th century, the word vocabulary has come to mean "*denoting a list of words with definitions or translations*". It comes from the Medieval Latin "vocabularies", and from the Latin "vocabulum", and the word "vocare" meaning 'call' (Oxford, 2022). According to Wikipedia, a person's vocabulary is a collection of words in a language with which that person is familiar (known). Vocabulary is defined as words in a particular language or language items of meaning (McCarthy, 1990); Hornby (1995) describes vocabulary in terms of general changes in language-generating words, all the words that someone knows or uses in books, topics, etc. selected, and the words clearly mean; roughly as the words are taught in a foreign language (Penny Ur, 1996); as the knowledge of words and their meanings (Lehr et al., 2004); as all the words that a person knows or uses when they talk about a particular subject or express an idea (Oxford Learner's Dictionary, 2016); as the set of words used by an organization, language, or group in a field of knowledge (The Merriam-Webster Dictionary, 2018).

Researchers (Nation, 2001; Ellis, 1997) have classified groups of English words according to their frequency of occurrence to determine which words are the most essential to learners. The common classification is high-frequency words and low-frequency words. High-frequency words, including function words and content words, make up a very large proportion of words appearing in spoken and written texts and in all uses of language. Low-frequency words make up more than 5 percent of the words in an academic text or technical words for a particular topic.

Vocabulary can be classified into four groups that Graves, August, and Mancilla-Martinez (2012) suggest: "*the words we understand when we hear them, can be read, used in speech and used in writing.*" Nation (2013) provides three important aspects of vocabulary knowledge: form, meaning, and usage. 'Form' means knowledge of oral and written form. 'Meaning' requires an understanding of formal meaning relationships, word concepts and references, and associations with other words. 'Usage' refers to knowing the grammatical functions, phrases, and usage constraints of words.

2.1.2. Learner's vocabulary knowledge

Vocabulary frequently increases with age, and is a fundamental and useful tool for communication and knowledge acquisition. Nation and Waring (1997, p.7) conclude that English vocabulary up to about 20,000 word families, ... native speakers will add about 1,000 word families every year. A student of starting school age will have vocabulary of about 4,000 to 5,000 word families. A 20-year-old university student has 20,000 word families. Laufer (1997) suggests that learners with a knowledge of 3000 word families or 5000 words can achieve a reading score of 56%, those with knowledge of 4000 word families or 6,400 words can achieve a reading score of 63%, while expanding to 6000 word families or 9600 vocabularies will yield a score of 77%. According to Nation (2001, 16),

the English language has about 2,000 high-frequency words that are so important that teachers and learners make sure they are learned.

Pyles (1970) asserts that vocabulary is the heart of language with its sounds and meanings, which are linked together to allow us to communicate with each other. Vocabulary is generally the knowledge of the meaning of each word. Furthermore, the meaning of a word is often tied to the learner's actual experience, and its accuracy depends on the context in which its meaning occurs. Thus, knowing a word can go beyond its definition found in a dictionary (Koda, 2005).

2.2.3. Vocabulary acquisition process

Professor Ranalli has said that incidental vocabulary learning happens when students are working together in conversation or reading and their focus is on what they are saying or what they are reading. They might be using it, they might not know it, and they might pick it up without really realizing it: they just happened to learn. In contrast, students can engage in intentional vocabulary learning, meaning that they are focusing on words. They are there to look at the words; they are there to study words and they know that they are trying to learn specific words. This activity is purposeful. Professor Ranalli points out that both of these processes are important for students to learn enough vocabulary.

Nation (2001), cited in Surmanov & Azimova (2020), explained the relationship between lexical knowledge and complementary use of language, lexical knowledge that allows language use and vice versa. It means that the use of language can also be an element in increasing vocabulary knowledge. Therefore, frequent use of language can increase vocabulary knowledge. Building English vocabulary is an established process, which then becomes a fundamental part of the language, laying the foundation for learners' success in other tools such as speaking, reading, listening, and writing becomes extremely important for learners of that language, especially for second and/or foreign learners (Essay, 2018 and Ideas, 2018 as cited in Handayani, 2018).

Vivian Cook (2009) suggests that vocabulary is acquired in order from the most frequently used words to the least frequently used words. Learn aspects of words such as word morphology (pronunciation, spelling); grammatical properties (types of words, possible and impracticable structures); information describing particular grammatical features (eg, man is plural men, man can be used as an uncountable noun without an article); lexical features such as collocations, appropriateness of use; general meaning and specific meaning.

2.3. The role of vocabulary ability in students' English language competence

Pyles (1970) asserts that vocabulary is the heart of language with its sounds and meanings, which are linked together to allow us to communicate with each other. Second-language learners who do not have enough vocabulary are unable to understand others or express their own ideas (Wilkins, 1972). Allen (1983) states that a lack of vocabulary often hinders communication; communication breaks down when people don't use the

right words. Increasing vocabulary gives a person an advantage in speaking, reading, and writing compared to those with less vocabulary. If the linguistic structure is considered as a factor forming the linguistic framework, then vocabulary is considered as an organ, a living part of that organism (Harmer, 1991). According to Nation (2001), *"the importance of vocabulary was dropped, as people began to realize that vocabulary is not simple. In this case, many people do not realize the importance of vocabulary in the language, without vocabulary all information in the language cannot be used."*

When using language, students with rich vocabulary will succeed in both expressive skills (speaking and writing) and receptive skills (reading and listening), but students with little vocabulary will have difficulty in these skills (Thornbury, 2002: 13). No matter how well a student learns a language, no matter how proficient his voice is, without the vocabulary to express words, communication will not be possible (Nushi & Jenabzadeh, 2016). Learning vocabulary in a second or foreign language is necessary for communication and it is not possible to use a language effectively without sufficient vocabulary (Çinar & Asım, 2019).

From this, it can be concluded that learning vocabulary is very important for students to succeed in learning and mastering a language. Through language, a series of words are combined into a single meaningful sentence. In learning English, a person will be able to understand the language well and fluently, if he or she masters a lot of vocabulary.

2.3.1. Vocabulary teaching and learning

2.3.1.1. Vocabulary teaching

According to Thornbury (2002), teaching vocabulary is the first activity that teachers must do before teachers teach students skills in English: listening, speaking, reading, and writing. When students know more vocabulary, it will be easier for students to learn that skill. It can be understood that in everyday life, vocabulary is essential to convey a message that needs to be conveyed.

Therefore, a student learning a foreign language must understand and master the vocabulary system. In this case, the teacher acts as a facilitator and motivator and helps them in their efforts to enrich and increase their vocabulary. Vocabulary is one of the elements to build language and teaching vocabulary is an important part of teaching English (Pan & Xu, 2011; Jullanan & Porkaew, 2019).

In a foreign language or other activities, there must be a teacher to guide the learning process in the classroom, the teacher has the role of facilitating students to have methods and strategies suitable for students learning. According to Al-Malki (2020), the teacher's role is to facilitate and provide up-to-date vocabulary strategies tailored to the requirements of each student. Foreign language teachers and students are constantly looking for the most effective methods and techniques for teaching and learning vocabulary. Furthermore, Djamarah (2006) was cited in Handayani (2018) as stating that lexical knowledge can be learned and presented to students by considering the student

audience, learning objectives, and situation learning to come up with effective learning methods.

2.3.1.2. Strategies of vocabulary learning

With each student and specific learning context, teachers can orient students to have learning strategies appropriate to their age, level, and general requirements of the training program. Some learning strategies such as metacognitive, cognitive, memory, and activation strategies are listed by Gu and Johnson (1996, cited in Ghazal, 2007, pp.85-86). The strategies for understanding and using vocabulary suggested by Vivian Cook include: (1) Strategies for guessing meaning: guessing words from situations or contexts of use, using dictionaries, inferring word morphology, connecting with related words; (2) Strategies to acquire vocabulary: practice using as much as possible, memorize, arrange words by topic, relate words with previously known knowledge

For college students, “metacognitive strategies” and strategies for developing the ability to use materials for self-referencing should be encouraged. In addition, “social strategies” are general principles that need to be further oriented to students and help them apply them in harmony with knowledge and communication skills.

Blachowicz and Fisher (2000: 2) laid out the basic principle. First, students must actively develop their knowledge in order to learn vocabulary. Second, students can create their own personalized word-learning method. Third, students must create multiple sources of information and learn from repeated exposure. Finally, students actively develop their understanding of words and encourage them to make connections between what they know and the concepts they have learned.

2.3.2. Vocabulary teaching and learning by using Blooket.com

In this digital era, technology has evolved from giant desktop computers to small multi-function mobile devices and wireless networks. Along with that development, English teaching and learning have also been revolutionized to a new page. Technology offers a growing range of possible solutions for developing teaching and learning inputs, processes, and outcomes (Pardede, 2020). This causes teachers to start using different effective learning methods related to technology such as different apps or websites. Computer-Assisted Language Learning (CALL) has become one of the technological approaches to language teaching and learning using computers, which increases student independence (Warchuer, 1996), and provides a rich context for learning (Lomicha, 1998). Next is Mobile Assisted Language Learning (MALL), which can be said to be similar to CALL, similar to language learning by technology, but the difference is that MALL uses mobile devices instead of computers (Nariyati, Sudirman, & Pratiwi, 2020). These devices are easy to carry, which makes it possible for teachers and students to learn anywhere and anytime. Siemens (2017), the founder of association theory, describes that knowledge that can be acquired through multimedia and the internet is a source of a constant stream of information from which learners will always learn new knowledge. The activities that

learners do when doing online learning are like expanding and building themselves along with current world trends in a certain connected way.

2.4. Gamification

2.4.1. Definition of Gamification

In October 2010, an innovative new trend emerged (Radoff, 2011) in the media aimed at improving student engagement in classroom activities and promoting specific behaviors, called gamification. The purpose of gamification is to make the learning method more attractive to learners. (Smith, 2011).

According to Poyatos Neto (2015) and Mattar (2018), the term “gamify” originated in the 1980s, when Richard Bartle, a professor at the University of Essex, used the word to name the act of “making something” which is not a “game into a game”, although the words “gamify” and “gamification” only first appeared in 2008, but in mid-2010 the term was consolidated as technical jargon and has since been widely accepted. And Boyinbode, O. (2018) developed a mobile English vocabulary learning system based on gamification.

Gamification has some similarities to games, but they are not exactly the same. The classical definition widely cited by Deterding, Sicart, Nacke, O'Hara & Dixon (2011) refers to gamification as the use of game design elements in a non-game context. Werbach & Hunter (2012) and Marczewski (2017) support that the application of game elements in other contexts can be termed as gamification, which is the use of game mechanics, principles, and rules in some contexts. Gamification involves using the logic and aesthetics of other games and is often combined with entertainment to solve real-life problems, awaken engagement, and enhance knowledge. Game elements will be designed to increase engagement, motivation, and instruction (Kim, 2013). Gamification can help teachers manage and map classroom motivation and engagement (Molumby, 2016). Game elements refer to well-defined rules, scores, challenges or cooperation, puzzles, role-playing, among other factors related to dynamics, interactions, mechanics, and rewards (McGonigal, 2011; Marczewski, 2017). According to Reiners and Wood (2015), gamification is a word that has become synonymous with reward. Most game systems focus on adding points, levels, leaderboards, achievements, or badges to the game to entice people to participate to win these rewards.

Gamification is “*the use of elements of game-playing in another activity, usually, in order to make that activity more interesting*” (Oxford, 2022), The appeal of the game is designed by four factors: goals, rules, feedback system, and voluntary participation. Game features such as score levels, display, progress, achievements, and scorecards are used to allow learners to enjoy the game experience, and thereby motivate them to continue learning after the game is over. The difficulty level of the game is also considered as a necessary condition to maximize learners' enjoyment in the learning process (Boyinbode, 2018). Gamification in the educational context is a continuous process of collecting interesting elements of the game and using them to improve learners' competence and interaction (Alsawaier, 2018).

2.4.2. Advantages and disadvantages of the gamification method

2.4.2.1. Advantages

In studies, students similarly stated that they were satisfied with the gamification method, with comments such as *"I like the activities done in class. It makes us reinforce what we've learned so far"* Johns (2015:23), gamification is a popular learning method from the students' point of view, because it allows them the opportunity to self-monitor and participate in an interesting competitive environment. The competitive environment creates many positive feelings such as improving thinking skills and reducing answer time; excitement, desire to attend class, and eagerness and readiness to go to class; getting a higher score than your friend in the game helped students study harder and actively participate in the game; give students the feeling of having to win. Multimedia tools such as video clips, music, and images can also be added to the game system for greater dynamics. Time pressure and opponent play are the two driving forces of the game created, as well as the incentive to share information among certain members of the single-team version will create more favorable conditions for winning the game than playing alone. Gamification has been reported to be user-friendly, engaging, engaging, and motivating for students to explore knowledge.

2.4.2.2. Disadvantages

Problems with internet connection cause problems during active participation. Students are still behind because of questions that they cannot answer due to network interruptions or old phones or low processor chips will be frozen, even though students know the correct answer. Or other factors such as incidents related to time limitations, gender, age, and cultural orientation may play a different role in the reception of gamification. Kron and et. found that female students are about 35% more likely to adapt to the edges of the game than male students. Another study by Lee and Wohn revealed that different cultural orientations, such as individualism and collectivism, influence people's expected outcomes of games, and affect the usage of different games.

2.4.3. Principle of gamification

The basic principle is to provide ways for different types of learners to specifically associate with context (Becker and Nicholson, 2016). The six recommended guidelines for building meaningful gamification are (1) Reflection: Gives learners the ability to examine what they have been introduced to and how they can apply it to their previous experiences. (2) Presentation: Use narratives, either gamified or user-generated, to help students identify connections between meaning and their lives. (3) Choice: Gives learners decisions about how to interpret content. (4) Information: Provides meaning and knowledge to learners about their choices and actions to help them connect more deeply with the real world. (5) Play: Build an environment where learners can test, fail, and retest as a way to explore. (6) Interaction: Build connections among users to help them understand why other students consider the platform to join and make them more likely to interact. That means creating game elements that motivate users by building their

intrinsic motivation. With the right use of meaningful games, students can connect lesson materials in ways that are relevant and personally meaningful to them, and they will want to learn rather than be manipulated by rewards.

2.5. Blooket.com

Blooket is a fun and cute puzzle game website, an innovative online tool, and a web-based language learning platform, suitable for creating formative language learning assessments, such as quizzes, discussions, and surveys. What makes Blooket different is that the puzzles in Blooket can be transformed into many different unique play styles solo or team, integrated with different contexts with each game having its own theme and rules, teachers can choose the amount of time students have to answer each question to increase the difficulty, help students think quickly more, and the quizzes become an enjoyable experience for students learning while playing, encouraging students to actively participate in classroom activities. Learners get caught up in the game without realizing that it is actually a task to learn. Blooket is free for both teachers and students with some basic features. Teachers only need to log in with their google account and send the link to players to join. Players do not need to log in, just click on the link sent by the teacher to join the game. To experience all the features of Blooket, there are two ways to upgrade: pay annually (USD 35) or monthly (USD 4.99).

Blooket is the perfect combination of Quizlet, Kahoot, Quizizz, Wordwall, and Liveworksheets. With Blooket, teachers only need to compose a set of questions to organize play with 13 online game modes with the class, or play alone in the form of assigned exercises, from classic game modes to risk modes such as Gold Quest, Fishing Frenzy; one-on-one battle mode like Battle Royale; or require tactics and acumen like Crazy Kingdom, Tower Defense, Tower of Doom. The same set of questions but with many different game modes to help players still feel excited without being bored. But the user has to create a large enough set of questions to avoid duplication during gameplay. In particular, every year Blooket has new game modes that are limited to a short time on festive occasions. Eye-catching interface, easy to use. One shortcoming of Blooket is that it only supports one type of question - multiple choice.

With all applications, participants do not need to create an account but can also join the game. However, with the free account, Quizlet, and Liveworksheet unlimited number of players, Kahoot can only create multiple-choice and true-false questions and is limited to a maximum of 50 players. So does Quizizz, but with a maximum limit of 100 players; Gimgit, the maximum number of players is only 5. To upgrade the account, Gimgit only needs to pay monthly, not annually like Quizlet, Kahoot, Quizizz. Blooket does not have much difference between a premium account and a free account. Users can still play all games on Blooket, but it is limited to 60 players with a free account, while Wallword can only compose up to 5 cards and about 8 game modes, but can pay a monthly account upgrade fee. The applications have huge data stores created by other users; teachers can choose to fit their lessons.

2.5.1. The relationship between Blooket and vocabulary

Teachers can teach vocabulary using many sources such as dictionaries, textbooks, software, and online platforms through mobile phones or computers (Jersus, 2018). With increasingly modern teaching and learning technology, teachers should choose materials and tools when teaching vocabulary in an appropriate and accessible way (Chapelle et al, 2010), to help vocabulary learning to be effective, such as tools that provide flexibility, personalization, and practicality to use (Kukulka-Hulme & Traxler, 2005), applications must be popular with users and works fine. (Ahmed, Selahattin, Asli, et al., 2016), resources used to teach vocabulary can be used by both teachers and learners in and out of the classroom (Jersus, 2018), making learning can be done anytime, anywhere, and can also increase students' interest and motivation to learn (B. Bury et al 2017). It is for these reasons that this study uses Blooket so that students can improve their motivation and academic achievement, improve their English skills, and above all, help students learn better vocabulary.

Fakhrudin et al. (2021) suggested that Wordwall is very suitable to design a tool for learning and assessing English vocabulary. Wordwall is an educational, interactive, and fun browser game app that is a fun learning resource, a media, and an assessment tool for students. Idrus et al. (2021) said that in the early stages, students had difficulty accessing wordwall.net. After students understood how to apply it in learning, they said there was a difference. Learning vocabulary is often boring, so it's more fun to know the results right away. The results of the 2017 wordwall.net analysis by Annisa Nur said that educators still choose to use monotonous teaching materials, with no difference, especially in learning vocabulary. So, in vocabulary learning activities, descriptive text document variables are added using wordwall.net. From the discussion of the studies, it can be concluded that the use of wordwall.net can be made in vocabulary learning, which is effective in increasing students' vocabulary.

Blooket.com is similar, the only difference is that blooket.com uses a multiple-choice questionnaire to set up 10 different types of games. During Blooket testing in the classroom, vocabulary tests often scored higher after using Blooket to learn vocabulary. It can also be said that Blooket can improve students' vocabulary, and the time students spend learning vocabulary through Blooket is also increased.

2.6. Research gap

Since the advent of gamification, the first sites to be researched are kahoot.it, quizizz.com, quizlet.com, etc. Comparative studies between these platforms are rare, and research on Blooket.com hasn't been done much. Most of these studies are based on empirical research to test their effectiveness. We need to understand more about students' perceptions to have a broader view. Teachers must see the difficulties that students face when using gamification platforms in their vocabulary learning process. From there, teachers have better choices in teaching their vocabulary through these platforms, especially the Blooket platform.

3. Methodology

3.1. Research questions

This research aimed at finding answers to the following questions:

- 1) What are students' perceptions on English vocabulary teaching by using Blooket of the teacher in the classroom?
- 2) What are students' perceptions on English vocabulary learning by using Blooket of themselves at home?

3.2. Case study

Case study - a research strategy in which the researcher investigates a case in a progressive manner in limited time and activity, and the researcher is seeking decimal information using procedural data collection of different data based on time constraints (Creswell, 2003), is considered an investigative strategy, as it focuses on an in-depth exploration of a program, event, activity, process or one or more individuals or organizations (Creswell, 2009). The case study method also allows researchers to use a variety of data collection methods (Denscombe, 2007).

According to Merriam (1998), a case study is a particularly appealing design for applied fields of study such as education. Educational processes, problems, and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice. The case study has proven particularly useful for studying educational innovations, evaluating programs, and for informing policy (p.41).

Therefore, approaching LACE as a case study is appropriate for this thesis, as it allows the researcher to use a variety of research methods in order to acquire a rich and in-depth understanding of vocabulary teaching and learning activities from the participants' perspectives.

3.3. Method design

This study adopted a mixed methods design for data collection as it helps to collect both qualitative and quantitative data on developmental processes in language acquisition, learner performance, learning outcomes, and proficiency levels (Hashemi & Babaii, 2013), allowing a multi-dimensional view of the impact of instructional strategies and understanding learners' behavior and responses in the learning process and what goes on in their mind and what factors enable learning (Ponce & Pagan-Maldonado, 2015). Each type of qualitative and quantitative data collection has strengths and weaknesses, so it is important to combine the strengths to develop a deeper understanding of the research problem and minimize the weaknesses of each data, improve data validity and reliability, and interpret and substantiate findings. (Mackey and Gass, 2016 Cohen, Manion, and Morrison, 2018)

The researchers took steps to achieve the goal of this study. First, they introduced the Blooket.com website and how it works for students. The researchers also provided the document and gave quizzes related to it using various features of Blooket. Then, the

researchers allowed the students to use Blooket for experimentation and self-study. Finally, the researchers conducted a questionnaire survey and interviews with students after they had used Blooket.

This research used the exploratory sequential mixed method design (Creswell, 2014) with two main phases:

In Phase 1, a quantitative approach (questionnaire) was used to understand students' views on how Blooket is used in teaching and learning vocabulary in the context of LACE. The questionnaire has three parts, designed in English and then translated into Vietnamese to ensure that participants can understand the question and express their views naturally. The questionnaires were taken by 72 students of the 45th Class of Preschool without majoring in English and the reliability of the questionnaire was confirmed with Cronbach's alpha.

Phase 2, a qualitative method (interview) would be to find out in detail students' perceptions of using Blooket in teaching and learning vocabulary, find out how they perceive Blooket, and the meaning they impart to their experiences. Each interview lasted about 15 minutes. Interview responses were recorded and written down (Boyatzis, 1998).

The quantitative data collected from the questionnaire was statistically analyzed using Google Forms via SPSS software (Statistical Package for the Social Sciences), version 26.

3.4 Research setting

3.4.1. Participants

For the 2020-2021 and 2021-2022 school years, before the complicated developments of the COVID-19 epidemic, Long An College of Education (LACE) switched to online teaching. In this process, the use of Blooket for students to learn vocabulary has been applied in some of the school's English classes.

Students from Course 45 with English 2 course consisted of 3 classes: Preschool education 1 (25 students), Preschool education 2 (24 students), and Preschool education 3 (23 students). A total of 72 students of course 45 from LACE were selected to participate in the study. And three teachers are interviewed to confirm again.

3.4.2. Materials

For the academic year 2021-2022, all English courses used the textbook "AMERICAN ENGLISH FILE 1, 2, 3" of Oxford University Press, 2nd Edition. The book consists of 12 parts, and each part trains learners in 4 skills: reading, speaking, listening, writing, vocabulary, grammar, and pronunciation. The words used to teach students will be checked to see if they belong to the A2 level required words in the oxford dictionary and in the Common European Framework of Reference (CEFR).

3.4.3. Research site

The research was carried out at Long An College of Education (LACE), Vietnam.

3.4.4. Samples and sampling procedures

The sample size selected in this study was based on the experience of the LACE researchers and in the Vietnamese context. The research conducted with the participation of 71 students for the quantitative questionnaire would be reasonable and sufficient to understand the students' perceptions. The questionnaire was pilot tested with statistical methods to ensure its validity and reliability.

For the semi-structured interview: the sample consisted of ten EFL students at the selected college. The only attribute required in the sample is that the participants are students who have taken Blooket vocabulary classes. Participants were assured that they were free to share their thoughts, experiences, and feelings.

3.5. Research instruments

This study used two different types of data. Data were collected in the form of questionnaires and interviews.

a. Questionnaire

To study students' perceptions, the researchers used the Students' Perceptions Model of Davis et al. (1989) included *Usefulness, Usability, and Enjoyment*, plus items from the researchers. The questionnaire consisted of three parts:

- Part A consisted of 10 items focusing on the participant's personal information (name, gender, age, and class name).
- Part B included 35 selected items classified into two clusters: students' perceptions of teachers using Blooket in vocabulary lessons (18 items), and students' perceptions of using Blooket in learning vocabulary (17 items).
- Part C was comprised of 48 items asking about students' views of the games in Blooket, comparing Blooket to similar platforms
One open-ended item: user's own experiences.

b. Interviews

To understand in more detail the students' perceptions of Blooket, the study conducted an interview with questions to better understand: how they learned vocabulary, helping to establish the necessary foundation for more appropriate teaching and training methods; groups of students with typical group characteristics, making it possible for teachers to cater to specific groups of learners with similar characteristics; students' attitudes and experiences about Blooket, helping to reduce teacher-student miscommunication that, if any, may have a negative impact to teaching and learning outcomes; the student's current learning context, helping to explain the student's decision-making or choice about Blooket. The findings might also provide suggestions for how to improve the learning environment to be more relevant in this particular context; identify specific actions students, teachers, and educators should take regarding the more successful adoption and use of Blooket.

After recording the interview, the researchers sent each participant an outline of the initial findings from their responses to minimize misunderstanding of each answer, in order to improve reliability. Participants were asked to answer whether they accurately reflected their experiences, thoughts, and feelings and whether they would like to change anything.

3.6. Data collection procedure

3.6.1. Pilot questionnaire

Before conducting a large-scale questionnaire, it is important to conduct a pilot questionnaire to identify and eliminate questions that were unclear or difficult to complete for the participants (Bell, 1999). Pilot questionnaires were also used to refine questions, order questions, and reduce non-response rates (Wallace, 1998). Punch (2003) also mentions that the whole question should be checked for the length, time to complete and difficulty of the question. *"Being careful at this stage can help increase response rates"* (p.35)

Before conducting the pilot questionnaire, a pilot questionnaire was sent to the researcher's supervisor, the researcher's colleagues, and friends who were also English teachers, for their opinions and advice. The researcher then received their feedback on the content as well as the layout of the questionnaire. After receiving feedback, the initial questionnaire was revised and then used as the pilot questionnaire.

The pilot questionnaire was distributed to approximately 20 participants. They had 20-30 minutes to complete the pilot questionnaire. Inadequacies were discovered and corrected for the main questionnaire.

3.6.2. Main questionnaire

After the pilot questionnaire, the main questionnaire was conducted with a larger number. There were different ways to administer the questionnaire: questionnaires sent by post, collective management, and administration in public places (Kumar, 2011). In this study, collective governance was used because it was believed that this would be the fastest way to collect data and ensures a high response rate. Collected data were coded and the SPSS software program was used for data analysis (Pallant, 2010). After analysis, the data were presented and displayed using charts, tables, and figures.

The researchers mainly applied the qualitative data analysis process of Creswell (2009) for this thesis: organizing and preparing data for analysis, reading through all data, encoding data, grouping data into topics, related topics, and interpreting the meaning of the topics. The responses from students in the interviews were recorded, then coded, and grouped into topics. Based on the grouped topics, descriptions and interpretations are made and findings are presented in narrative passages.

3.6.3. Interviews

Regarding data collection, I started by scheduling personal interviews with participants via email. I will interview during recess or lunch break. With permission, I will record interviews. Each interview lasted approximately 15 minutes.

4. Findings and Discussions

4.1 Questionnaires

The total number of questionnaires sent out was 72, and received in return was 72, accounting for 100%.

4.1.1 Personal information

As a pedagogical college of a small province, the training target was mainly Preschool. The students who majored in preschool were mainly female, so the survey participants were 100% female from 3 classes in the 45th Course: Preschool 1 (25 students) accounted for 34.7%, preschool 2 (24 students) accounted for 33.3 %, and Preschool 3 (23 students) accounted for 31.9%. Most of them are in their 20s (56 students, accounting for 77.8%). The age of 21 is 13 students, accounting for 18.1% and the age of 22 is 5 students, accounting for 6.9%.

Technology equipment was that most of the students did not have desktop computers and Ipads (N=68, accounting for 94.4%). Technological devices that 100% of students currently own were smartphones (N=72) with more than one year accounting for 94.4% (N=68) and less than one year accounting for 4.2% (N=3). The number of students who had a laptop to use in the study accounted for 55.6% (N=40) with more than one year and 18.1% (N=13) with less than a year. Thus, smartphones were the technology devices that students owned the most besides laptops.

4.1.2 Students' perceptions on using Blooket

The design of the survey was described in the previous chapter. The Part B of the survey contained 35 items divided into 2 sections to answer two research questions. There were 3 aspects in each section: *Usefulness, Usability and Enjoyment*. For all items, a five-point Likert scale was used, ranging from (1) Totally Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Totally Agree.

4.1.2.1 Students' perceptions on teaching English vocabulary by using Blooket

a. Usefulness

Regarding the usefulness of Blooket, 5.6% of students had a neutral opinion, 41.7% agreed and 51.4% strongly agreed that Blooket is very useful in teaching vocabulary. The mean index is 4.4, showing that students perceive Blooket effectively when used by teachers in teaching English vocabulary in class. However, each game in Blooket has different effects, and not all games are suitable for teaching vocabulary. Therefore, 2.8% strongly disagreed, 8.3% disagreed, and 18.1% were neutral when thinking that all the

games in Blooket were suitable for teaching vocabulary. The remaining figure was also quite high: 31.9% agreed and 38.9% completely agreed with this view, in which, interactive games with the whole class were easier to absorb vocabulary than games that were played alone. Forty-eight point six percent of students completely agreed, 44.4% of students agreed, 4.2% were neutral, 1.4 % disagreed and 1.4% strongly disagreed.

When teachers use Blooket with a free account to teach vocabulary, they would have limited features such as inserting images into answers, and inserting audio into questions. This makes it impossible for learners to hear the pronunciation of new words, resulting in impaired hearing and pronunciation. Forty point three percent of learners agreed with this idea and 19.4% completely agree. Eleven point one percent strongly disagreed, 8.3% disagreed and 20.8% were neutral. The mean index is 3.48, which proves that students are not sure about this problem because if Blooket free does not insert audio but learners can use other ways to learn sounds such as looking at the phonetic transcription of words to know what the word is, being able to listen to the pronunciation first and then using Blooket to learn to remember that word.

In Blooket there are many games, each game has a different way of playing, and different rewards, helping players to be excited and excited to participate, thereby making learning no longer boring, and improving student motivation. Because when the game loses, players will want to play again until they conquer the game. Such play many times helps them learn more words and remember more deeply. Eleven point one percent were in the neutral opinion. It was that 47.2% agreed and 40.3% strongly agreed. Only 1.4% strongly disagreed.

With only 10 English words, you can create many different questions. The ways of asking questions in Blooket are different, helping learners to have more different perspectives on the vocabulary they are learning. There were 16.7% neutral, 47.2% agreed and 34.7% strongly agreed with this statement. Only 1.4% strongly disagreed.

By limiting the time for each question, Blooket forces participants to think quickly to answer the question. Therefore, the ability to think quickly is increasingly improved. 1.4% strongly disagree with this view, 4.2% are neutral. The highest percentage is 50.0% who completely agree. The remaining 44.4% agreed.

Allowing to insert images into the question helps learners to imagine and understand the meaning of words quickly and easily. 36.1% agreed and 59.7% strongly agreed with this. Only 2.8% were neutral and 1.4% strongly disagreed.

In conclusion, Blooket is very useful in teaching vocabulary because it helps learners improve their motivation, have different views on vocabulary, think quickly, and can understand the content easily. If using interactive games with the whole class, vocabulary learning is more exciting, vocabulary learning is more effective.

There is only one small drawback; is that with the paid version, it is possible to insert the center of the word into the question. This limits how words can be recognized and remembered through sound. This can be improved by the teacher playing the sound, or the teacher reading the sound outside to the learners. However, the usefulness of

Blooket in the teaching process is still highly appreciated by students despite such a small limitation.

b. Usability

In the process of teachers using Blooket to teach vocabulary in class, students see three advantages. Firstly, students only needed to visit *Blooket.com* and play and enter the ID available on the Blooket screen to join the games organized by the teacher. Looking at the chart, we can see that the majority of students completely agreed (N=42, p=58.3%) and agreed (N=26, p=36.1%) with this idea. And this is the advantage that the students agree with the most. Second, Blooket's interface is easy to use. The number of students who completely agreed (N=30, p=41.7%) and the number of students who agreed (N=30, p=41.7%) were almost equal, and took up more options than others. Third, the instructions for the games in Blooket were easy to understand. 41.7% (N=30) students agreed, 20.8% (N=15) strongly agreed, 27.8% (N=20) were neutral, 8.3% (N=6) disagreed, and 1.4% (N=1) completely disagreed.

c. Enjoyment

According to the students' perception, in the process of teaching vocabulary in class, the teacher gave very easy-to-understand instructions on how to use Blooket. There are 41.7% completely agree, 48.6% agree, 6.9% neutral, 1.4% disagree and 1.4% strongly disagree. Each correct answer will improve learners' confidence. 1.4% strongly disagree, 11.1% neutral, 40.3% agree and 47.2% strongly agree. Winning the game in Blooket makes learners proud of their learning results. 2.8% strongly disagree, 11.3% neutral, 60.6% agree and 25.4% strongly agree.

In the process of online learning, teachers use Blooket to teach vocabulary very effectively because it helps learners a lot in which, students agree the most is to help improve vocabulary a lot (48.6% and 47.2%). The second place is having a lot of energy and excitement in the learning process (47.2% agree and 45.8% strongly agree). The third is to help better interaction between classmates and each other and between students and teachers in the process of participating in the game (47.2% agree and 43.1% strongly agree). Besides, the race against time helps learners speed up answering questions, thereby helping to improve fast thinking (41.7% agree and 45.8% strongly agree). Next is to always focus on the teacher's lesson (48.6% and 38.9%), with difficult vocabulary topics that can also be easily learned in a very fun way (44.4% and 40.3%), making work learning is no longer under pressure (44.4% and 41.7%), creating more motivation for learning vocabulary (48.6% and 38.9%). Being chosen less by students but equally important is to increase competition in the class (41.7% and 36.1%), and help to remember vocabulary longer (44.4% and 33.3%).

What students don't like when teachers use Blooket in teaching vocabulary is voted the most by the students is that the winning and losing process during the game will easily lead to conflicts between students (12.5% strongly agreed and 13.9% agreed). Next is in the process of playing, losing a lot makes players frustrated, not want to

participate anymore (9.7% completely agreed and 4.2% agreed). But the number of dissents still accounted for more.

The majority of students do not think that the reason why they don't like teachers using Blooket in teaching vocabulary is that they don't like learning through games (43.1% strongly disagreed and 38.9% disagreed) or is that Blooket makes them play more than learn (38.9% agreed and 36.1% strongly agreed). Thus, it can be said that Blooket has won the love of students by using teachers to teach vocabulary in class.

Therefore, the use of Blooket by teachers in teaching has a great effect on students' vocabulary learning. Most of the students love to play and learn at the same time, especially the games that require thinking and are highly competitive among the participants. Blooket is a website with a beautiful interface, especially last September Blooket has just upgraded the website with a completely new and much nicer interface that has helped attract more players. Having just added a few interesting new games, Blooket will definitely be a favorite website for students to learn English vocabulary.

4.1.2.2 Students' perceptions on English vocabulary learning by their using Blooket Usefulness

For students, the use of Blooket in the process of learning English at home has significantly improved because the website's graphical interface is very beautiful and attractive to players (50.0% agree and 47.2% completely agree), fun games make players want to play more and the more they play, the better the vocabulary absorption (50.0% agree and 43.1% strongly agree), and Blooket's huge data source helps users to expand their vocabulary on the same topic they are studying (50.0% agree and 34.7% completely agree).

Besides, there are still students who think that Blooket does not improve their vocabulary because learners can only see and recognize what the English word means but do not know how to write it correctly (20.8% agree and 18.1% strongly disagree) as well as how to pronounce the word (40.3% agree and 23.6% strongly agree), and especially being able to remember when playing the game, but then forget all about it (15.3% agree and 13.9% completely disagree). However, the number of objections to this view also accounts for about 20%. Therefore, Blooket helps improve learners' vocabulary acquisition, helping learners memorize English vocabulary through games.

Blooket has also changed learners' views on vocabulary learning methods, in addition to the usual learning methods such as writing down many times to remember, reading vocabulary reading passages, or passively learning through movies and songs, Blooket is a new way of learning (45.8% agreed and 34.7% strongly agreed).

a. Usability

For learners, Blooket can be easily used on any website platform (41.7% agree and 30.6% strongly agree). Learners do not need to register an account, just have an email address to be able to use Blooket (45.8% agree and 37.5% completely agree). Using Blooket through technology devices is very easy (50.0% agree and 38.9% strongly agree). Learners

only need to create a set of questions including the vocabulary they want to learn to be able to play all the games in Blooket (51.4% agree and 30.6% completely agree). In Blooket there are many ways to create questions. So, it won't take too long to put in each question (45.8% agree and 40.3% strongly agree).

Learners disagree with the idea that using Blooket to learn vocabulary at home will be easier if someone guides them first (45.8% disagree and 26.4% strongly agree). That proves that using Blooket in the process of learning vocabulary is not difficult for students. They can use any electronic technology with an internet connection, and they can create quizzes to learn and participate in all the games in Blooket and it doesn't take too much time to do so. With Blooket learners can access anytime and anywhere to learn vocabulary (41.7% agree and 18.1% strongly agree). It may be a bit difficult at first because Blooket is entirely in English, but if you have an instructor first, it will not be a problem if your English level is poor.

b. Enjoyment

When you know how to use it, players will spend more time using Blooket, creating more sets of questions with the vocabulary they want to learn (37.5% agree and 15.3% completely agree), and learners prefer to create their own questionnaires rather than ready-made teachers (26.4% agree and 18.1% strongly agree). Once the set of questions is available, the player will play all the games. For games that do not pass, they will continue to play until they succeed. That has helped the players themselves put in more effort when looking at their leaderboards (37.5% agree and 15.3 strongly agree). It is playing over and over again that helps learners remember vocabulary for longer. Besides, the desire to win, to successfully conquer with the highest score, has forced players to make every effort to memorize vocabulary and that has made vocabulary engraved in the brain, helping players learn to remember longer (48.6% agree and 34.7% completely agree).

With many benefits that Blooket brings, learners want to have more vocabulary classes with Blooket than memorizing vocabulary lists (50.0% agree and 25.0% strongly agree). On holidays or special events, Blooket has new games corresponding to that event or holiday. This helps learners discover more interesting games in Blooket (47.2% agree and 41.7% strongly agree). And students will spend time using games in Blooket to learn English vocabulary (45.8% agree and 36.1% completely agree).

4.2 Interviews

4.2.1 Responses from students

A. Personal information

Table 4: Personal information code

Class	Level			Total	Code
	A1	A2	B1		
Preschool 1	1	1		2	S1, S2
Preschool 2	1	1	1	3	S3, S4, S5

Preschool 3	1	1		2	S6, S7
Total	3	3	1	7	

B. Students' perceptions on teaching English vocabulary by using Blooket

a. Usefulness

All 7 students said that when teachers used Blooket to teach vocabulary in class, they improved their vocabulary learning a lot. The excitement has made students eager to learn more.

Students	Does the teacher using Blooket in teaching vocabulary help you study harder? And has your vocabulary improved somewhat?
S1	<i>Thanks to Blooket, students not only have a great time, but can also absorb knowledge better.</i>
S2	<i>When I study in a class by writing Vietnamese to English words, it's easy for me to forget, but on Blooket I can learn words through games to help me remember them easily.</i>
S3	<i>It makes me more interested in learning vocabulary, remembering longer, and knowing more words.</i>
S4	<i>I feel that Blooket is quite interesting, causing me a lot of interest, I am more diligent in finding English words because my English learning process is also better than before. Because Blooket is a learning-by-playing website, so I feel more comfortable while learning English.</i>
S5	<i>Blooket is convenient for learning, it makes it easy to remember new and old cards, it has many different games that keep students interested in learning how to win games, while trying to win, students memorize and learned a lot of English vocabulary, it has very cute game configurations that make us happy to play without any restrictions.</i>
S6	<i>Knowing that Blooket makes it easier for me to learn English vocabulary, I am more motivated to learn through fun games, and memorize words faster than normal learning.</i>
S7	<i>Blooket makes learning English vocabulary easier and more enjoyable, helps me remember English vocabulary quickly.</i>

b. Usability

In the process of using Blooket for teaching, there were many advantages such as Blooket being easy to use, and easy to join the game. However, there were also inadequacies such as losing internet connection when playing multiplayer games. Without prior instruction, students did not know what to do when something goes wrong.

Students	In the process of using Blooket in class, did you see the teacher and did you encounter any advantages and disadvantages?	
	Advantages	Disadvantages
S1	<i>Students who do not need to log in can also join the game. The teacher just needs to send the link. The students just click on it.</i>	<i>Students use 3G, so the network is not stable, so it is easy to stop the game and can't play</i>
S2	<i>The interface is very easy to use.</i>	<i>There are some students who are not good at technology, so sometimes they cannot keep up with other students.</i>
S3	<i>The instructor is very easy to understand, so using Blooket does not have many obstacles</i>	<i>Blooket if it is guided by the teacher first, it will make it easier for students to use, saving time looking up vocabulary to understand the instructions</i>

S4	<i>Teachers must provide initial instruction to use it because the entire tutorial in Blooket is in English.</i>	<i>Students mainly use phones with many different brands, so there are brands that do not support phones. Students do not know how to solve problems.</i>
S5	<i>Students use it very easily with no difficulty</i>	<i>Teachers are sometimes confused because there are some phones that cannot be used Blooket</i>
S6	<i>Teachers and students don't have much trouble using Blooket in class</i>	Not found
S7	<i>Teachers and students cooperate with each other, it is very easy to use</i>	<i>Sometimes there are situations where both teachers and students do not know how to handle</i>

c. Enjoyment

Most students like that teachers use Blooket in their teaching to help them relax after stressful hours and help them learn vocabulary more.

Students	Do you like teachers using Blooket in teaching vocabulary in class?
S1	<i>Liked, because it improves my vocabulary</i>
S2	<i>Liked, because the class is fun, no pressure, good interaction with teachers</i>
S3	<i>Liked, because the competition in the class helps learners make more and more efforts. I Didn't like it, because sometimes I lost a lot and I didn't want to play anymore.</i>
S4	<i>Didn't like, because I felt like I played more than I studied</i>
S5	<i>Don't liked, because it easily led to conflicts between participants when getting each other's points</i>
S6	<i>I liked it at first, but I got bored when playing it a lot because there were only 14 games.</i>
S7	<i>Liked, because I don't have to learn mechanically, participating in the games helped me remember that word longer because if I answer wrongly, I would know the answer and meet a few times to memorize and deepen it.</i>

C. Students' perceptions on learning English vocabulary by their using Blooket

a. Usefulness

They got fun learning through games, which made learning interesting and refreshing, made learning more effective, and the vocabulary more absorbed.

Students	How has Blooket helped you improve your vocabulary?
S1	<i>With my previous way of learning vocabulary, Blooket has created a new and exciting experience for me, make learning more exciting, makes learning simple, and stimulates my learning more.</i>
S2	<i>Blooket helps me focus more on learning English. Help increase my vocabulary, don't feel bored when learning English with lots of interesting games.</i>
S3	<i>I can keep track of my position on the leaderboard. I can compete with my friends to see who has the better results.</i>
S4	<i>Through Blooket games, it helps me to be more interested in learning English vocabulary.</i>
S5	<i>Based on the games that I can learn and play at the same time to reduce the rigidity when learning vocabulary.</i>
S6	<i>With a set of questions, I can experience all the games to reduce boredom when learning.</i>
S7	<i>The games in the Blooket are mostly simple to understand, so it is also convenient to participate in learning.</i>

Since then, students would apply it directly to daily life, making the memory last longer, in line with the motto "learning goes with action".

Students	After using Blooket, how would you apply your English vocabulary in daily life?
S1	<i>I will watch cartoons in English and communicate with foreigners.</i>
S2	<i>I can read items in English.</i>
S3	<i>I can read English comic books.</i>
S4	<i>I apply my English vocabulary in daily life, such as by watching some English movies, so I can briefly understand the movie content.</i>
S5	<i>Before when I watched movies or when I read books with English words I used to skip through and didn't see, now I can understand.</i>
S6	<i>When I see things around me, I immediately remember the vocabulary I have learned.</i>
S7	<i>I will watch English news, read English stories, and listen to music.</i>

From being able to communicate with foreigners, listening to and understanding their favorite movies, and reading random English sentences or favorite English books, students want to learn more, be more active and have spontaneous knowledge without being forced by others.

Students	In the process of learning English vocabulary, does Blooket help you be more active in learning? Why?
S1	<i>In the process of using Blooket, it helps me to be more proactive. Because those games help me to be more interested in learning and increase my sensitivity.</i>
S2	<i>Yes, it does. Because Blooket is an application to play and learn at the same time. It helps me have a comfortable spirit to study and absorb more vocabulary, easier to remember vocabulary. Being able to compete with my classmates makes it more enjoyable for me to study without a Blooket.</i>
S3	<i>In the process of learning English vocabulary, Blooket has helped me be more active in learning. Because in the past, I had to learn vocabulary by myself by rewriting the word many times. It takes a lot of time, leads to boredom, and sometimes boredom makes me not want to study. However, Blooket has changed that for me, Blooket makes my vocabulary learning no longer boring, and mechanically repetitive but through attractive and diverse games.</i>
S4	<i>During the process of learning English, Blooket has helped me be more active in learning because I can create questions and play by myself in the learning process. Besides, I can study anytime, anywhere, can study by phone while traveling.</i>
S5	<i>In the process of learning English vocabulary, Blooket helps me be more active in learning. Because reducing the passive, and increasing the active, enthusiasm help me understand some previously unknown words and reinforces some long-forgotten words.</i>
S6	<i>Blooket helps me be more active in learning. Because a while ago I was under a lot of pressure when it came to English, I had a hard time absorbing and remembering the word sesame. After knowing Blooket after only 2 months, my vocabulary increased by 100-200 words. It's easier to absorb when playing games, so I spend more time learning vocabulary.</i>
S7	<i>Learning with Blooket helps me to be more interested and motivated to learn English vocabulary. There are a number of reasons such as being able to study and play at the same time, study together, learn anytime and anywhere, many interesting games, cute game interface.</i>

b. Usability

New things were difficult for others to use. However, over time, getting used to things would become much easier. And Blooket is not an exception.

Students	Do you find Blooket difficult to use?
S1	<i>I think it will be difficult at first, but learning more about how to do it gradually will be easy. However, there are some difficulties due to the confusing gameplay.</i>
S2	<i>I think Blooket is easy to use, because there are instructions available and the teacher summarizes before using it.</i>
S3	<i>Blooket will be a bit difficult to use without an instructor, players have to learn how to use it themselves with all English words. If the teacher instructs, the website is very easy to use and students will feel very excited about learning vocabulary.</i>
S4	<i>Blooket for me is not too difficult to use, as long as I have a phone or computer, I can participate in the game. When the teacher sends the ID code or the link, I can easily participate in interesting games and thereby check the old lessons and absorb the teacher's lessons.</i>
S5	<i>Blooket is very easy to use and can learn from devices such as touch screens, laptops, etc. And the learning operations are very easy. Like me from being a poor technology, now I can also learn on Blooket easily.</i>
S6	<i>I can access Blooket anytime, anywhere, with different devices, just need to have a strong enough internet to be able to load all the interfaces and perform operations during the game.</i>
S7	<i>At first, I didn't know Blooket's four ways to create a question, so it took me a lot of time to enter each sentence. Later, when I researched it carefully, I only needed five minutes to create a set of questions, enough to not repeat the questions asked during the game.</i>

When used at home, students find Blooket has advantages and disadvantages that should be noted.

Students	What are the advantages and disadvantages of Blooket during use?	
	Advantages	Disadvantages
S1	<i>Easy to play, eye-catching, interesting, easy to absorb, learn many new vocabularies, can also learn and play very fun and review vocabulary.</i>	<i>There are games that are a bit difficult to play and some games that have to be paid to play, only multiple-choice lessons and no essay lessons. There are mobile devices that can't be played.</i>
S2	<i>There are a variety of games, rich images, you can join the game by clicking the link or entering the code, and you can join a group of friends.</i>	<i>Usage requires the internet, some games have to be played, the sound while playing is too loud to distract attention from the lesson.</i>
S3	<i>"Helping me reinforce the lesson I just learned in class, making me more attentive in the learning process so that after I finish playing the games in the Blooket I get a lot of points and at the same time know a lot of new vocabulary to strengthen the forgotten old solid words."</i>	<i>Without the internet, the games can't be played, when there are photos or videos, the game quality is poor.</i>
S4	<i>It's easy to join the game, just need a link or a game ID code to join, it doesn't take too much time, in the process of playing, there are some games that also help me understand teammates and coordinate fit</i>	<i>Usually there is no set of questions available that must be created by a person to answer and sometimes students will also be a bit bored because if they have to study a lot on this application.</i>

	<i>together in the best way, forging me agility and good memory.</i>	
S5	<i>No need to download, fun and entertaining to learn through a variety of games, can be played with many people, not difficult to use, one set of questions can be used for many games, and can play fish multiply.</i>	<i>If the connection is weak, I can't participate in the game, or when I'm in the game and I get kicked out, I can't re-enter, and there are some games that need a teacher's guidance.</i>
S6	<i>There are many interesting games, not boring, easy to follow, have lovely characters, and easy to sign up.</i>	<i>Because it's an English game, sometimes students can't complete it well because their English is still weak and they don't use information technology fluently.</i>
S7	<i>Using a student account, I can track my own progress, and create my own set of questions.</i>	<i>No ideas</i>

c. Enjoyment

In creating the question set for the game, the students had conflicting opinions. There were students who liked to learn any vocabulary, then created their own set of questions. There were students who liked the teacher to create a sense of curiosity during play. There were students who liked both.

Student	Would you rather create your own questions or have your teacher create them for you? Why?
S1	<i>I compose my own questions because I am creative in my own way, what vocabulary I want to learn, I create a game with those solid words to help me review again and increase my vocabulary.</i>
S2	<i>Yes, I like both, because I will know how to make the game and how to play it but there are still many mistakes that I don't realize and if the teacher makes the game, the students will not know the question first. This will attract students' curiosity and interest and make students interested in class, remember more knowledge when learning.</i>
S3	<i>I like both the set of questions prepared by the teacher and the set of questions prepared by myself. Because the set of questions prepared by the teacher has many unique questions that stimulate students' curiosity and the set of questions prepared by myself is suitable for my ability to create questions for me and then find answers for myself, which is really interesting.</i>
S4	<i>I like to create my own. Because it helps us to form sustainable knowledge, self-discipline, and initiative in the process of receiving knowledge from the learning environment, finding the necessary knowledge for the learning and working process by myself.</i>
S5	<i>I prefer teachers to create questions because then I will not know the results in advance, so it will be more interesting when playing.</i>
S6	<i>I like having the teacher create a question because I will come up with the answer by myself and play a competitive game with my friends in class and then have the teacher teach me new vocabulary so I can learn it.</i>
S7	<i>If the teacher creates it, we will have the most accurate set of questions to learn, but we will not learn more about the questions as well as 1 time, we will also learn 1 more time. If it's self-created, it will be easy to make mistakes in creating the correct answers and questions, so it will take time for the teacher to check the set of questions made by students. For convenience, the teacher will give questions and answers in word file format, then students will create their own question sets on the Blooket.</i>

D. Comparison

In Blooket there are 14 games, but each game is suitable for each lesson topic, as well as the individual interests of the students.

Students	Can you give some comments about the games included in Blooket?	
Games	Advantages	Disadvantages
Deceptive Dinos		
S1	<i>When the correct answer will be randomly selected the reward will try to see the player's chance will create a more interesting feeling.</i>	<i>It's not fair when your score is stolen, or sometimes there are players who are investigated for cheating but still don't lose points.</i>
S2	<i>Dramatic increases when you intentionally cheat, fear other people, check, and find out.</i>	<i>The number of fossils received is random, so the final result does not determine who can get the most correct answers.</i>
S3	<i>It increases interest in investigating other people's fraud.</i>	<i>For each answer, you must choose the score box or the box to search for cheaters, so the time to move on to the next question is quite long.</i>
S4	<i>It increased competition, thereby helping to memorize faster and longer.</i>	<i>It has a fast speed.</i>
Gold Quest		
S1	<i>Simpler than Deceptive Dinos game because there is no cheat mode and find cheaters.</i>	<i>Nice build but is not too eye-catching.</i>
S2	<i>Memorizing vocabulary is a lot, and the playing and learning time of the game is balanced.</i>	<i>The amount of gold in each gold chest is random, it will depend on the luck of each person, so there will be no fairness in the end-game results.</i>
S3	<i>I receive and choose many gifts of different values that bring a feeling of thrill and excitement when playing</i>	<i>Through each question, the gold chest remains the same, so it should be replaced with many other more beautiful items.</i>
S4	<i>This game should be picked up when using Blooket first.</i>	<i>The gold mirrors need more choices.</i>
S5	<i>It is the easiest of all games and remembers more words.</i>	<i>Sometimes it's too easy; so, it's easy to get bored.</i>
S6	<i>When creating a set of questions, we can refer to or start immediately with other users' available question sets without creating a separate set of questions.</i>	<i>The waiting time for the next sentence is quite long.</i>
Crypto hack		
S1	<i>The interface is beautiful, sophisticated, and quite impressive with choosing your own password. The game forces the player to think and give the correct answer to be able to open the secret boxes and get points.</i>	<i>The game is difficult to play, requires a lot of skills, and sometimes requires entering symbols, affecting the memory of vocabulary in the game.</i>
S2	<i>Increasing the ability to remember other people's passwords increases thinking agility, is suitable for teaching vocabulary, is easy to play, helps remember words quickly, long to forget, creates</i>	<i>In the game sometimes there are accounts that are not hacked and some accounts are hacked multiple times making it unfair in the game. It's easy to lose friendships by stealing your money.</i>

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	<i>suspense, dram,a and be careful when hacking someone's nick.</i>	
S3	<i>The background screen of this game creates a mystical feel like a real hacker creates excitement in the game. Waiting to see if I hacked the correct encryption. Practice parody, remembering lessons more easily.</i>	<i>The game is prone to timing errors, sometimes choosing the correct password of another player but still not receiving money. Can't guess the password is boring</i>
S4	<i>The game has a completely new nature that makes the player excited because he will be a hacker who chooses his own password. Answering the questions correctly will mine some cryptocurrency and can hack other players by guessing their passwords.</i>	<i>The interface with many words is less interesting than other games and confusing if not explained by the teacher. This game is the most difficult to play. This game is only suitable for playing, but remembering vocabulary is not effectively, not suitable for teaching and learning because there are many words, it is difficult to remember vocabulary for a long time, and you do not know how to write and pronounce words.</i>
S5	<i>This game is very good. I feel like I am some mysterious person, it feels very interesting and fun, and being selected for a hack feels like I am about to do a very important mission. This game is very easy to play. Create a lot of fun while playing and make memorization longer</i>	<i>Waiting time to see if your hacking results are right or wrong is a bit long, limiting if the playing time is too short, you will learn fewer lessons. Drama games are too hard to learn vocabulary and are not highly effective.</i>
S6		<i>Other forms of rewards can be added to this game, for example, when answering correctly according to the level of the sentence, the bonus will be gradually increased from low to high. The game color is a bit dark, and not attractive to players.</i>
S7		<i>The instructions in English run through quite quickly, making reading and translation unclear. There are people who don't focus on vocabulary, but only focus on finding passwords to hack other friends so that they can earn a lot of money and win. The hack is also lucky because if you are lucky, you will hack a lot of the opponent's money and vice versa you will be hacked by the opponent, creating frustration when repeatedly answering the right question but losing money, distracting from learning vocabulary.</i>
Fishing Frenzy		
S1	<i>In this game, the instructions are also in English, but these words are easy for students to read and understand by themselves. This fast-playing game can expose students to many vocabulary</i>	<i>When playing, the player must click on the screen, when preparing to answer, must also click on the Blooket, when receiving the item, must also click on the screen to continue, clicking on the screen too much also affects player, causing the player to lose focus on the question</i>

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S2		<i>The fishing cards have no interesting rewards. Not very competitive compared to other games.</i>
S3	<i>Fishing is also quite fun; the prize money of each fish is also curious.</i>	<i>The game's introduction in lengthy English is confusing for some players, the sea creatures are not yet alive.</i>
S4	<i>The game requires the player to answer the question correctly when the fishing line will be dropped and catch something of different value. Help players try to learn quickly and remember a strong vocabulary to be able to answer correctly and catch as many fish as possible. A new way of playing, causing excitement when participating.</i>	<i>Waiting time to catch fish takes up a fair amount of time, so there will be less time to ask questions. Another part is that after each time, you have to click on the new screen to switch, so if you don't know it, it will take the player's time.</i>
S5	<i>This game has easy-to-understand instructions. The action must be swift. The game is somewhat more varied with fishing games of the same type. Very good at helping players learn and have fun at the same time.</i>	<i>There is no need to create rewards for students to be distracted, more competitive during the game, and not remember the main purpose of learning vocabulary.</i>
S6		<i>The game is a bit boring because there is no change after many questions.</i>
S7		<i>The distractions in the game affect vocabulary learning.</i>
Blook Rush		
S1	<i>This game is very easy to play and you can remember vocabulary longer when learning.</i>	
S2	<i>The game is very suitable for teaching and learning English because testing by having students compete against each other creates a sense of victory. If you want to win, it is imperative that students focus both their thinking and actions on the game to achieve the right and fastest results.</i>	<i>In this game, the fighting takes a lot of time to play for students because there are too many choices for the correct answer, making the player confused in the next answer.</i>
S3	<i>Interesting because when we answer correctly, we will gain more teammates or destroy other people's teammates. This game gives players the ability to judge and have fun.</i>	<i>When entering the game, the player will answer the question. If the answer is correct, you will be given two options: one is to defend and the other is to attack. When choosing to attack, the player needs to choose the team to attack, so this game is very complicated making the player quite confused not focusing on the vocabulary.</i>
S4	<i>Improve competitiveness, strong new shape.</i>	
S5	<i>As a team game, you should create a sense of unity when playing, and always be ready to protect your teammates. Gives us a feeling of intense attack when destroying your team. Suitable for those who want to improve their teamwork ability. Attacking other people's animals is also very interesting.</i>	<i>Random grouping, there will be a group of all good friends or all bad friends, so it will not be fair to play. Not being able to contact teammates is also inconvenient. Can't choose teammates, so we don't understand each other</i>
S6		<i>The game is quite fast-paced, requiring quick and strategic playing skills.</i>

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S7	<i>For solo play, it will be difficult to protect the player's animals because if you do not answer in time, the opponent will choose to kill, so quick thinking is developed.</i>	
Battle Royale		
S1	<i>This game belongs to the confrontation between 2 people, creating a sense of determination to win. This game is also very easy to play and memorize vocabulary for longer, creating competition between two opponents to try harder. The game is very interesting when each round you will fight with different people.</i>	<i>This game must be played by at least two players at the same time so it is not suitable for homework</i>
S2	<i>Suitable for vocabulary consolidation, helping to stimulate class competition, random matchmaking makes playing and learning more enjoyable.</i>	<i>Each player can only play 5 times, and lose all 5 times, they will end the game early. The grouping is also random, so I can't arrange the teammates I want.</i>
S3	<i>When playing, you will be playing against another friend when answering a question, you need to be agile to answer faster than the opponent, practice more agility, and information processing, learn vocabulary in the fastest way, practice concentration high.</i>	<i>Because it is a two-person antagonist, sometimes the results will be different because each person's different abilities can lead to conflicts.</i>
S4	<i>It is also possible to create a knowledge race between the winning teams to create more fun while playing and help us remember more vocabulary.</i>	<i>Finding the winner will take a long time, because they have to fight each other to see who has more energy, and it takes time to jump questions.</i>
S5	<i>When playing is more competitive, it is imperative that quick memorization is necessary, focusing on quick reactions a lot, and not being too passive, so it is not easy to get bored when playing for a long time.</i>	<i>Due to time pressure, when participating, players may be flustered not knowing what to do.</i>
S6	<i>The game is timed, so it forces players to think and give the correct and fastest answers so as not to be deducted points. Playing solo and competing with another person will test your memory and speed.</i>	<i>Competition breeds envy.</i>
S7	<i>The game helps me to fight against many players. Try your best to beat the other person or not. Easy to understand game mode. Colorful interface.</i>	<i>The response time is quite long.</i>
Tower Defense		
S1	<i>Stimulate the agility of the hand, there are up to 3 beautiful interfaces for players to choose from depending on their preferences</i>	<i>The game is too complicated, the instructions are difficult to understand, the question exposure is low and the vocabulary is low. Demanding too high to be able to win puts pressure on players to play, causing players to focus on performing game operations rather than learning vocabulary.</i>
S2	<i>Lots of attractions and thrills during gameplay</i>	<i>The game should be simpler.</i>

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S3		<i>Difficult to play because it is difficult to understand the rules of the game, long to memorize words because it takes time to shoot.</i>
S4		<i>The hardest game to play, poor vocabulary memory.</i>
S5		<i>The game is not suitable for teaching and learning English because when you do not understand the rules of the game and how to play, it will be very difficult to participate in this game, thereby leading to poor teaching and learning results.</i>
S6	<i>Suitable for teaching and learning vocabulary</i>	
Café		
S1	<i>Very easy to play, has rich and varied gameplay with dishes equivalent to a question, and upgraded to a variety of foods.</i>	<i>It is more difficult to play than other games, needs players to have quick eyes, feels a bit sore when playing, and requires speed and concentration when answering questions to serve food to diners and replenish ingredients. data, feeling a bit confused, distracted, and focusing on playing, so learning vocabulary is distracting. The game is highly entertaining.</i>
S2	<i>requires fast speed and concentration when answering questions, so it will develop agility. The game interface colors are very interesting and attractive.</i>	
S3	<i>Can play alone. Remember vocabulary is longer, and suitable for learning</i>	
S4	<i>The game is more novel, and we need to sell quickly so as not to miss the customers and have more money, if playing for a long time, it will not be boring.</i>	
S5	<i>The creation of products by answering the right questions to serve helps players feel like in a real store, creating a sense of excitement to play, very good and interesting, giving players a feeling of enjoyment. Interestingly, most fascinated are those who have a hobby of selling.</i>	<i>Answering questions and then choosing dishes for guests will be distracting for memorizing vocabulary because we have to remember more that the customer is missing something, so there will be information interference in the process of memorizing our vocabulary.</i>
S6		<i>The game has instructions but is also quite troublesome. If playing to learn vocabulary, this form is not suitable because there are too many operations that slow down the contact of the player's questions. Both answering questions and selling and upgrading the shop are too many operations. I need to buy things to make the cafe work better and better, it takes a lot of time.</i>
S7	<i>The feeling of having completed a day looking back at the player's money more than other stores is very happy and motivated to continue</i>	

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Factory		
S1	<i>Interesting. When we answer 3 questions in a row correctly, we will be able to choose a character that generates money in a certain period of time. The more correct answers, the more characters we accumulate and generate more money. Once all ten slots have been filled, it is possible to start getting blocks from medieval, wonderland, space, and bot boxes. Another way to get more money is to make sure they are all in the same grade. If there are many of the same types, there will be a synergy increase that multiplies the amount received.</i>	
S2	<i>The game creates a new feeling, players have to complete the questions and memorize the cards most accurately to buy more block or upgrade block.</i>	
S3	<i>Suitable for homework assignments because it is a tactical game that requires students to have time to grasp and absorb.</i>	
S4		<i>The game is difficult to play, and remembering vocabulary is not effective</i>
S5		<i>not as interesting as other games</i>
S6		<i>The manager has no control over everyone's answers</i>
S7		<i>The game is about who can raise more money, so there will be less fighting between players (in my opinion, you should put in a few cards like a pile of ice to not let certain players stop farming time for about 5 seconds or is to kill an opponent's animal for example,.. Will make the game more exciting)</i>
Racing		
S1	<i>this game is very fun this game trains me to be agile with my hands to answer questions to quickly reach the finish line to make me feel happy when playing this game is very easy to play and make me remember questions longer</i>	<i>Players who answer slowly will not be able to answer all the questions in the lesson, making it difficult to review comprehensively</i>
S2	<i>The race in the game is suitable for reviewing vocabulary after class, helping to consolidate vocabulary, stimulating memorization, and trying to answer questions as quickly as possible to reach the finish line.</i>	<i>It is a bit pressured on time because only the person who finishes first will win.</i>
S3	<i>Grow up rewards will increase competition; not boring</i>	<i>It is not very new in racing, repeating the same thing over and over is boring</i>
S4	<i>In Racing game, students have to answer the question correctly to move forward. The difference is that when playing, students who answer multiple questions correctly in a row can</i>	

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	<i>use the reward accessibility to advance faster or make you fall behind. This can also be the factor that helps me get excited while playing this game</i>	
S5	<i>The easiest game to play is best suited for teaching. There are pictures for illustration. Passing the question quickly does not take time and the score because answering the question correctly and quickly will be higher and fairer when competing with each other. Suitable for teaching. This game can help learn clumsy words faster because this game focuses only on questions.</i>	<i>I need speed and precision to move Blook forward in a race, only playable in class and not suitable for a homework assignment</i>
S6	<i>My favorite game of all games</i>	
S7	<i>Fun game, easy to play, both remember vocabulary and can compete with friends to improve learning motivation, suitable for teaching and learning vocabulary</i>	<i>Players can't see the track so they won't know where they are</i>
Crazy Kingdom		
S1	<i>Fun game where I have to fulfill a guest request to visit the player's kingdom</i>	<i>The game is quite complicated. Performing too many operations, and translating a lot of instructions in English causes frustration while playing games to learn vocabulary but having to deal with many instructions causes discomfort.</i>
S2	<i>When playing the game, the player needs to have a clear strategy to play to create thinking; This game also trains agility and accuracy while answering questions</i>	<i>Difficult to guide players, bad English interface for weak English players, difficult to estimate points to protect the kingdom It's a strategy game. A bit difficult to play and requires students to study more This game can only be delivered at home, but cannot be played by many people at the same time and with limited players.</i>
S3	<i>It is easy to remember vocabulary, nice interface, and no time to answer questions, this game is homework so students can do it whenever in the time the teacher gives</i>	<i>The gameplay is quite simple and uninteresting: The aim is to keep your kingdom stable and active for as long as possible. The four stats are Resources, People, Happiness, and Gold. If one of your stats reaches 0 or less, you lose and the game is over.</i>
S4		<i>This is a difficult game to play. This game does not attract me because it is very boring; as well as how to play is not clear; there are too many steps to start this game.</i>
S5		<i>Not suitable for learning vocabulary, the interface is not beautiful, and does not create excitement when playing You can only send links when initially preparing to play is a bit confusing, a bit confusing, not very good and creative, so it is not attractive.</i>

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S6		<i>It is quite difficult for the player to know how to skilfully answer the questions because it will always promote resource resources, but the questions both provide and take away some resources.</i>
S7	<i>Simple gameplay, eye-catching interface, attractive storyline to stimulate the player's imagination.</i>	<i>The game is not competition between the players and players will get bored during the game. Most of the requests given by the guests are in English, so there are many words that do not understand the meaning of, causing difficulties in the process of playing.</i>
Tower of Doom		
S1	<i>The game is very lively, stimulating players</i>	<i>It's a strategy game, so the target audience is limited.</i>
S2	<i>It is more suitable for learning vocabulary.</i>	<i>The rules in the game are not clear, you don't really understand how to match numbers, you just need to see which number is big and choose big without knowing how to win, you need a strict guide.</i>
S3	<i>It is a strategy game when players not only absorb the cards but also train their brain thinking, and exercise agility and accuracy when answering questions.</i>	<i>English is quite a lot, so when playing, it will be difficult for players to understand how to play and the rules of the game, which leads to results that will not be as expected.</i>
S4		<i>The game is the most difficult, and the operation is also complicated, making the player vague, the interface makes the player not focus on learning words but only focus on earning many power cards to conquer the tower.</i>
S5		<i>Compared to other games, this game is not exciting and the interface is not eye-catching, not attractive.</i>
S6	<i>The game is quite attractive, creating many interesting things, stimulating players to try to answer the questions correctly and choose the cards and there are many surprises happening.</i>	<i>The only way to join the game is to click on the link.</i>
S7	<i>Students will answer questions to collect cards to help beat Blook and climb the tower, which is highly competitive.</i>	<i>A rather long round of play needs to accelerate the game.</i>
Classic		
S1	<i>This game is very familiar, easy to operate, has no frills, is the easiest to play of all games.</i>	
S2	<i>This is the same traditional playstyle as Kahoot and Quizizz; Can be played by almost any age group.</i>	
S3	<i>Colors attract players easy to memorize vocabulary and learn words faster because they only focus on questions, especially can reinforce</i>	

	<i>the lesson by playing or introducing new words in the lesson.</i>	
S4	<i>Requires agility and accuracy, whoever answers faster and more accurately will score higher. This is also a game to test the player's acumen, and agility. The game is quite good and interesting with calculating the rating in seconds.</i>	
S5	<i>Easiest to play, easy to remember vocabulary, with clear results after finishing a question that is easy to compare with fellow players to create excitement and determination when participating in the game.</i>	
S6		<i>The game is easy to play, and the gameplay is difficult and attractive.</i>
S7		<i>The game is not suitable for teaching and learning because it is quite monotonous, the interface is not as prominent as other games, and it is not interesting to play. It is easy to feel bored because there is only a choice of answer, repetition, and no challenging part to increase the drama when playing.</i>

Every website has its strengths and weaknesses. So, with a small comparison, teachers have found ways to overcome weaknesses and promote strengths to use Bloocket more effectively.

4.2.2. Responses from teachers

A. Personal information

Three teachers of English with their Master degrees, with more than 5 years of teaching experience, have used Bloocket to teach vocabulary in class and give students homework. Teachers often self-study websites or software to serve their teaching better by learning online through YouTube, Facebook, and so on or introduced by colleagues and can also be nominated by students.

Teachers	Who suggested that you use Bloocket in teaching English vocabulary?
T1	<i>During the complicated development of the Covid-19 epidemic, my teaching became difficult, and online classes became quite boring for students, so I went on the internet to find out about combined teaching applications. with games to increase learning interest for students and I found the Bloocket.</i>
T2	<i>Students have suggested using Bloocket in teaching English vocabulary because you want to relax after class to help consolidate and review the content of English vocabulary knowledge that you do not know.</i>
T3	<i>I learned through other teachers, and from YouTube channels, and again I found this application quite useful for teaching, so I delved deeper and used it.</i>

Vocabulary teaching is often used at the beginning of class to review learned words, or at the end of class to reinforce newly taught words to help learners deepen their understanding or to help test what learners remember.

Teachers	At what time do you usually use Blooket in your lectures?
T1	<i>I regularly use Blooket to reinforce the knowledge that I have taught after school. I create lesson-related questions for students to participate in while also reinforcing the lesson and being able to memorize it in class.</i>
T2	<i>I usually use Blooket for about 15 minutes at the end of class to check student understanding. I will create a questionnaire consisting of 50 questions with all kinds of questions such as: fill-in-the-blanks, word meaning, and pronunciation... Then I will copy the game link and send it to the students, with directions to the students on how to enter and how play the game. After the game is over, the top 3 students in the game will receive a reward.</i>
T3	<i>Usually use Blooket at the beginning of a lecture (to introduce and familiarize students with new words) or at the end (to review for students to master the words just learned). Using Blooket in teaching gives students a comfortable and unrestricted learning platform.</i>

After carefully learning how to use it, the teachers were very confident when teaching vocabulary in class with Blooket.

Teachers	Are you confident when using Blooket in teaching English vocabulary?
T1	<i>I am quite confident when using Blooket in teaching English vocabulary because I have learned how to use this website through google and video tutorials on YouTube before and then applied it to the teaching program, so I did not have many difficulties.</i>
T2	<i>I am confident when using blooket in lectures but there are a few force majeure situations such as when playing, the network is weak or the Blooket application is not compatible with the operating system of some students.</i>
T3	<i>I am very confident when using Blooket in teaching English vocabulary. Since the application is quite simple, easy to understand, easy to control and easy to use, teaching vocabulary is also easy.</i>

B. In classroom teaching

a. Usefulness

Blooket not only does not waste the teacher's teaching time, but also makes the teaching time more effective.

Teachers	Do you think that using Blooket in teaching vocabulary in class is time consuming but not effective?
T1	<i>I do not think that using Blooket in teaching vocabulary in class is time consuming and ineffective, on the contrary, using Blooket to teach English words is very useful, both relaxing after class and reinforcing. Lessons help students learn and acquire new vocabulary. Help them remember the content of the lesson.</i>
T2	<i>No. Because instead of checking the lesson in the traditional way of writing on paper or answering orally, which is boring, it is possible that students only learn by rote, while using Blooket through games will be more interesting and save time. More time can test many friends at the same time, the questions are reversed, repeated, helping students easily remember the lesson.</i>
T3	<i>Using Blooket only takes time when you are not used to it, making the process of composing questions long, but once you get used to it, it does not take much time but also achieves very high efficiency in the teaching process. Each game only takes 3-4 minutes but brings high learning results.</i>

Teachers could take advantage of vocabulary topics that other users have created to reduce preparation time or consult their ideas to make their own better lectures.

Teachers	How might Blooket affect your lectures?
T1	<i>Blooket does not affect my lectures but also makes it more convenient for me in the teaching process because it takes less time to compose questions. With a set of vocabulary, I can give many different questions and games to help students easily remember, more interested in learning</i>
T2	<i>Blooket does not affect my lectures but also aids in teaching. With a detailed score report and question analysis, it's easy for me to understand how students are doing and identify areas for review for each student group.</i>
T3	<i>Blooket sometimes has a problem that takes a bit of time and can burn me out of my lesson plan. For example, when used it can be dropped from the internet, and the application is not suitable for the browser.</i>

As a result, students' vocabulary has increased significantly after applying Blooket to the lectures.

Teachers	After a period of using Blooket to teach English vocabulary in class, how has the student's vocabulary changed?
T1	<i>After a period of using Blooket to teach English vocabulary in class, students' vocabulary has significantly changed, students' vocabulary has improved and increased quite a lot and students' interest in the subject has increased significantly. This study also increased. The previous score was not high, about 5-6 points, but after a while when I put Blooket into my lecture, I found that the class's score has improved significantly, reaching about 7-8 points or more.</i>
T2	<i>After a period of using Blooket to teach English vocabulary in class, I noticed that students' vocabulary has improved a lot. Those who are lazy with this subject, gradually become more interested in learning, thereby absorbing new knowledge. Students can memorize vocabulary in class and can learn vocabulary more easily by themselves.</i>
T3	<i>I found that after a while, bringing Blooket into the lecture helps students memorize vocabulary for a long time, the vocabulary becomes richer and richer, and the ability to remember and react is improved day by day. While playing, the children are not too stressed, if they choose wrong, they can still choose again, making the learning quite comfortable, and not too restrictive, and perhaps they are no longer averse to learning English.</i>

b. Usability

Teachers	Do you find Blooket difficult to use?
T1	<i>Blooket is easy to use, but there are some games that are a bit difficult to play and are not clear, so individuals can play on their own and not display the results of the game, making students uninterested and passive in the next games.</i>
T2	<i>It is not too difficult to use Blooket for the first time, it will be easier the next time and Blooket is known as a platform to support teachers who can more easily transmit knowledge to students through games. study. Teachers only need to create a set of questions and then can let students participate in all the attractive games of Blooket with the set of questions they have created.</i>
T3	<i>I feel that Blooket is not too difficult to use, it seems a bit difficult to start at first, but with just a little time, we can understand and implement it easily, both can be used on computers and can be used on computers. can be used for phones to create interesting questions for students. Creating</i>

	<i>good questions for students to start playing is not too complicated, on the contrary, it also brings something new and more attractive to both teachers and students.</i>
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For teachers, using Blooket is not too difficult because the instructions in English are easy to understand and the interface is not too complicated.

In the process of teaching with Blooket, there would be advantages and disadvantages that teachers needed to overcome to make the lessons better.

Teachers	What are the advantages and disadvantages of Blooket in the teaching process?	
	Advantages	Disadvantages
T1	<i>Blooket helps teachers to create fun and engaging games for their students. Blooket supports teachers to compose questions with extremely impressive game modes. Motivate students to successfully complete assignments and review knowledge for the subject. When using Blooket, you are also free to edit and install the game with many different options.</i>	<i>Students are required to have a cell phone, internet connection, etc. So, if you don't have a mobile phone, you can't use it. There are some phones that can't play because the website in the phone is not suitable for the game.</i>
T2	<i>Easy to create questions and can use the same set of questions for many different games, with sound, and vivid images to create excitement for students/students, most of the games are completely free of charge. However, there are some games that need to be upgraded to be used</i>	<i>To use the application requires Internet, the free account package only allows up to 60 players, some games are limited to players, and the Blooket application only supports multiple choice questions.</i>
T3	<i>Using Blooket to ask questions is simple and fast. How to login, and register quickly and easily without taking too much information and time</i>	<i>Only a teaching environment with full technology equipment can access Blooket. When the internet is weak, you can't log in. Once the game has been played, players with poor internet connection are logged out and want to re-enter the game will not be able to enter</i>

c. Enjoyment

Teachers	Do you like using Blooket in teaching vocabulary?
T1	<i>Yes, because through the use of Blooket application for students to participate in learning, teachers can feel the positivity and excitement of students when participating in learning through this application. The children feel more comfortable while playing and reviewing the knowledge they have learned. Not only that, teachers also know how students grasp knowledge through the statistics section after they finish participating.</i>
T2	<i>Yes, because Blooket is an all-new quizzes and assessment game that helps teachers and presenters craft questions with a stunning game mode.</i>
T3	<i>Yes, because the games are so strange and add variety and increase the level of interaction, students will want to play again and again, with a beautiful interface, vivid sound, and can play in groups to increase interaction between students.</i>

C. At the student's home study

Teachers	Do teachers assign homework for students to learn through Blooket? How do you see students' vocabulary improved when using Blooket to study at home?
T1	<i>I regularly assign homework using Blooket for students to memorize vocabulary. There is a lot of improvement, they remember the words they have learned longer</i>
T2	<i>There were assignments, but at first, the students saw a lot of play, but gradually when she called for the test, the students became more active. But overall, there is an improvement</i>
T3	<i>I regularly assign homework using Blooket. The students sometimes also voluntarily enter the game without reminding. The students know more vocabulary</i>

Teachers	Do students face any difficulties in using Blooket at home? What do you do to help students when they have difficulties?
T1	<i>At first, if you can't log in or the game doesn't know how to play, the teacher will help you through Zalo, Google meet ect.</i>
T2	<i>Students do their own research on the internet. There doesn't seem to be any difficulty</i>
T3	<i>There are also difficulties, sometimes students point to each other, and sometimes learn through Google. When there is no other way, ask the teacher.</i>

Teachers	Do students feel excited when teachers assign homework through Booklet?
T1	<i>When I first used the Booklet in class, the students came home very curious, so the homework was done right after it was assigned. But over time, the excitement is gone.</i>
T2	<i>There was a lot of excitement, the students invited each other to play for fun.</i>
T3	<i>Yes, students prefer studying with Booklet to learning by heart</i>

D. Comparison

Teachers	Can you give some comments about the games included in Blooket?
T1	<i>Most games are easy to play, suitable for teaching vocabulary and helping to remember for a long time. Every game requires high concentration. You must play with speed and accuracy to win. There are some games that are a bit difficult to play, so many players do not understand.</i>
T2	<i>In Booklet there are many interesting games that are easy to play such as: Classic, Cafe, Factory, Fishing Frenzy. Games Gold Quest, Crypto Hack, Deceptive Dino. Gold Quest, Crypto Hack, Deceptive Dino games have many unique features that increase the excitement for players. The game allows team plays such as: Royal Battle, Blood Rush to help players easily interact with each other. Besides, there are some games that are a bit difficult to play such as: Tower Defense, Tower of Doom, Crazy Kingdom.</i>
T3	<p><i>There are many games in Blooket, each with a different playing scene that attracts the attention of the player, does not take too much time in teaching and there are some games that emphasize the player's agility, Booklet also includes detailed game history reports so teachers know how well students have completed the lesson.</i></p> <ul style="list-style-type: none"> • <i>Advantages: simple, easy to use, easy to create questions, has applicability in teaching and learning (entertainment, learning vocabulary, making the class more interesting....)</i> • <i>Disadvantages although competitive, the score for each question received by each person is random, so it is a bit lucky, some games have too much time to play, reducing the time to answer questions. There is no record of students' play results, so teachers will not be able to control how many times students participate, or how many points.</i>

With the question: **Have you used any other applications similar to Blooket before? If there is a teacher, please compare those applications with Blooket?**

The following are the replies:

Websites	Similarities	Differences
Quizizz	<ul style="list-style-type: none"> Both allow us to see the full question and answer on the player's device, both supporting us in learning. (T3) Answering questions to help teach vocabulary, students play at their own pace with the questions displayed on their devices. (T2) Quizizz and Blooket are both easy to use, both can enter questions and answers on Excel files but must follow the standard rules. (T2) 	<ul style="list-style-type: none"> Quizizz is to have multiple sets of questions to choose from. The downside is limited to only 100 players for the free account. Quizizz with Blooket is about having an age-restricted game and has 1 less free games limit, less rich gameplay. (T3) The way to ask questions on Quizizz is more diverse than Blooket, the library of questions is richer than Blooket. The game has many limitations and few ways to organize questions when using it for free. When organizing games with the Blooket application, teachers must make a set of questions over 30 questions so that the questions do not overlap. (T2) Quizizz: there are many different types of questions such as: multiple choice questions, fill-in-the-blank essay questions, opinion poll questions, and open-ended questions. Blooket: only one question type is multiple choice. (T1) Blooket has more games, only answers in the form of multiple choice, and must have 1 host to participate. Quizizz has fewer games, a variety of answers, and has 3 game modes: The first is to play online, which means many people play at the same time. Next is the assignment of homework, that is, you will choose a certain time and ask your students to submit it before that deadline. Finally, practice mode, this mode does not limit the number of times played and does not save the results to the system. (T2) Quizizz has quite a few games so the process is repetitive and boring. At the same time, the Quizizz application can only be played for a certain number of times, after the number of times has been played, the application will charge a fee. (T1)
Kahoot		<ul style="list-style-type: none"> Kahoot! There is a fill-in-the-blank essay type, and an opinion poll, and kahoot can insert information slides to explain the illustration or an interactive lesson plan. Blooket does not have many types of questions, especially opinion poll questions, when organizing Blooket, the questioner should have a set of multiple-choice questions, at least 30-40 questions so that the question is not lost. repeated over and over as students play, especially when playing special modes. (T3) Kahoot requires players to have 2 devices (1 to see the question on the screen you share and 1 to choose the

		<p><i>answer). This can be difficult for those of you who only have 1 device. Blooket does not require players to have 2 devices. In addition, Blooket only needs to create 1 set of questions and can be changed into many different forms of play. (T1)</i></p> <ul style="list-style-type: none"> • <i>Kahoot does not have as many games, not as diverse, if you keep using Kahoot, it will be boring for students. (T2)</i>
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5. Conclusions and Implications

5.1 Summary of key findings

This research hopes to realize more advantages and disadvantages and consider Blooket to be a great tool to learn new vocabulary and review old vocabulary. The researchers hope that the study can provide data to make recommendations on teaching vocabulary with Blooket, creating lessons that capture students' attention and maintain learners' motivation and engagement. Especially, considering the characteristics of Generation Z students who tend to prefer something audiovisual, interactive, and fun, this site is definitely more suitable to use in teaching and learning vocabulary than other traditional methods that tend to be one-sided, rigid, and boring. Based on the results of questionnaires and interviews, the study showed that students had a positive perception of using Blooket in learning English vocabulary.

5.1.1 Answering research question 1

Research has shown that Blooket helps students experience vocabulary learning in a "fun" way. Students admitted that using Blooket in their teacher's classroom vocabulary teaching had a positive impact on the amount of vocabulary they acquired. Based on the research results and discussion through questionnaires and interviews conducted by the researcher, it can be concluded that students' perceptions towards using Blooket to teach English vocabulary are very useful, very easy to use, and enjoyable with Blooket.

a. Usefulness

Blooket is effective when used by teachers in teaching English vocabulary in class. Thanks to Blooket, students have a great time learning vocabulary, having fun, without pressure, and helping to absorb knowledge better. During the game, the students were not too stressed. When choosing wrong, the player can still choose again, which makes the acquisition quite comfortable, and not too restrictive. Because of that, perhaps they are no longer averse to learning English and motivate students to complete assignments and review vocabulary daily. Students who are lazy with learning vocabulary, gradually become more interested, thereby absorbing new knowledge, and can apply it in real life. Interactive games with the whole class are easier to memorize vocabulary than games that are played alone. Each game has a different way of playing, and different rewards,

which help players excited and enthusiastic when participating. From there, learning is no longer boring, on the contrary, improving learners' motivation.

Blooket not only does not waste the teacher's teaching time but also makes the teaching time more effective. Because traditional vocabulary testing such as writing or oral answers can be disappointing because it is possible that students are just rote learning. Meanwhile, using Blooket through games will make students more curious. The questions are reversed, and repeated, making it easy for students to remember. In addition, teachers also save more time because they can test many students at the same time, and with only 10 English words, they can create many different questions with extremely impressive game modes. Teachers can also time each answer to force participants to think quickly to find the answer. Teachers can take advantage of vocabulary topics other users have created to reduce preparation time or see ideas to make their own better lessons.

Blooket sometimes has a problem that takes a bit of time. For example, when using it may not be able to connect to the network, the website is not suitable for browsers, students do not bring mobile phones or cannot register to the internet, etc.

b. Usability

In the process of teachers using Blooket to teach vocabulary in class, it is very convenient: Easy to access the website to join the game by the link sent by the teacher; The interface is very easy to use; The instructions of the game are easy to understand. For teachers, using Blooket is not too difficult because the instructions in English are easy to understand and the user interface is not too complicated. With just a little time, it can be understood and implemented easily, both on computers and phones to create interesting questions for students. Creating questions for students to play with is not too complicated, on the contrary, it also brings something new and more attractive to both teachers and students.

Besides, teachers also face many difficulties: Students use phones with a weak 3G network, making the connection not smooth during using Blooket. The school only installs Wi-Fi networks in a few places, so some classrooms cannot connect to the school's Wi-Fi. When the game has been played, players with poor internet connection are out and want to re-enter the game will not be able to enter; Besides, students are not good at using technology, and must have the guidance of teachers to use it; in addition, Blooket uses all English, so this will cause difficulties for students with low proficiency. One obstacle that cannot be ignored is the use of phones with many different brands by students, some of which will not be able to play because these brands do not have support software for phones. There are some games that are a bit difficult to play and are still complicated and unclear, allowing individuals to play on their own and not showing the results of the game, making students uninterested and passive in the next games. When using Blooket with a free account to teach vocabulary, we will be limited in some features such as allowing up to 60 players, only supporting multiple choice questions, not inserting images in the answer, cannot insert sound into the question.

c. Enjoyment

The use of Blooket by teachers in teaching has a great effect on students' vocabulary learning. Most of you like to play and learn at the same time, especially the games that require thinking, are highly competitive among the participants, create excitement in the learning process, and always focus on the lesson by teachers, with difficult vocabulary topics can also be easily learned in a very fun way, making learning no longer stressful, creating more motivation for learning vocabulary, helping to remember vocabulary for a long time.

What students don't like when teachers use Blooket in teaching vocabulary is that winning and losing during the game will easily lead to conflicts between you. In the process of playing, losing a lot makes them discouraged, and do not want to participate in the game anymore. Most of you don't think that the reason you don't like teachers using Blooket in teaching vocabulary is that they don't like learning through games or that Blooket makes them play more than learn.

Thus, it can be said that Blooket has won the hearts of students in the way teachers use it to teach vocabulary in class.

5.1.2 Answering research question 2

This study aims at students' descriptive perception of using Blooket as a means in learning vocabulary. Based on the results and discussion in Program IV, it can be concluded that Blooket is one of the useful tools for learning vocabulary. The interesting conditioning for students is that they can perceive positively towards this site. Blooket is very easy to use in learning English and it can be used anywhere and anytime, easy for children to understand and learn English vocabulary. They find it interesting to learn using Blooket because it is easy to use and gives them the opportunity to be more active in learning English vocabulary. Blooket makes them excited and motivated in the learning process. Students can learn English vocabulary with the application at home easily, helping to understand the lesson better.

a. Usefulness

For students, the use of Blooket in the process of learning English at home has significantly improved because the website's graphical interface is very beautiful and attractive to players, and the games are fun to make players want to play. The more you play and the more you play, the better the absorption of vocabulary, and Blooket's huge data source helps users to expand their vocabulary on the same topic they are learning.

In the process of learning English vocabulary, Blooket has helped me be more active in learning. Because in the past I had to learn vocabulary by myself by rewriting that word many times, it was very time-consuming, boring, sometimes boring, but I didn't want to learn Blooket changed that, Blooket made my vocabulary learning no longer boring, mechanically repeating through attractive and diverse games. Besides, there are still students who think that Blooket does not improve their vocabulary because learners can only see and recognize what the English word means but do not know how

to write that word correctly as well as how to pronounce it. How does that sound, and especially can remember playing the game but then going home and forgetting it all?

Blooket has also changed learners' views on vocabulary learning methods, in addition to the usual learning methods such as writing down many times to remember, reading vocabulary reading passages, or passively learning through movies and songs, Blooket is a new way of learning.

b. Usability

With Blooket learners can easily use any website platform and can access it anytime and anywhere to learn vocabulary. Learners do not need to register for an account, just have an email address to be able to use Blooket. Using Blooket through electronic devices is easy. Learners only need to create a set of questions including the vocabulary they want to learn to be able to play all the games in Blooket. In Blooket there are many ways to create questions. So, it doesn't take too long to type in each question.

It may be a bit difficult at first because Blooket is entirely in English, but if you have an instructor first, it will not be a problem if your English level is poor. Anything new is difficult for others to use. But over time, as you get used to it, things will become much easier. And Blooket is not an exception.

c. Enjoyment

With the many benefits that Blooket brings, learners want to have more vocabulary classes with Blooket than memorize vocabulary lists. On holidays or special events, Blooket has new games corresponding to that event or holiday. This helps learners discover more interesting games in Blooket. And students have been and will spend time using games in Blooket to learn English vocabulary. In creating the question set for the game, the students had conflicting opinions. If there are students interested in learning vocabulary, they can create their own set of questions. Because: helps us to form sustainable knowledge, self-discipline, and initiative in the process of receiving knowledge from the learning environment, and finding the necessary knowledge to serve the learning and working process of students. self. There are students who like the teacher created create a sense of curiosity during play because they will come up with the answer by myself and play a competitive game with my friends in class then be taught new vocabulary by the teacher so I can learn it. Some students like both. because I will know how to make the game and how to play it but there are still many mistakes that I don't realize and if the teacher makes the game, the students will not know the question, which attracts students' curiosity and make them interested in the class, remember more knowledge when learning.

5.1.3 Comparison

5.1.3.1 Comparison of games in Blooket

a. Usefulness

The game that helps memorizing the most vocabulary is Fishing Frenzy; helps memorizing vocabulary longer is Gold Quest; play more than learn is Crypto hack; The most suitable for teaching is the Classic game; suitable for learning vocabulary at the home of students is Classic; All ages from elementary school to adults can participate in the game is Fishing Frenzy.

b. Usability

The game that is arguably the most difficult to use as well as the most confusing is Monster Brawl; having the most operations in the process of playing is the game Café; fast playing speed is Racing; The time to switch sentences in the Classic game is the longest.

c. Enjoyment

The game with a beautiful interface is Fishing Frenzy. In terms of scoring, the Classic game is the fairest. The most popular is the game Fishing Frenzy. Crypto Hack is said to be the funniest of the games because when hacking other players, there is a great feeling of being a winner. Curiosity to hack friends' passwords excited players and Crypto Hack was chosen as the most thrilling and dramatic game. Fishing Frenzy is a game that has many advantages but also has the disadvantage of distracting players when fishing for miscellaneous objects. Due to the monotony of Classic, sometimes participating in playing a lot also makes players bored quickly. This is considered the most boring game in the game. When it comes to the highly competitive in game, skipping Racing is a mistake as this game stands at the top of the competition. Crypto hack and Monster Brawl is a game with a very new and strange gameplay compared to other games. Gold Quest has very attractive rewards that stimulate players a lot, making them want to play more to win that reward.

5.2. Recommendation for effective implementation of Blooket

5.2.1 For students

The motivation behind doing this research is to improve English teaching at Long An College of Education, as well as students' learning experience with games or foreign language learning environments. Web games are expected to have a positive effect and are loved by students because they are easy to use, creating a fun learning environment. For students to use more than other social media, not only is Blooket used as a means to increase their vocabulary knowledge but classroom instructor support is also required in the use of Blooket or other applications during their learning of English vocabulary.

5.2.2 For teachers

The results show that using Blooket in vocabulary lessons as a tool to help learn vocabulary more successfully, such as attracting learners' attention, creating a learning atmosphere, maintaining the ability to memorize vocabulary, and increasing learner talk time. However, it is observed that there are some problems that cannot teach vocabulary through Blooket including time, limited information technology, and lack of technological facilities. It is essential that teachers should learn how to use information technology to integrate vocabulary lessons to improve the quality of learners' English learning.

As a result, the study provides real evidence of the positive attitude of learners towards the Blooket game on mobile phones in English classrooms. It is clear that learners find games interesting, entertaining, motivating, and easy to play. In addition, the results indicated that students participated in Blooket games for a number of reasons including random order of questions and answers, competition, fun pictures, and writing. The Blooket game, moreover, turns the boring classroom into a learning and quality environment. With these in mind, the researchers encourage academic staff and instructors to take advantage of Blooket games in their classrooms. By redesigning their lessons and how students learn, education staff can change students' standard perceptions of English language learning and make them more effective. However, in order to optimize the effectiveness of the Blooket game, some suggestions should be given. First, the time for classroom activities should be considered. Second, management education should set rules in advance to ensure that those students within the specified range will be penalized. Last but not least, an online community where academic staff share their ideas and learn from each other should be established to create an address owner for personal development. and careers in teaching and pedagogy.

Based on the findings of this study, it can be concluded that Blooket is a useful and user-friendly online playing tool that almost anyone can benefit from playing it. Learners can perform better in vocabulary and reading as they engage in work and learning with others. This application can be a fun and positive learning experience as it increases the learner's social experience, playfulness, and sense of accomplishment. Furthermore, it enhances learners' ability to solve problems in vocabulary.

5.2.3. Recommendation for LACE board

For college managers, creating opportunities for teachers to participate in professional training courses or seminars on the use of Blooket in foreign language classes is essential. If a teacher can do these things, teachers can share their experiences of exploiting Blooket's features with colleagues to improve their vocabulary on Blooket. Heads of schools or deans need to provide full financial support in time for teachers so that they can include Blooket in lectures to arouse learners' interest in vocabulary lessons.

College board may consider adding time for mobile learning in English classes as younger learners are more involved in learning through mobile learning. Therefore,

teachers should use mobile language play app games related to instructional materials to cater to Generation Z relationships.

The Blooket has a great function in promoting active learning at all stages of the school level. Therefore, delve deeper into the different backgrounds of learners, different skills such as listening, and writing and skills that need to be implemented. Therefore, more information can be discovered about how this app can be used to enhance the language learning experience of others. In summary, the use of Blooket is very beneficial because it gives a positive impact on vocabulary.

5.3 Limitations of the study

There are a few limitations of this study. First, this study was designed to observe how students think about their learning experiences with a Blooket that helps engage their emotions. Therefore, this study cannot be used to conceptualize to assess the depth of learning work with Blooket. Second, the number of participants was small, so their responses may not be applicable to all Blooket learners' perceptions of vocabulary.

5.4 Suggestions for further study

Since the Blooket upgrade has to be paid via an international card, which researchers cannot do, there is no paid experience with Blooket, but only through videos that foreign teachers have used. Therefore, if the following researchers can solve this problem, they can show a more general view of Blooket to perfectly complete the whole of Blooket in English teaching in general and English vocabulary in particular. Other researchers may do more research on these studies because this study is incomplete and this study can be used as a reference for further studies.

For future research, the researcher proposes to increase the number of participants to get a more diverse student opinion and hopefully be able to try the previous research arrangement. Furthermore, future researchers may conduct similar studies with participants with different learning problems. Future research should also look for different types of websites and applications of learning media.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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