

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : Trần Nguyễn Minh Vỹ

HẢI PHÒNG – 2026

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A Study on the Effectiveness of Genshin Impact in
Improving the Speaking Skills of English Majors at HPU**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH

Sinh viên: Trần Nguyễn Minh Vũ
Giảng viên hướng dẫn: Thạc sĩ Nguyễn Quỳnh Hoa

HẢI PHÒNG – 2026

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Trần Nguyễn Minh Vỹ

Mã SV: 2112751005

Lớp : NA2501A

Ngành : Ngôn ngữ Anh

Tên đề tài: A Study on the Effectiveness of Genshin Impact in Improving
the Speaking Skills of English Majors at HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

.....

.....

.....

.....

.....

.....

2. Các tài liệu, số liệu cần thiết

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên :

Học hàm, học vị :

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn:

Đề tài tốt nghiệp được giao ngày tháng năm 2026

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2026

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày tháng năm 2026

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác: *Đại học Quản lý và công nghệ Hải Phòng*

Họ và tên sinh viên: *Trần Nguyễn Minh Vũ*

Chuyên ngành: *Ngôn ngữ Anh*

Đề tài tốt nghiệp:

Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....
.....
.....

2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

.....
.....
.....
.....

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Trần Nguyễn Minh Vũ

Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp:

1. Phần nhận xét của giáo viên chấm phản biện

.....
.....
.....
.....

2. Những mặt còn hạn chế

.....
.....
.....
.....
.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

Table of Content

Acknowledgement	4
Abstract.....	5
CHAPTER 1: Introduction.....	6
1.1 Background of the Study.....	6
1.2 Rationale of the Study.....	6
1.3 Research Objectives.....	7
1.4 Research Questions	8
1.5 Scope of the Study	9
1.6 Significance of the Study	10
1.7 Structure of the Thesis	11
CHAPTER 2: Literature Review	12
2.1 Overview of Speaking Skills in Language Learning	12
2.1.1 Definition of Speaking Skills	12
2.1.2 Importance of Speaking Skills for English Majors	13
2.1.3 Components of Speaking (fluency, accuracy, pronunciation, etc.)	14
2.2 Factors Affecting Speaking Skills	14
2.2.1 Psychological Factors (confidence, anxiety, motivation).....	15
2.2.2 Linguistic Factors.....	15
2.2.3 Learning Environment.....	16
2.3 Game-Based Learning in Language Education	16
2.3.1 Definition of Game-Based Learning.....	17
2.3.2 Benefits of Digital Games in Education	18
2.3.3 Previous Studies on Game-Based Language Learning	18
2.4 Overview of Genshin Impact.....	19
2.4.1 Introduction to the Game.....	19
2.4.2 Features Relevant to Language Learning (voice lines, dialogues, interaction)	20

2.4.3 Popularity Among Students.....	21
2.5 Theoretical Framework	21
2.5.1 Communicative Language Teaching (CLT)	22
2.5.2 Constructivism Theory	23
2.5.3 Input and Output Hypothesis.....	23
2.6 Research Gap	24

Chapter 3: Methodology 24

3.1 Research Design.....	24
3.2 Research Setting (HPU – Hai Phong University)	24
3.3 Participants	25
3.3.1 Selection Criteria.....	27
3.3.2 Sample Size.....	28
3.4 Data Collection Instruments	29
3.4.1 Questionnaire	30
3.4.2 Interviews.....	32
3.4.3 Speaking Tests / Assessment.....	33
3.5 Data Collection Procedures	34
3.6 Data Analysis Methods	34
3.7 Reliability and Validity	35
3.8 Ethical Considerations	36

Chapter 4: Findings and Discussion 36

4.1 Overview of Data Collected	36
4.2 Students’ Use of Genshin Impact	37
4.2.1 Frequency of Playing	38
4.2.2 Types of In-game Activities	39
4.3 Impact on Speaking Skills.....	40
4.3.1 Improvement in Fluency	41

4.3.2 Improvement in Pronunciation.....	42
4.3.3 Vocabulary Development.....	43
4.3.4 Confidence in Speaking	44
4.4 Students' Attitudes Toward Using Genshin Impact.....	45
4.4.1 Motivation.....	46
4.4.2 Engagement	47
4.4.3 Challenges.....	47
4.5 Discussion of Findings.....	48
4.5.1 Comparison with Previous Studies.....	49
4.5.2 Interpretation Based on Theories.....	50
Chapter 5: Conclusions and Recommendations .	51
5.1 Summary of Key Findings	51
5.2 Conclusions.....	51
5.3 Implications for Teaching and Learning.....	52
5.4 Limitations of the Study.....	53
5.5 Suggestions for Future Research	53
PREFERENCES	55
APPENDICES	56

Acknowledgement

First and foremost, I would like to express my deepest gratitude to my supervisor for their invaluable guidance, support and encouragement throughout the process of completing this thesis. Their insightful comments and constructive feedback have greatly contributed to the development and completion of this study.

I would also like to extend my sincere thanks to all the lecturers of the Faculty of Foreign Languages at Hai Phong University of Management and Technology (HPU), who have provided me with essential knowledge and skills during my years of study. Their dedication and enthusiasm have inspired me to pursue this research topic.

My heartfelt appreciation goes to all the participants who willingly took part in this study. Without their cooperation and valuable responses, this research would not have been possible.

I am especially grateful to my family and friends for their continuous support, understanding, and encouragement. Their motivation has helped me overcome difficulties and stay focused throughout this journey.

Last but not least, I would like to thank everyone who has directly or indirectly contributed to the completion of this thesis.

Abstract

This study investigates the effectiveness of Genshin Impact in improving the speaking skills of English-major students at Hai Phong University of Management and Technology (HPU). In the context of increasing integration of technology in education, digital games have emerged as a potential tool for language learning. This research aims to examine whether playing Genshin Impact can positively influence students' speaking abilities, including fluency, pronunciation, vocabulary, and confidence.

The study employs a mixed-methods approach, combining quantitative and qualitative data collection methods. Questionnaires were distributed to English-major students at HPU to gather information about their gaming habits and perceptions, while interviews and speaking assessments were conducted to gain deeper insights into their experiences and actual speaking performance.

The findings indicate that Genshin Impact has a positive impact on students' speaking skills. Many participants reported improvements in vocabulary acquisition, pronunciation, and confidence in communication. The immersive environment and authentic English dialogues in the game were found to enhance students' exposure to the language and motivate them to practice speaking more frequently. However, some limitations were also identified, such as the lack of real-time interaction and the risk of distraction.

In conclusion, the study suggests that Genshin Impact can be considered an effective supplementary tool for improving English speaking skills. It is recommended that students incorporate such digital games into their learning process, and educators should consider integrating game-based elements into language teaching to increase student engagement.

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

In today's globalized world, English is widely recognized as an international language for education, business, science, and communication. For English-major students, mastering speaking skills is particularly important because effective oral communication contributes to both academic success and future career opportunities. However, despite having knowledge of grammar and vocabulary, many learners still experience difficulties expressing themselves confidently due to pronunciation problems, hesitation, and speaking anxiety (Harmer, 2007; Richards, 2008)

At Hai Phong University of Management and Technology, English-major students receive training in all four language skills. However, classroom time is often limited, and some students are reluctant to speak because they are afraid of making mistakes. In recent years, educators have increasingly explored the use of technology and digital media to create more interactive and motivating learning environments (Brown, 2007; Vygotsky, 1978).

Genshin Impact, developed by HoYoverse, is one of the most popular online role-playing games among university students. Through English voice acting, dialogues, quests, and character interactions, players are exposed to authentic language input in an enjoyable setting. According to Krashen's (1985) Input Hypothesis, learners improve their language ability when they receive meaningful and understandable language input. Although many Vietnamese students regularly play this game, its influence on English speaking skills has not been widely investigated. Therefore, this study examines the effectiveness of playing Genshin Impact in improving the speaking skills of English-major students at Hai Phong University of Management and Technology.

1.2 Rationale of the Study

Speaking is considered one of the most important productive skills in language learning because it enables learners to communicate ideas and information effectively (Harmer, 2007). However, many English-major students find it difficult to use English naturally in real-life communication despite having adequate grammatical knowledge and vocabulary (Richards, 2008).

At Hai Phong University of Management and Technology, limited classroom practice and students' fear of making mistakes may reduce opportunities for active speaking. Therefore, finding alternative and engaging learning methods has become increasingly important (Brown, 2007).

Digital games have recently attracted attention as educational tools because they create interactive and motivating learning environments. Prensky (2001) argued that game-based learning can increase learners' engagement, while Gee (2003) suggested that video games promote learning through active participation and meaningful experiences.

Despite these advantages, relatively few studies have examined the impact of commercial role-playing games such as *Genshin Impact* on English speaking skills, particularly in the Vietnamese university context. Therefore, this study aims to fill this research gap by investigating whether *Genshin Impact* can contribute to the improvement of English speaking skills among English-major students.

1.3 Research Objectives

The main objective of this study is to investigate the effectiveness of playing *Genshin Impact* in improving the English speaking skills of English-major students at Hai Phong University of Management and Technology. The study focuses on how the game may support students in practicing English through dialogues, voice acting, and interaction during gameplay.

Another objective of the study is to examine which aspects of speaking skills may be improved through playing the game. These aspects include fluency, pronunciation, vocabulary development, and confidence in speaking English. The

research also aims to understand how often students use English while playing Genshin Impact.

In addition, the study aims to explore students' attitudes toward using digital games as a tool for language learning. It examines whether students feel motivated and engaged when learning English through gameplay compared to traditional learning methods.

Finally, the study hopes to provide useful information for both students and teachers about the potential educational value of digital games in English learning, especially for improving speaking skills in a university context. The study hopes to provide useful information for both students and teachers about the potential educational value of digital games in English learning, especially for improving speaking skills in a university context (Prensky, 2001; Gee, 2003).

1.4 Research Questions

Based on the objectives of the study, this research aims to answer several key questions related to the use of Genshin Impact and its impact on students' speaking skills. These questions are designed to guide the data collection and analysis process, as well as to ensure that the study remains focused on its main purpose.

The first question seeks to understand students' gaming habits:

How often do English-major students at Hai Phong University of Management and Technology play Genshin Impact, and how much time do they spend on the game?

This question helps identify the level of exposure students have to the game, which may influence their language learning experience.

The second question focuses on how students interact with the game in English:

In what ways do students engage with English while playing Genshin Impact?

This includes activities such as listening to character voice lines, reading subtitles, following the storyline, and paying attention to in-game dialogues. Understanding

these behaviors can show how actively students are using English during gameplay.

The third question examines the overall impact of the game on speaking skills:

Does playing Genshin Impact have an effect on students' English speaking skills?

This question aims to determine whether there is a relationship between playing the game and improvements in speaking ability.

The fourth question looks at specific aspects of speaking:

Which aspects of speaking skills are most influenced by playing Genshin Impact?

These aspects may include fluency, pronunciation, vocabulary, and confidence.

This question helps identify which areas benefit the most from gameplay.

The fifth question explores students' attitudes and perceptions:

What are students' attitudes toward using Genshin Impact as a tool for improving speaking skills?

This includes their level of interest, motivation, and enjoyment, as well as any challenges or difficulties they experience while using the game for learning purposes.

Finally, to provide a more complete understanding, the study also considers a broader question:

What are the advantages and limitations of using Genshin Impact as a supportive tool for learning English speaking skills?

This question helps evaluate both the positive effects and the possible drawbacks of using the game in a learning context.

By answering these research questions, the study aims to provide a clear and detailed picture of how Genshin Impact can influence the speaking skills of English-major students and how it can be used more effectively as a learning resource.

1.5 Scope of the Study

This study focuses on the effectiveness of playing Genshin Impact in improving the English speaking skills of English-major students at Hai Phong University of Management and Technology. The research mainly examines how the game may influence students' fluency, pronunciation, vocabulary, and confidence in speaking English.

The participants of the study are English-major students who have experience playing Genshin Impact using English voice acting or subtitles. The research only focuses on students at HPU and does not include learners from other universities or non-English majors.

In terms of content, the study focuses mainly on speaking-related skills and students' learning experiences while playing the game. Other language skills such as writing, reading, and grammar are not discussed in detail. The study focuses mainly on speaking-related skills and students' learning experiences while playing the game. Other language skills such as writing, reading, and grammar are not discussed in detail because speaking is considered one of the key indicators of communicative competence (Richards, 2008).

The study is conducted within a limited period of time and uses questionnaires, interviews, and speaking assessments to collect data from participants.

1.6 Significance of the Study

This study is significant because it provides more understanding about the relationship between digital games and English language learning. The findings may show how entertainment games such as Genshin Impact can support the improvement of speaking skills in an enjoyable and interactive way.

For students, the study may help them recognize that learning English can also happen through daily activities such as gaming. It may encourage learners to use digital games more effectively for practicing pronunciation, vocabulary, and speaking confidence.

For teachers, the study may provide useful ideas about using game-based learning in English education. Teachers may consider combining traditional teaching methods with digital activities to create more engaging learning environments.

In addition, the study may contribute to future research related to digital games and language learning, especially in the Vietnamese university context. Teachers may consider combining traditional teaching methods with digital activities to create more engaging learning environments (Gee, 2003).

1.7 Structure of the Thesis

This thesis is organized into five main chapters, each focusing on a specific part of the research in order to present the study in a clear and logical way.

Chapter 1: Introduction provides an overview of the study. It presents the background of the research, explains the reasons for choosing the topic, and outlines the research objectives and research questions. In addition, this chapter defines the scope of the study, highlights its significance, and introduces the overall structure of the thesis. This chapter helps readers understand what the study is about and why it is important.

Chapter 2: Literature Review reviews relevant theories and previous studies related to speaking skills and game-based learning. It discusses key concepts such as the definition and importance of speaking skills, factors that affect speaking ability, and the role of digital games in language learning. This chapter also introduces Genshin Impact and explains its potential as a learning tool. Furthermore, it presents the theoretical framework that supports the study and identifies the research gap that this study aims to address.

Chapter 3: Methodology describes how the research is conducted. It explains the research design, the setting of the study at Hai Phong University of Management and Technology, and the participants involved. This chapter also presents the data collection instruments, such as questionnaires, interviews, and speaking tests, as well

as the procedures used to collect and analyze the data. In addition, it discusses issues related to reliability, validity, and ethical considerations.

Chapter 4: Findings and Discussion presents the results of the study and analyzes the collected data. It provides information about students' use of Genshin Impact, including how often they play and what activities they engage in. The chapter then examines the impact of the game on different aspects of speaking skills, such as fluency, pronunciation, vocabulary, and confidence. It also explores students' attitudes toward using the game for learning. Finally, the findings are discussed in relation to previous studies and relevant theories.

Chapter 5: Conclusions and Recommendations summarizes the main findings of the study and draws overall conclusions. It discusses the implications of the results for teaching and learning English, especially in relation to the use of digital games. This chapter also points out the limitations of the study and provides suggestions for future research in this area.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Speaking Skills in Language Learning

Speaking is one of the most important skills in language learning because it allows people to communicate ideas, thoughts, and feelings effectively. In English learning, speaking is often considered a key indicator of language proficiency since it reflects learners' ability to use the language in real situations.

For English-major students, speaking skills are especially important because they are expected to communicate confidently and accurately in academic, professional, and social environments. Good speaking ability can support students in presentations, discussions, future careers, and international communication.

Speaking involves several components, including fluency, pronunciation, grammar, vocabulary, and comprehension. Learners need to combine these elements in order to communicate clearly and naturally. However, many students still face difficulties such as limited vocabulary, lack of confidence, fear of making mistakes, and insufficient speaking practice.

Because of these challenges, researchers and educators continue to explore different methods to improve speaking skills. In recent years, digital games and technology-based learning have received attention as possible tools for creating more interactive and motivating language learning environments.

2.1.1 Definition of Speaking Skills

Speaking is one of the four essential language skills and plays an important role in the process of communication. It enables learners to express their thoughts, feelings, and ideas through verbal interaction. According to Harmer (2007), speaking is a productive skill that allows learners to actively use the language they have acquired in meaningful situations.

Richards (2008) explains that speaking involves more than simply producing words. It requires learners to use appropriate grammar, vocabulary, pronunciation, and

fluency to communicate effectively. Therefore, speaking ability reflects a learner's overall communicative competence.

In the field of second language acquisition, Nunan (1999) considers speaking one of the most challenging skills because learners must process information and produce language simultaneously. As a result, improving speaking ability has become one of the primary goals of English language education.

2.1.2 Importance of Speaking Skills for English Majors

Speaking skills are particularly important for English-major students because they are expected to communicate effectively in both academic and professional contexts. Harmer (2007) points out that successful language learning should enable learners to use English confidently in real-life situations.

At university, speaking ability is necessary for presentations, classroom discussions, and group activities. Richards (2008) states that active participation in communicative tasks helps learners develop both language proficiency and confidence. Furthermore, many future careers for English-major students, such as teaching, tourism, translation, and international business, require effective oral communication. Brown (2007) argues that communicative competence is one of the key objectives of language education.

Finally, speaking skills also allow students to communicate with people from different cultural backgrounds, making them an essential component of global communication (Nunan, 1999).

2.1.3 Components of Speaking (Fluency, Accuracy, Pronunciation, etc.)

Speaking ability consists of several important components that work together to create effective communication. According to Richards (2008), successful speakers must combine fluency, accuracy, pronunciation, and vocabulary appropriately.

Fluency refers to the ability to speak naturally and continuously without excessive hesitation. Harmer (2007) suggests that fluent speakers can communicate ideas smoothly, even if minor grammatical mistakes occur.

Accuracy involves the correct use of grammar and sentence structures. Brown (2007) notes that grammatical accuracy helps learners avoid misunderstandings and express ideas more precisely.

Pronunciation and vocabulary are also essential components of speaking. Clear pronunciation helps listeners understand the speaker, while a sufficient vocabulary enables learners to express themselves in a wide variety of situations (Richards, 2008).

2.2 Factors Affecting Speaking Skills

Many factors can affect students' speaking skills in English learning. These factors may influence learners' confidence, fluency, pronunciation, and overall communication ability.

One important factor is psychological conditions such as confidence, motivation, and anxiety. Students who feel confident and motivated are usually more willing to speak English and participate in communication activities.

Linguistic factors also play an important role in speaking ability. Limited vocabulary, weak grammar knowledge, and pronunciation difficulties can make communication more challenging for learners.

Another important factor is the learning environment. Students who have more opportunities to practice English through classroom activities, technology, or interaction with others are more likely to improve their speaking skills effectively.

2.2.1 Psychological Factors (Confidence, Anxiety, Motivation)

Psychological factors play an important role in the development of speaking skills. Brown (2007) argues that learners' emotions and attitudes significantly influence their willingness to communicate in a second language.

Confidence is one of the most important factors affecting speaking performance. Students who believe in their abilities are generally more willing to participate in

discussions and speaking activities. Harmer (2007) suggests that motivation and self-confidence encourage learners to practice English more actively.

On the other hand, anxiety and fear of making mistakes may reduce learners' participation in communication. According to Nunan (1999), many language learners hesitate to speak because they worry about being judged by others.

Overall, psychological factors such as confidence, anxiety, and motivation have a strong influence on speaking performance and language learning success. Students who feel confident and motivated are generally more willing to communicate and practice speaking regularly.

2.2.2 Linguistic Factors

Linguistic factors refer to the language knowledge that learners use during communication. Richards (2008) states that vocabulary, grammar, and pronunciation form the foundation of speaking ability.

Vocabulary plays an important role because learners need a sufficient range of words to express their thoughts clearly. Harmer (2007) emphasizes that limited vocabulary often prevents students from maintaining conversations.

Grammar is another essential element of speaking. Brown (2007) explains that correct grammatical structures help speakers produce accurate and understandable messages.

Pronunciation also directly affects communication. If words are pronounced incorrectly, listeners may have difficulty understanding the speaker. Therefore, Richards (2008) considers pronunciation one of the key aspects of communicative competence.

Overall, linguistic factors play an important role in speaking development because they directly affect how learners use English in real communication situations.

2.2.3 Learning Environment

The learning environment greatly influences students' speaking development. According to Vygotsky (1978), language learning occurs through social interaction and communication with others.

Inside the classroom, activities such as presentations, pair work, and group discussions provide opportunities for learners to practice speaking. Harmer (2007) believes that communicative activities help students become more confident language users.

Outside the classroom, technology and digital media provide additional opportunities for language exposure. Brown (2007) notes that authentic learning environments can support language acquisition by increasing learners' contact with the target language.

Moreover, interaction with teachers, classmates, and online communities creates meaningful opportunities for communication, which is an important aspect of Vygotsky's (1978) social constructivist theory.

In addition, communication with friends, teachers, or online communities can help students improve their fluency and confidence. Students who have more chances to use English in daily life are more likely to develop better speaking skills.

2.3 Game-Based Learning in Language Education

Game-based learning refers to the use of games as tools to support teaching and learning. In language education, digital games are becoming increasingly popular because they create interactive and enjoyable learning environments. Unlike traditional learning methods, games allow students to learn through activities, challenges, and communication, which can increase motivation and participation. Many games also expose learners to English through dialogues, instructions, subtitles, and interaction with other players.

Researchers have found that digital games can provide several benefits for language learning. Games may help learners improve vocabulary, listening, pronunciation, and communication skills by giving them regular exposure to English in

meaningful contexts. In addition, games often reduce stress and make students feel more relaxed when using a foreign language. This can increase confidence and encourage learners to practice English more actively.

Previous studies on game-based language learning have shown positive results in different learning environments. Many researchers reported that students who use digital games often show higher motivation and engagement in language learning activities. Some studies also suggest that games can support speaking development by helping learners become more familiar with natural expressions and conversational language. Because of these advantages, game-based learning has received growing attention in modern English education.

2.3.1 Definition of Game-Based Learning

Game-based learning refers to the use of games to achieve educational objectives while maintaining learner engagement. Prensky (2001) argues that digital games create interactive learning environments that encourage active participation and problem-solving.

Similarly, Gee (2003) suggests that well-designed video games support learning by allowing players to acquire knowledge through experience rather than passive memorization.

In language education, game-based learning provides meaningful contexts where learners can practice communication while enjoying the learning process.

Games have long been recognized as valuable educational tools because they create meaningful and enjoyable learning experiences. According to Wright, Betteridge, and Buckby (2006), language games encourage learners to use the target language actively while maintaining a high level of motivation and participation.

2.3.2 Benefits of Digital Games in Education

Many researchers have recognized the educational benefits of digital games. According to Prensky (2001), games increase learners' motivation by making learning enjoyable and interactive.

Krashen's (1985) Input Hypothesis suggests that language acquisition occurs when learners receive meaningful and understandable language input. Through dialogues, voice acting, and story content, digital games can provide this type of exposure.

In addition, Swain (1985) argues that learners improve their language ability by producing language during communication. Multiplayer games and online interaction may therefore provide opportunities for learners to practice speaking actively.

Gee (2003) further explains that digital games create authentic learning experiences that may contribute to the development of vocabulary, pronunciation, and communicative confidence.

Besides increasing motivation, games provide opportunities for learners to practice communication in realistic contexts. Wright et al. (2006) argue that language games help learners develop fluency, cooperation, and confidence through active interaction.

2.3.3 Previous Studies on Game-Based Language Learning

Many previous studies have examined the effects of digital games on language learning. Researchers generally found that game-based learning can improve students' motivation, engagement, and participation in learning activities. Because games are interactive and enjoyable, learners often feel more interested in practicing English through gameplay.

Several studies also reported that digital games may help improve vocabulary, listening, pronunciation, and communication skills. Learners are exposed to English regularly through dialogues, subtitles, instructions, and interaction with other players, which can support language development in more natural ways.

In addition, some researchers found that games can reduce anxiety and increase confidence when using English. Students may feel less pressure while learning through entertainment activities compared to traditional classroom methods. However, many studies also suggest that games should be used as supplementary learning tools rather than complete replacements for formal education.

Overall, previous studies show that game-based learning has positive potential in language education and may support the development of English communication skills.

2.4 Overview of Genshin Impact

Genshin Impact is an online action role-playing game developed by Hoyoverse. Since its release, the game has become highly popular worldwide, especially among teenagers and university students. The game allows players to explore an open world, complete quests, interact with characters, and follow a story-based adventure.

One of the main features of Genshin Impact is its large amount of English language content. The game includes English voice acting, subtitles, dialogues, and quest instructions, which expose players to spoken and written English regularly during gameplay. Players can listen to conversations between characters and learn different expressions, vocabulary, and pronunciation patterns.

The game is also popular among students because of its attractive graphics, interesting storyline, and active online community. Many players watch videos, discussions, and tutorials related to the game in English through platforms such as Youtube and Tiktok. Because of these features, Genshin Impact may provide students with an enjoyable and interactive environment for informal English learning.

2.4.1 Introduction to the Game

Genshin Impact is a free-to-play online action role-playing game developed by Hoyoverse. The game was officially released in 2020 and quickly became popular in many countries around the world. It is available on different platforms, including mobile phones, computers, and gaming consoles.

The game takes place in a fantasy world called Teyvat, where players explore different regions, complete quests, fight enemies, and interact with many characters. The storyline follows the journey of the Traveler, who searches for their lost sibling while discovering the secrets of the world.

One important feature of Genshin Impact is its strong focus on story and character interaction. The game contains a large amount of dialogue, voice acting, and cut-scenes that allow players to experience the story more deeply. Players can choose different language settings, including English voice acting and subtitles.

Because of its rich storyline and language content, Genshin Impact provides players with regular exposure to English during gameplay. This makes the game potentially useful for students who want to improve language skills while enjoying entertainment activities.

2.4.2 Features Relevant to Language Learning (Voice Lines, Dialogues, Interaction)

Genshin Impact contains several features that may support English language learning. One important feature is the English voice acting used throughout the game. Players regularly listen to character conversations, story dialogues, and voice lines, which can help learners become more familiar with pronunciation, intonation, and natural speaking patterns.

Another useful feature is the subtitle system. Players can read English subtitles while listening to spoken dialogue, which helps them connect pronunciation with written words and improve vocabulary understanding. Repeated exposure to dialogues may also help learners remember common expressions and sentence structures more easily.

The game also includes a large amount of interaction through quests, character conversations, and story events. Players often need to read instructions, follow conversations, and understand different situations in order to progress in the game.

These activities expose learners to English in meaningful contexts instead of isolated vocabulary memorization.

In addition, many players interact with online communities, watch tutorials, or discuss the game in English on platforms such as Youtube, Discord, and Tiktok. These experiences can provide additional opportunities for learners to practice English outside the classroom.

2.4.3 Popularity Among Students

Genshin Impact is highly popular among students, especially teenagers and university learners. Since its release back in 2020, the game has attracted millions of players worldwide because of its open-world gameplay, detailed storyline, attractive graphics, and character designs.

Many students play the game during their free time for entertainment and relaxation. The game is available on mobile devices, computers, and consoles, making it easy for students to access and play regularly. In addition, frequent updates, new characters, and special events help maintain players' interest over time.

The game is also widely discussed on social media and online platforms such as Youtube, TikTok and Discord, where students watch videos, share experiences, and communicate with other players. Because many students already spend time interacting with the game and its community, Genshin Impact may become a useful and engaging tool for informal English language learning.

2.5 Theoretical Framework

This study is based on several theories related to language learning and communication. These theories help explain how playing Genshin Impact may support the development of English speaking skills among students.

First, Communicative Language Teaching (CLT) emphasizes the importance of learning language through communication and interaction. Through dialogues, voice lines, and conversations in Genshin Impact, students are exposed to English used in meaningful situations, which may help improve speaking ability.

Second, Constructivism Theory states that learners gain knowledge through active experience and interaction. While playing the game, students learn English by exploring the game world, following storylines, and interacting with characters instead of only memorizing language rules.

Finally, the Input and Output Hypothesis explains that language learning improves when learners receive understandable language input and have opportunities to produce language output. In Genshin Impact, students receive English input through listening and reading, while speaking practice may happen when they repeat dialogues or communicate with others about the game.

These theories provide the foundation for understanding the possible relationship between digital games and speaking skill development in this study.

2.5.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a language teaching approach that focuses on communication as the main goal of learning a language. Instead of only studying grammar rules and memorizing vocabulary, learners are encouraged to use English in meaningful and real-life situations. According to Richards and Rodger (2014), CLT emphasizes the development of learners' communicative competence through interaction and authentic language use.

According to CLT, students learn languages more effectively when they actively participate in conversations and communication activities. Interaction plays an important role in improving speaking fluency, confidence, and communication skills. In Genshin Impact, players are exposed to many dialogues, voice lines, and character interactions. These features allow students to hear natural English conversations and become more familiar with everyday expressions and speaking patterns.

CLT also emphasizes learner participation and active language use. When students repeat dialogues, discuss the game with others, or communicate in online communities, they may improve their speaking ability through meaningful interaction.

Therefore, Communicative Language Teaching helps explain how Genshin Impact may support English speaking development by creating opportunities for communication and language exposure.

2.5.2 Constructivism Theory

Constructivism Theory states that learners gain knowledge through experience, interaction, and active participation. Instead of learning only by receiving information from teachers, students build understanding through activities and personal experiences.

In language learning, this theory suggests that learners improve more effectively when they actively interact with the language in meaningful situations. Students learn better when they are engaged, interested, and involved in the learning process.

In Genshin Impact, players explore the game world, follow storylines, complete quests, and interact with characters using English. Through these activities, students are exposed to vocabulary, dialogues, and communication naturally during gameplay.

The game also creates an enjoyable and interactive learning environment, which may increase students' motivation and participation. As a result, Constructivism Theory helps explain how learners can develop speaking skills through active experiences while playing the game.

2.5.3 Input and Output Hypothesis

The Input and Output Hypothesis explains that language learning develops through both receiving and producing language. Krashen (1985) states that learners acquire language when they receive comprehensible input that is slightly above their current level of proficiency, while Swain (1985) argues that learners also need opportunities to produce language through speaking or writing.

In Genshin Impact, students receive English input through listening to voice acting, reading subtitles, and following story dialogues. Continuous exposure to these language materials may help learners improve their vocabulary, pronunciation, and comprehension.

At the same time, students may produce language output by repeating dialogues, discussing the game with friends, or communicating with other players in English. These activities allow learners to practice using the language actively.

Therefore, the Input and Output Hypothesis provides an important theoretical foundation for this study because it explains how both language exposure and communication practice may contribute to the development of English speaking skills.

2.6 Research Gap

Previous studies have shown that digital games can positively influence language learning by increasing learners' motivation and engagement. Prensky (2001) and Gee (2003) both argue that games provide interactive environments that promote active learning.

Research has also suggested that authentic language exposure through multimedia environments contributes to vocabulary acquisition and speaking development. Krashen (1985) emphasizes the importance of meaningful language input, while Richards (2008) highlights the role of repeated exposure in developing communicative competence.

However, although many studies have examined game-based language learning, relatively few have focused specifically on the impact of *Genshin Impact* on the speaking skills of English-major students in Vietnam. Therefore, this study seeks to contribute to the existing literature by exploring this relationship.

CHAPTER 3: METHODOLOGY

3.1 Research Design

This study used a mixed-method research design, which means both quantitative and qualitative methods were used. According to Creswell and Creswell (2018), mixed-method research combines the strengths of both quantitative and qualitative approaches to provide a more comprehensive understanding of a research problem. The quantitative method was used to collect numerical data through questionnaires and speaking assessments, while the qualitative method was used to collect more detailed information through interviews with students.

The purpose of using both methods was to get a clearer understanding of how Genshin Impact may help improve the speaking skills of English-major students at Hai Phong University of Management and Technology.

The questionnaire focused on students' gaming habits, how often they played the game, and their opinions about speaking improvement. The interviews helped the researcher understand students' personal experiences and feelings about using English while playing the game. This study mainly examined whether playing Genshin Impact could improve speaking fluency, pronunciation, vocabulary, and confidence in speaking English.

In addition to the questionnaire, interviews were conducted to gain deeper insights into students' experiences, as interviews provide detailed information about participants' perspectives (Creswell and Creswell, 2018).

Overall, the mixed-method design was suitable for this study because it allowed the researcher to collect both numerical information and detailed opinions from students.

3.2 Research Setting (HPU – Hai Phong University)

The study was conducted at Hai Phong University of Management and Technology, also known as HPU. The university is located in Hai Phong City, Vietnam, and offers different academic programs, including English language studies.

The research focused on English-major students at HPU because speaking skills are an important part of their learning program. Students are required to practice communication, pronunciation, and other language skills during their studies.

HPU was chosen as the research setting because many students at the university are familiar with online games and digital technology. In addition, Genshin Impact is popular among university students, making it suitable for this research topic.

The study mainly focused on students who played Genshin Impact using English voice acting, subtitles, or other English language settings. This helped the researcher examine how exposure to English through the game may influence students' speaking ability.

The university environment also provided convenient access to participants and allowed the researcher to collect data more effectively through questionnaires, interviews, and speaking assessments.

3.3 Participants

The participants in this study were English-major students at Hai Phong University of Management and Technology. They were chosen because English communication skills are an important part of their university studies.

Most of the participants were students who had experience playing Genshin Impact. The study focused mainly on students who used English while playing the game, such as English voice acting, subtitles, or in-game communication.

Before participating in the study, students were informed about the purpose of the research and agreed to join voluntarily. Their personal information and responses were kept confidential and used only for academic purposes.

The participants played an important role in helping the researcher collect data related to speaking fluency, pronunciation, vocabulary development, and confidence in speaking English after playing Genshin Impact.

Table 1: Participants' Demographic Information and Gaming Habits

Category	Description	Number of Participants	Percentage
Gender	Male	8	50%
	Female	8	50%
Frequency of Playing Genshin Impact	Half an hour	3	18.8%
	1 to 2 hours	6	37.5%
	2 to 3 hours	4	25%
	More than 3 hours	3	18.8%
Use of English Voice Acting	Yes	11	68.8%
	No	5	31.3%
Use of English subtitle	Yes	8	50%
	No	8	50%
Interaction with Foreign Players	Often	13	81.3%
	Sometimes	1	6.3%
	Never	2	12.5%

3.3.1 Selection Criteria

The participants in this study were selected based on several specific conditions to make sure the collected data was suitable for the research topic. First, all participants had to be English-major students currently studying at Hai Phong University of Management and Technology. English-major students were chosen because speaking

and communication skills are important parts of their academic program, and they regularly use English during their studies.

Second, the participants needed to have experience playing Genshin Impact. The study mainly focused on students who had played the game for a certain period of time and were familiar with its content and gameplay. Students who had never played the game or only played it very rarely were not included because they might not have enough experience to answer the research questions accurately.

Another important condition was the use of English in the game. Participants were expected to use English voice acting, English subtitles, or other English language settings while playing. This requirement was important because the study examined how exposure to English through the game might affect speaking skills. Students who only used other language settings were less suitable for the research.

Overall, these selection criteria helped ensure that the participants were appropriate for the research and could provide reliable data related to the effects of Genshin Impact on English speaking skills.

3.3.2 Sample Size

The study involved approximately 18 English-major students from Hai Phong University of Management and Technology. This sample size was considered suitable for collecting enough information while still being manageable within the time and limits of the research.

The participants were selected from different academic years so that the study could include students with different learning experiences, English levels, and gaming habits. Including a variety of participants helped the researcher gain a broader understanding of how Genshin Impact may influence speaking skills among different students.

Most participants completed questionnaires, which were used to collect general information about their gaming frequency, English usage in the game, and opinions

about speaking improvement. The questionnaire data provided the main source of quantitative information for the study.

In addition to the questionnaires, a smaller group of students was selected for interviews and speaking assessments. These students were chosen because they could provide more detailed explanations about their experiences using English while playing Genshin Impact. The interviews allowed the researcher to understand students' thoughts, feelings, and learning experiences more clearly.

The sample size was large enough to identify common patterns and opinions among students while also allowing the researcher to analyze the data effectively. It also helped improve the reliability of the study because information was collected from multiple participants rather than only a small number of students.

Overall, the selected sample size provided sufficient data for the researcher to examine the relationship between playing Genshin Impact and improving English speaking skills among English-major students at HPU.

3.4 Data Collection Instruments

In this study, several data collection instruments were used to gather information from the participants. The main instruments included questionnaires, interviews, and speaking assessments. These tools were chosen because they allowed the researcher to collect both quantitative and qualitative data related to students' speaking skills and their experiences with Genshin Impact. The use of multiple research instruments helped the researcher obtain both numerical and descriptive data, which is consistent with the recommendations of Creswell and Creswell (2018) for mixed-method educational research.

The questionnaire was used to collect general information from a larger number of participants. It focused on students' gaming habits, frequency of playing, use of English in the game, and their opinions about speaking improvement. This instrument helped the researcher gather numerical data that could be analyzed more easily.

Interviews were also conducted with selected participants in order to collect more detailed information. Through interviews, students could explain their personal experiences, feelings, and opinions about how Genshin Impact affected their English speaking ability. This helped the researcher understand the topic more deeply.

In addition, speaking assessments were used to examine students' speaking performance. The assessments focused on important speaking components such as fluency, pronunciation, vocabulary usage, and confidence in communication. These assessments helped provide more direct information about students' speaking ability. Using different data collection instruments helped increase the reliability of the study because the researcher could compare information from different sources. It also allowed the researcher to gain a more complete understanding of the relationship between playing Genshin Impact and improving speaking skills.

3.4.1 Questionnaire

The questionnaire was one of the main instruments used in this study. According to Brown (2004), questionnaires are effective tools for collecting information from a large number of participants in language research. It was designed to collect information about students' experiences with playing Genshin Impact and its possible effects on their English speaking skills. The questionnaire included both multiple-choice questions and Likert-scale questions in order to gather quantitative data more effectively.

The first section of the questionnaire focused on participants' general information and gaming habits. Students were asked about their academic year, how long they had been playing Genshin Impact, how often they played the game each week, and how many hours they usually spent playing per day. The questionnaire also included questions about whether students used English voice acting, English subtitles, or other language settings while playing.

The second section focused on students' in-game activities and English exposure. Participants answered questions related to story quests, character dialogues, voice lines,

and interactions with online communities. Some questions asked whether students listened carefully to English conversations, repeated voice lines, watched English-language content related to the game, or communicated with other players in English. The final section focused on the impact of the game on speaking skills. Students were asked whether Genshin Impact helped improve their pronunciation, vocabulary, speaking fluency, confidence, listening comprehension, and motivation to learn English. The questionnaire also included questions about whether students felt more comfortable speaking English after playing the game regularly.

The example questionnaire items included:

- How often do you play Genshin Impact each day?
- Do you use English voice acting while playing?
- Has the game helped you learn new English vocabulary?
- Which language subtitle do you use while playing the game?
- Do you often interact and communicate with foreign player in the game?
- Do you think Genshin Impact helps improve your English speaking skill?
- Do you think Genshin Impact is a useful tool for learning English? Why and why not?
- Has the game improved your English speaking fluency?
- Would you recommend using digital games to learn and improve English speaking skills?

The questionnaire was written in clear and simple language so participants could understand the questions easily and provide accurate responses. It helped the researcher collect important data related to students' gaming experiences and speaking skill development.

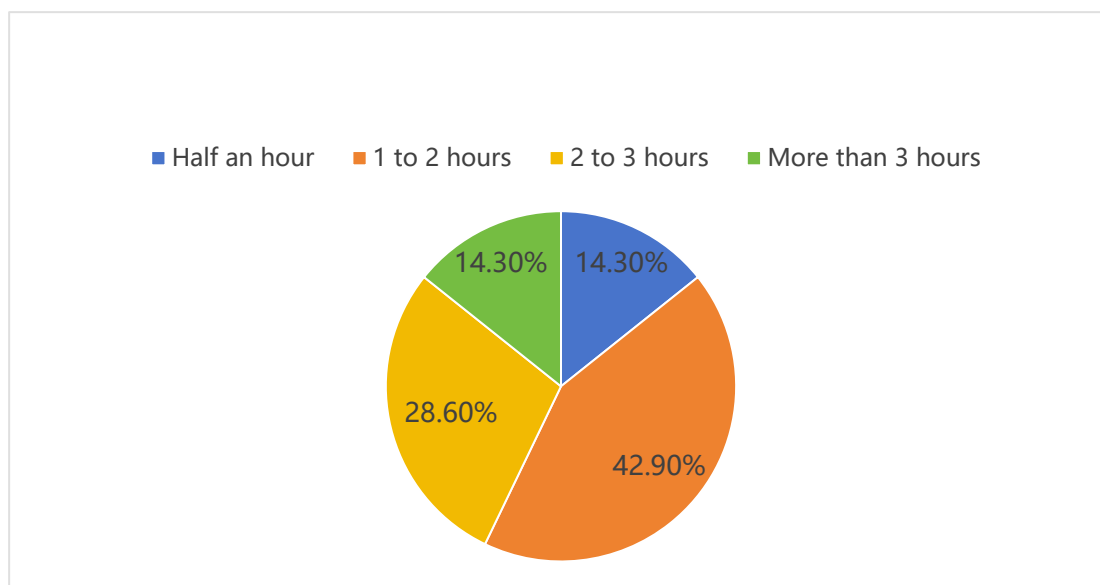


Chart 1: The frequency of students playing Genshin Impact per day

3.4.2 Interviews

Interviews were conducted to collect more detailed information from selected participants. Unlike questionnaires, interviews allowed students to explain their experiences and opinions more freely and clearly.

The interviews used semi-structured questions, which means the researcher prepared several main questions but could also ask additional questions depending on the participants' answers. This helped create more natural conversations and allowed the researcher to gain deeper insights into students' learning experiences.

During the interviews, students were asked about how they used English while playing Genshin Impact, which game features helped them most, and whether they believed the game improved their speaking skills. Participants also shared their opinions about motivation, confidence, pronunciation, and vocabulary learning through gameplay.

The interviews were important because they provided qualitative data that could not always be fully expressed through questionnaires. Students could describe personal experiences, examples, and feelings related to learning English through the game.

Overall, the interview process helped the researcher understand the participants' perspectives more clearly and supported the findings collected from the questionnaires.

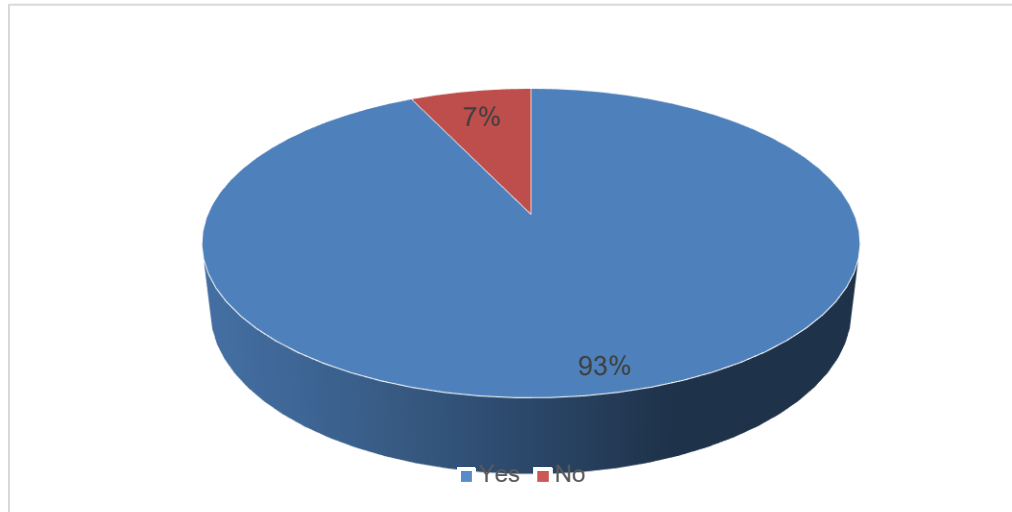


Chart 2: Student's opinion on the effectiveness of Genshin Impact in Improving Speaking Skills and gaining new vocabulary

3.4.3 Speaking Tests / Assessment

Speaking assessments were used to examine the participants' English speaking ability more directly. Brown (2004) suggests that language assessment provides valuable information about learners' actual performance and complements self-reported data collected through questionnaires. The purpose of these assessments was to evaluate whether students showed improvements in speaking after playing Genshin Impact.

The speaking assessment focused on several important speaking components, including fluency, pronunciation, vocabulary usage, and confidence during communication. Students were asked to answer questions, describe topics, or participate in short speaking activities in English.

During the assessment, the researcher observed how smoothly students spoke, how clearly they pronounced words, and how well they expressed their ideas. Attention was also given to students' confidence and ability to continue conversations naturally. The speaking tests helped provide practical information about students' speaking performance instead of relying only on personal opinions from questionnaires and interviews. This made the research findings more reliable and balanced.

Overall, the speaking assessments played an important role in measuring the possible effects of Genshin Impact on students' English speaking skills.

3.5 Data Collection Procedures

The data collection process was carried out in several steps. The overall procedure followed the general principles of educational research recommended by Creswell and Creswell (2018). First, the researcher prepared the questionnaire, interview questions, and speaking assessment tasks based on the research objectives and related studies. The questions were designed carefully to make sure they were clear and easy for participants to understand.

After preparing the research instruments, the researcher contacted English-major students at Hai Phong University of Management and Technology and explained the purpose of the study. Students who agreed to participate were then asked to complete the questionnaire.

Once the questionnaires were collected, several participants were selected for interviews and speaking assessments. The interviews were conducted either face-to-face or online, depending on the students' availability. During the interviews, participants shared their experiences and opinions about using Genshin Impact in English.

The speaking assessments were conducted after the interviews. Students were asked to complete short speaking tasks so the researcher could evaluate their fluency, pronunciation, vocabulary usage, and confidence in speaking English.

After all data had been collected, the researcher organized the information and prepared it for analysis.

3.6 Data Analysis Methods

The data collected from questionnaires, interviews, and speaking assessments were analyzed using both quantitative and qualitative methods. According to Creswell and Creswell (2018), combining descriptive statistical analysis with qualitative interpretation helps researchers develop a more complete understanding of the research findings.

For the questionnaire data, the researcher used descriptive statistics such as percentages and averages to identify common patterns among participants. The results were presented in tables and charts to make the information easier to understand. The interview data was analyzed qualitatively. The researcher carefully reviewed participants' answers and grouped similar ideas together into common themes, such as speaking confidence, pronunciation improvement, vocabulary learning, and motivation.

The speaking assessment results were also examined to identify possible improvements in students' speaking performance. Different speaking components such as fluency, pronunciation, and vocabulary usage were considered during the analysis. By combining both quantitative and qualitative analysis, the researcher was able to gain a clearer understanding of how Genshin Impact may affect English speaking skills.

3.7 Reliability and Validity

Reliability and validity were important parts of this study because they helped ensure that the research results were accurate and trustworthy. Creswell and Creswell (2018) emphasize that reliability and validity are essential for maintaining the quality and credibility of educational research.

To improve reliability, the researcher used clear and consistent questions in the questionnaire and interviews. All participants received the same instructions and were

asked similar questions during the data collection process. This helped reduce confusion and maintain consistency in the results.

To improve validity, the research instruments were designed based on the research objectives and related studies about language learning and digital games. The questionnaire and interview questions focused directly on speaking skills and students' experiences with Genshin Impact.

In addition, the study used different methods of data collection, including questionnaires, interviews, and speaking assessments. Using multiple instruments helped the researcher compare the information from different sources and increased the overall accuracy of the findings.

3.8 Ethical Considerations

Ethical issues were carefully considered during the research process. According to Creswell and Creswell (2018), researchers should protect participants' rights, privacy, and confidentiality throughout the study. Before collecting data, the researcher informed all participants about the purpose of the study and explained how the information would be used.

Participation in the study was completely voluntary. Students had the right to refuse participation or withdraw from the study at any time without facing any negative consequences.

The researcher also protected participants' privacy and confidentiality. Personal information such as names and contact details was not shared publicly, and all responses were used only for academic purposes.

In addition, the researcher made sure that the study did not cause harm, pressure, or discomfort to participants during questionnaires, interviews, or speaking assessments. Respect and fairness were maintained throughout the entire research process.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Overview of Data Collected

This chapter presents and discusses the findings collected from the questionnaires, interviews, and speaking assessments conducted with English-major students at Hai Phong University of Management and Technology. The purpose of the data collection was to examine the effectiveness of playing Genshin Impact in improving students' English speaking skills.

A total of approximately 50 to 70 students participated in the study by completing questionnaires. The questionnaire data provided general information about students' gaming habits, frequency of playing, use of English language settings, and their opinions about speaking improvement after playing the game.

In addition, several students participated in interviews to provide more detailed explanations about their experiences. Through the interviews, participants shared their thoughts about how Genshin Impact helped them improve pronunciation, vocabulary, fluency, and confidence in speaking English.

Speaking assessments were also conducted to evaluate students' speaking performance more directly. The assessments focused on important speaking components such as fluency, pronunciation, vocabulary usage, and communication confidence.

The collected data showed that many students used English voice acting and subtitles while playing Genshin Impact. Most participants reported that they were exposed to English regularly through dialogues, story quests, and character interactions during gameplay.

Many students also believed that the game helped them improve certain aspects of speaking skills. According to the questionnaire and interview results, pronunciation, vocabulary knowledge, listening ability, and speaking confidence were the areas most commonly mentioned by participants.

Overall, the collected data provided useful information for analyzing the relationship between playing Genshin Impact and improving English speaking skills among English-major students at HPU. The following sections will present the findings in more detail and discuss their meaning based on the research objectives and theoretical framework.

4.2 Students' Use of Genshin Impact

The collected data showed that most participants were familiar with Genshin Impact and played the game regularly. Many students reported that they had been playing the game for several months or even years. Because the game is popular among university students, most participants already had experience with its gameplay, characters, and story content before joining the study.

The questionnaire results indicated that students mainly played the game during their free time, especially in the evening or on weekends. Some students played casually for relaxation, while others spent longer periods exploring the game, completing quests, and participating in events.

Most participants stated that they used English voice acting and subtitles while playing. Some students explained that they originally chose English settings because they wanted to practice listening skills or become more familiar with English pronunciation. Others mentioned that English was the default language used by online communities, videos, and game discussions, so they became used to playing the game in English.

The interviews also revealed that students were exposed to English frequently through dialogues, quests, character voice lines, and story scenes. Many participants said they often listened carefully to conversations between characters in order to understand the story better. Some students even repeated certain expressions or pronunciation patterns they heard during gameplay.

In addition, several students mentioned that they watched English-language content related to Genshin Impact on platforms such as Youtube and TikTok. These activities provided extra exposure to English outside the game itself.

Overall, the findings showed that students interacted with English regularly while playing Genshin Impact. This continuous exposure created opportunities for learners to become more familiar with spoken English in an enjoyable and informal environment.

4.2.1 Frequency of Playing

The questionnaire results showed that most participants played Genshin Impact regularly. Many students reported playing the game several times a week, while some students played every day. The amount of time spent playing varied among participants depending on their schedules, academic workload, and personal interests.

A large number of students stated that they usually played the game for one to three hours per day. Some participants spent even more time playing during weekends, holidays, or special in-game events. A smaller number of students reported shorter playtime because they mainly played casually for relaxation after studying.

The interviews revealed that regular gameplay allowed students to be exposed to English more frequently. Because Genshin Impact contains many dialogues, voice lines, and story quests, students who played more often had more opportunities to hear and read English during gameplay.

Several participants explained that daily tasks and event missions encouraged them to log into the game regularly. As a result, they continuously interacted with English content through character conversations, subtitles, and quest instructions.

Some students also mentioned that they became familiar with certain English expressions and pronunciation patterns because they heard them repeatedly while playing. Frequent exposure helped them understand vocabulary and spoken English more naturally over time.

Overall, the findings suggested that the frequency of playing Genshin Impact played an important role in increasing students' exposure to English. Students who played the game more regularly were more likely to interact with English language content consistently.

4.2.2 Types of In-game Activities

The findings showed that participants engaged in many different activities while playing Genshin Impact. These activities exposed students to English in various ways and provided opportunities for language practice during gameplay.

One of the most common activities was completing story quests and character missions. Many students stated that they spent a large amount of time following the game's storyline and listening to conversations between characters. Because the story contains many dialogues and cutscenes, players were regularly exposed to spoken English and subtitles.

Another common activity was exploring the game world and completing daily commissions. During these tasks, players often read instructions, interact with non-playable characters (NPCs), and listen to short voice lines. These interactions helped students become more familiar with vocabulary and common expressions used in English.

Some participants also reported spending time participating in limited-time events and special quests. These activities usually included additional dialogues, explanations, and interactions with characters, which provided even more exposure to English language content.

In addition, several students mentioned that they watched character voice lines, animations, and story videos repeatedly because they were interested in the characters or the storyline. Repeated listening helped some students improve their pronunciation and listening comprehension.

A number of participants also engaged with the game's online community through platforms such as Facebook, Youtube and TikTok. They watched tutorials,

listened to English-speaking content creators, and discussed game-related topics with other players. These activities gave students additional opportunities to interact with English outside the game itself.

Overall, the results showed that students were exposed to English through many types of in-game and community activities. Story quests, dialogues, exploration, and online discussions all contributed to creating a language-rich environment for learners.

4.3 Impact on Speaking Skills

The findings of the study showed that Genshin Impact had a generally positive influence on the speaking skills of many participants. Based on the questionnaire results, interviews, and speaking assessments, a large number of students believed that regular exposure to English through the game helped them improve different aspects of speaking ability.

Many participants reported that the game helped them become more familiar with English pronunciation and everyday expressions. Through listening to character voice lines and dialogues repeatedly, students were able to hear how words and sentences were pronounced naturally. Some students mentioned that they sometimes repeated phrases from the game in order to practice speaking and pronunciation.

The results also indicated that students became more confident when speaking English. Several participants explained that playing the game in English reduced their fear of making mistakes because they became more comfortable hearing and using the language regularly. The enjoyable environment of the game also helped lower stress and anxiety during language learning.

In addition, many students believed that their vocabulary knowledge improved after playing Genshin Impact. The game introduced players to a wide range of words and expressions through quests, character conversations, and story content. Learning vocabulary in context made it easier for some students to understand and remember new words.

The speaking assessments also showed noticeable improvement in certain speaking components among some participants, especially pronunciation, fluency, and communication confidence. Students who played the game more frequently and actively paid attention to English content generally showed stronger speaking performance.

However, not all participants experienced the same level of improvement. Some students stated that the game mainly helped their listening and vocabulary skills rather than speaking directly. Others explained that improvement depended on how actively they focused on English during gameplay.

Overall, the findings suggested that Genshin Impact may provide a supportive environment for improving speaking-related skills through regular exposure to spoken English, interactive dialogue, and enjoyable learning experiences.

4.3.1 Improvement in Fluency

The findings showed that many participants believed their speaking fluency improved after regularly playing Genshin Impact. Students reported that continuous exposure to English dialogues and conversations helped them become more familiar with the natural flow of spoken English.

Several participants explained that listening to character interactions regularly made it easier for them to understand sentence patterns and common expressions. Over time, some students became more comfortable speaking English because they were used to hearing the language frequently during gameplay.

The interviews also revealed that some students often repeated phrases or sentences from the game while playing. This practice helped them speak more smoothly and respond more naturally in conversations. A few participants mentioned that they became faster at expressing ideas in English after becoming familiar with the language used in the game.

The speaking assessments showed that students who played the game more frequently generally spoke with fewer pauses and showed better flow in

communication. Although not every participant experienced major improvement, many students demonstrated increased comfort when speaking English.

Some participants stated that the game's story-based dialogues helped them learn how conversations work in different situations. By hearing characters communicate naturally, learners could observe how English is used in greetings, explanations, emotional conversations, and casual interactions.

However, several students also mentioned that fluency improvement depended on active participation. Students who only focused on gameplay without paying attention to the language experienced less improvement compared to those who listened carefully and practiced speaking.

Overall, the results suggested that regular exposure to English conversations in Genshin Impact may help learners improve speaking fluency by increasing familiarity with natural expressions, sentence structures, and conversational patterns.

4.3.2 Improvement in Pronunciation

The findings indicated that many participants believed their English pronunciation improved after playing Genshin Impact. Through regular exposure to English voice acting and character dialogues, students became more familiar with the pronunciation of words, sentence stress, and natural intonation.

Many students stated that listening to character voice lines helped them understand how native or fluent speakers pronounce English words in different situations. Because the game includes professional voice acting, learners were able to hear clear pronunciation and natural speaking styles throughout gameplay.

Some participants mentioned that they often repeated words or expressions spoken by the characters. This habit helped them practice pronunciation and imitate the way certain words were spoken. A few students explained that they became more careful about pronunciation after noticing differences between how words are written and how they are actually pronounced.

The speaking assessments also showed improvement in pronunciation among several participants. Students who regularly used English voice acting while playing generally pronounced words more clearly and spoke with better intonation during speaking tasks.

In addition, subtitles helped learners connect spoken words with their written forms. By listening and reading at the same time, students could better recognize pronunciation patterns and improve their understanding of spoken English.

However, some participants stated that pronunciation improvement was limited if they only listened passively without repeating or practicing the language themselves. Students who actively paid attention to voice lines and tried to imitate pronunciation seemed to benefit more from the game.

Overall, the findings suggested that Genshin Impact may support pronunciation improvement by providing students with regular exposure to spoken English in an enjoyable and interactive environment.

4.3.3 Vocabulary Development

The findings showed that many participants believed their English vocabulary improved after playing Genshin Impact. The game contains a large amount of dialogue, story content, quest instructions, and character interactions, which regularly expose players to new words and expressions.

Many students stated that they learned vocabulary naturally while following the storyline and completing missions. Instead of memorizing vocabulary from textbooks, participants encountered words in meaningful situations, which made them easier to understand and remember.

Some participants explained that repeated exposure to certain words and phrases helped them become more familiar with their meanings and usage. Because players often hear the same expressions multiple times during gameplay, they can gradually remember vocabulary without intentional memorization.

The interviews also revealed that students learned different types of vocabulary from the game, including conversational expressions, descriptive words, and emotional phrases used by characters. Some students mentioned that they started using certain expressions from the game during daily conversations or speaking practice.

In addition, several participants reported that subtitles helped them understand unfamiliar vocabulary while listening to character dialogues. By reading and listening at the same time, students could connect word meanings with pronunciation more effectively.

Overall, the findings suggested that Genshin Impact may help students expand their vocabulary through continuous exposure to English in interactive and meaningful contexts.

4.3.4 Confidence in Speaking

The results of the study showed that many participants felt more confident speaking English after playing Genshin Impact. Regular exposure to spoken English through dialogues and voice acting helped students become more comfortable with the language.

Several participants explained that the game created a relaxed and enjoyable environment, which reduced pressure and anxiety when learning English. Because students interacted with English during entertainment activities rather than formal study, they often felt less afraid of making mistakes.

Some students reported that hearing English frequently during gameplay helped them become more familiar with pronunciation and sentence patterns. As a result, they felt more prepared and confident when speaking English in class or during conversations.

The interviews also showed that students who actively repeated voice lines or practiced speaking while playing experienced higher confidence levels. A few

participants mentioned that they became more willing to communicate in English after spending long periods listening to conversations in the game.

The speaking assessments supported these findings, as several students demonstrated greater confidence during speaking tasks. Many participants spoke more naturally and showed less hesitation when answering questions or expressing ideas.

However, some students believed that the game alone was not enough to fully improve speaking confidence. They explained that additional speaking practice with other people was still necessary for stronger communication skills.

Overall, the findings suggested that Genshin Impact may help increase learners' confidence in speaking English by creating a comfortable environment with regular exposure to spoken language.

4.4 Students' Attitudes Toward Using Genshin Impact

The findings showed that most participants had positive attitudes toward using Genshin Impact as a tool for English learning. Many students believed that the game created a more interesting and enjoyable way to practice English compared to traditional learning methods.

Several participants stated that they felt more motivated to learn English while playing the game because they were already interested in the storyline, characters, and gameplay. Instead of studying only from textbooks, students could interact with English naturally through entertainment activities.

The interviews also revealed that students enjoyed learning through games because it felt less stressful and more relaxing. Many participants explained that they could practice listening, vocabulary, and pronunciation without feeling pressured like they sometimes did in classroom activities.

In addition, students appreciated the game's English voice acting, subtitles, and dialogues because these features provided continuous exposure to spoken English.

Some participants mentioned that they became more interested in understanding conversations and learning new expressions while playing.

However, a few students also pointed out some difficulties. Some participants stated that certain dialogues contained complex vocabulary or fantasy-related terms that were difficult to understand. Others mentioned that they sometimes focused more on gameplay than on learning English.

Overall, the findings suggested that students generally viewed Genshin Impact positively as a supportive and enjoyable environment for English learning, especially for improving speaking-related skills.

4.4.1 Motivation

The study showed that Genshin Impact helped increase students' motivation to learn English. Many participants stated that they felt more interested in English because the game allowed them to learn while enjoying entertainment activities.

Several students explained that the storyline and character interactions encouraged them to pay attention to English dialogues more carefully. Because they wanted to understand the story better, they became more willing to listen to conversations and learn new vocabulary.

Some participants also mentioned that the game made language learning feel less boring compared to traditional study methods. Instead of memorizing words from textbooks, they could learn expressions naturally through gameplay and interaction. In addition, students reported that they felt more motivated because they could see gradual improvement in their listening and speaking abilities over time. This sense of progress encouraged them to continue using English while playing.

Overall, the findings indicated that the enjoyable and interactive nature of Genshin Impact played an important role in increasing learners' motivation toward English learning.

4.4.2 Engagement

The findings revealed that most participants were highly engaged while playing Genshin Impact. Students often spent long periods exploring the game world, completing quests, and following story content, which increased their exposure to English.

Many participants explained that the game's detailed storyline and character development kept them interested and emotionally involved. Because of this strong engagement, students paid more attention to dialogues and conversations during gameplay.

Some students also stated that interactive activities such as quests, events, and character interactions helped them stay focused longer compared to traditional learning activities. The game environment encouraged active participation rather than passive learning.

In addition, several participants mentioned that they frequently watched videos, read discussions, or followed updates related to the game in English through online platforms. These activities provided even more opportunities for interaction with English outside the game itself.

Overall, the findings suggested that Genshin Impact created a highly engaging learning environment that encouraged students to interact with English regularly and voluntarily.

4.4.3 Challenges

Although many participants reported positive experiences, the study also identified several challenges related to using Genshin Impact for language learning.

One common challenge mentioned by students was difficult vocabulary. Some dialogues in the game included fantasy-related terms, formal expressions, or complex sentences that were hard for learners to understand, especially for students with lower English levels.

Another challenge was that some students focused mainly on gameplay rather than language learning. Participants explained that they sometimes paid more attention to battles, exploration, or game rewards instead of listening carefully to English dialogues.

Several students also mentioned that the game alone could not fully improve speaking skills without additional practice. While the game provided listening input and vocabulary exposure, students still needed real communication practice to develop stronger speaking ability.

In addition, some participants stated that spending too much time gaming could affect study schedules if not managed properly. Maintaining balance between entertainment and academic responsibilities was considered important.

Overall, despite these challenges, many students still believed that Genshin Impact could be a useful supplementary tool for English learning when used appropriately and combined with other learning activities.

4.5 Discussion of Findings

The findings of this study showed that playing Genshin Impact may have positive effects on the English speaking skills of English-major students at Hai Phong University of Management and Technology. Based on the questionnaire, interviews, and speaking assessments, many participants reported improvements in pronunciation, vocabulary, fluency, and confidence in speaking English.

One important finding was that regular exposure to English voice acting and dialogues helped students become more familiar with pronunciation and conversational expressions. Many participants stated that listening to character conversations repeatedly made them feel more comfortable using English in communication.

The study also found that students learned vocabulary naturally through quests, subtitles, and story content. Instead of memorizing words from textbooks, learners were exposed to vocabulary in meaningful situations, which made learning more interesting and easier to remember.

In addition, the results showed that Genshin Impact increased students' motivation and engagement in learning English. Because the game was enjoyable and interactive, students were more willing to spend time interacting with English outside the classroom environment.

However, the study also revealed some challenges. Some students focused more on gameplay than language learning, while others found certain vocabulary and dialogues difficult to understand. Overall, the findings suggest that Genshin Impact can be a useful supplementary tool for improving speaking-related skills when combined with active language practice.

4.5.1 Comparison with Previous Studies

The findings of this study are similar to many previous studies related to game-based language learning. Earlier research has shown that digital games can improve learners' motivation, vocabulary knowledge, listening ability, and communication confidence. The current study also found positive effects in these areas among English-major students at HPU.

Previous studies suggested that games create enjoyable and less stressful learning environments, which encourage students to use English more actively. Similarly, many participants in this study reported feeling more relaxed and confident while learning English through Genshin Impact.

The results related to vocabulary development also support earlier research. Like previous studies, this research found that students learned vocabulary more naturally when words appeared repeatedly in meaningful situations and dialogues.

In addition, earlier studies on digital games and language learning emphasized the importance of interaction and continuous exposure to English. The current study produced similar findings, as students were regularly exposed to English through voice acting, subtitles, and online community activities.

However, this study differs from some previous research because it focuses specifically on Genshin Impact and English-major university students in Vietnam.

Many earlier studies examined educational games or younger learners, while this research focused on a commercial entertainment game and university-level English learners.

Therefore, this study contributes additional information to existing research by examining how a popular entertainment game may support speaking skill development in a Vietnamese university context.

4.5.2 Interpretation Based on Theories

The findings of this study can be explained through the theories discussed in Chapter 2, including Communicative Language Teaching (CLT), Constructivism Theory, and the Input and Output Hypothesis.

According to Communicative Language Teaching, learners improve speaking skills through meaningful communication and interaction. In Genshin Impact, students were exposed to natural conversations, character dialogues, and communication-based situations, which helped them become more familiar with spoken English.

Constructivism Theory also supports the findings of the study. The game allowed students to learn actively through exploration, interaction, and personal experience. Instead of learning passively, students interacted with English while completing quests, following storylines, and engaging with the game world.

The Input Hypothesis explains that learners improve language ability when they receive understandable language input. Through English voice acting, subtitles, and dialogues, participants received regular English input during gameplay. Repeated exposure helped students become more familiar with pronunciation, vocabulary, and sentence patterns.

The Output Hypothesis can also explain some of the findings. Students who repeated voice lines, discussed the game with friends, or practiced English communication related to gameplay had opportunities to produce language output. This helped improve speaking fluency and confidence.

Overall, the findings of the study support these language learning theories and suggest that Genshin Impact can provide a supportive environment for informal English speaking practice and language exposure.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Key Findings

This study investigated the effectiveness of playing Genshin Impact in improving the English speaking skills of English-major students at Hai Phong University of Management and Technology. The research used questionnaires, interviews, and speaking assessments to collect data from participants.

The findings showed that most students regularly played Genshin Impact using English voice acting or subtitles. Through continuous exposure to English dialogues and character interactions, many participants believed that their speaking-related skills improved over time.

One of the main findings was the improvement in pronunciation, vocabulary, fluency, and speaking confidence. Students reported that listening to English voice lines and following story dialogues helped them become more familiar with natural pronunciation and conversational expressions.

The study also found that the game increased students' motivation and engagement in learning English. Because the game was enjoyable and interactive, students were more willing to practice English during gameplay.

However, the research also showed several limitations. Some students focused more on entertainment than language learning, and certain dialogues were difficult for learners to understand. Overall, the findings suggest that Genshin Impact can be a useful supplementary tool for improving English speaking skills.

5.2 Conclusions

Based on the findings of the study, it can be concluded that playing Genshin Impact may have positive effects on the speaking skills of English-major students at Hai Phong University of Management and Technology. The game provides students with regular exposure to English through voice acting, subtitles, dialogues, and

character interactions, which may support language learning in an enjoyable and interactive way.

The study showed that many students experienced improvement in pronunciation, vocabulary, speaking fluency, and confidence after playing the game regularly. Listening to English conversations and following story content helped learners become more familiar with natural language use and conversational expressions. In addition, the game increased students' motivation and engagement in learning English. Because students already enjoyed playing the game, they were more willing to spend time interacting with English outside the classroom. This created a relaxed learning environment where learners could practice English more naturally and with less anxiety.

However, the study also concluded that Genshin Impact should not be considered a complete replacement for formal language learning. Although the game provides useful language exposure, students still need active speaking practice, classroom instruction, and communication with others to fully develop their speaking skills.

Overall, the study suggests that entertainment games like Genshin Impact can become valuable supplementary tools in language learning when used properly. Combining enjoyable digital activities with traditional learning methods may help students improve English speaking skills more effectively.

5.3 Implications for Teaching and Learning

The findings of this study suggest that digital games such as Genshin Impact can be used as supplementary tools to support English speaking development. Teachers may consider combining game-based activities with traditional teaching methods to create more engaging learning environments for students.

For students, the study shows that English learning can also happen through enjoyable activities outside the classroom. By paying attention to English voice acting, subtitles, and dialogues, learners may improve their pronunciation, vocabulary, and speaking confidence more naturally.

The study also highlights the importance of regular exposure to spoken English. Games with interactive communication and story-based content may help students become more familiar with conversational expressions and natural language use.

In addition, students are encouraged to combine gaming with active speaking practice, such as repeating dialogues, communicating with other players, or discussing the game in English. This may help learners gain greater benefits for their speaking development.

5.4 Limitations of the Study

Although this study achieved its main objectives, several limitations still existed during the research process. These limitations may have affected the results and should be considered when interpreting the findings of the study.

First, the study only focused on English-major students at Hai Phong University of Management and Technology. Because the participants came from only one university, the findings may not fully represent students from other universities, majors, or educational backgrounds.

Second, the sample size of the study was relatively limited. Although the number of participants was sufficient for the research, a larger sample size could provide more reliable and accurate results. Future studies with more participants may produce stronger evidence about the effects of digital games on speaking skills.

Another limitation was the use of questionnaires and interviews as the main data collection methods. Some participants may have answered based on personal feelings or opinions rather than their actual speaking performance. As a result, some responses may not fully reflect students' real language ability.

Finally, the study was conducted within a limited period of time and mainly focused on speaking-related skills such as pronunciation, vocabulary, fluency, and confidence. Other language skills, including listening, reading, writing, and grammar, were not examined in detail. Therefore, further research is needed to provide a broader

understanding of the educational effects of Genshin Impact and digital games in language learning.

5.5 Suggestions for Future Research

Based on the limitations and findings of this study, several suggestions can be made for future research.

First, future studies should include a larger number of participants from different universities or educational institutions. A wider sample size may provide more reliable results and allow researchers to compare students from different learning backgrounds. Second, future research could examine other language skills in addition to speaking. For example, researchers may investigate how games like Genshin Impact affect listening, reading, writing, grammar, or overall communication ability.

Another suggestion is to compare Genshin Impact with other digital games or learning platforms. Different types of games may provide different learning experiences and language exposure, so comparative studies could help identify which features are most useful for language learning.

Future researchers may also conduct long-term studies to observe students' language development over a longer period of time. This could provide clearer evidence about whether continuous gameplay leads to lasting improvement in speaking skills. Researchers may also explore more deeply how students actively use English while gaming, such as communicating with other players, repeating dialogues, or participating in online communities related to the game.

Overall, future research can continue exploring the relationship between digital games and language learning in order to better understand how modern technology and entertainment may support English education.

Preferences

1. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York, NY: Palgrave Macmillan.
2. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, England: Pearson Longman.
3. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. London, England: Longman.
4. Nunan, D. (1999). *Second language teaching and learning*. Boston, MA: Heinle & Heinle Publishers.
5. Prensky, M. (2001). *Digital game-based learning*. New York, NY: McGraw-Hill.
6. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. New York, NY: Cambridge University Press.
7. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, England: Cambridge University Press.
8. Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Rowley, MA: Newbury House.
9. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
10. Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge, England: Cambridge University Press.
11. HoYoverse. (2020). *Genshin Impact*. Retrieved from <https://genshin.hoyoverse.com/>
12. Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
13. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Longman.

13. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
14. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.

APPENDICES

APPENDIX A: QUESTIONNAIRE

A Survey on the Effectiveness of Playing *Genshin Impact* in Improving the Speaking Skills of English-Major Students at Hai Phong University of Management and Technology

Dear participants,

This questionnaire is designed for the research entitled "A Study on the Effectiveness of Playing *Genshin Impact* in Improving the Speaking Skills of English Majors at Hai Phong University of Management and Technology."

The information collected will be used solely for academic purposes. All responses will remain confidential and anonymous. Your participation is greatly appreciated.

Please tick (✓) the answer that best matches your opinion.

Part I. Personal Information

1. Gender

- ☐ Male
- ☐ Female

Part II. Gaming Habits

2. How long do you usually play *Genshin Impact* each day?

- ☐ Less than 30 minutes
- ☐ 1–2 hours
- ☐ 2–3 hours
- ☐ More than 3 hours

3. Which language do you usually use while playing the game?

- ☐ English
- ☐ Vietnamese
- ☐ Other: _____

4. Which subtitle language do you usually use?

- ☐ English
- ☐ Vietnamese

5. Do you often interact with foreign players while playing?

- ☐ Yes
- ☐ Sometimes
- ☐ No

6. Do you use voice chat or text chat to communicate with other players?

- ☐ Frequently
- ☐ Occasionally
- ☐ Never

Part III. The Impact of *Genshin Impact* on English Speaking Skills

7. Do you think playing Genshin Impact helps improve your English speaking skills?

- ☐ Yes
- ☐ No
- ☐ Not sure

8. Has the game helped you learn new English vocabulary?

- ☐ Yes
- ☐ No

9. The English voice acting and dialogues help me improve my pronunciation.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. Playing Genshin Impact makes me feel more confident when speaking English.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

11. Communicating with foreign players helps improve my English communication skills.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

12. I think digital games like Genshin Impact can be used as a supplementary tool for learning English.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Thank you very much for your participation and valuable contribution to this research.

APPENDIX B: INTERVIEW QUESTIONS

The following interview questions were used to obtain more detailed information about the participants' experiences and opinions regarding the influence of Genshin Impact on their English speaking skills.

How long have you been playing Genshin Impact?

Why did you choose to play the game using English voice acting or subtitles?

Do you think the game has helped you improve your English vocabulary? Why or why not?

Have the dialogues and character voice lines helped you improve your English pronunciation?

Do you communicate with foreign players while playing? If yes, how does this affect your English speaking ability?

Do you feel more confident speaking English after regularly playing Genshin Impact?

Which aspect of your English speaking skill do you think has improved the most (vocabulary, pronunciation, fluency, or confidence)?

What difficulties do you face when trying to use English while playing the game?

In your opinion, should digital games such as Genshin Impact be considered supplementary tools for learning English? Why?

Do you have any additional comments or suggestions about using video games to improve English speaking skills?