

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 : Nguyễn Thùy Dương

HẢI PHÒNG – 2025

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**THE EFFECTS OF USING GAMES ON IMPROVING
VOCABULARY RETENTION FOR STUDENTS AT AN
ENGLISH CENTER IN HAI PHONG CITY: AN
ACTION RESEARCH PROJECT**

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

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Học hàm, học vị : Tiến sĩ

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Hải Phòng, ngày tháng năm 2025

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: Trần Thị Ngọc Liên
Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng
Họ và tên sinh viên: Nguyễn Thùy Dương
Chuyên ngành: Ngôn ngữ Anh
Nội dung hướng dẫn: The effects of using games on improving vocabulary retention for students at an English center in Hai Phong city.

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

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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 GIÁO VIÊN CHĂM 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: Nguyễn Thùy Dương
Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: The effects of using games on improving vocabulary retention for students at an English center in Hai Phong city.

1. Phần nhận xét của giáo viên chăm phản biện

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3. Ý kiến của giảng viên chăm phản biện

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

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

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ABSTRACT

In the process of learning English, vocabulary plays an extremely important role. A rich and diverse vocabulary is the key that enables learners to express their ideas clearly and accurately to both listeners and readers. However, traditional and mechanical vocabulary learning methods can sometimes make it difficult for learners to understand how to use new words in different contexts, leading to boredom and a decrease in learning motivation.

Recognizing both the importance of vocabulary and the difficulties learners face when acquiring new English words, this study aims to enhance students' vocabulary through the use of vocabulary games at an English center in Hai Phong. The researcher conducted various tests and questionnaires to help learners better understand their own abilities, adopt more effective vocabulary learning strategies, and improve their vocabulary retention.

In addition, charts and data based on students' responses at the language center were used to provide the most accurate information for the thesis. After implementing vocabulary games in class sessions, it was observed that students' scores gradually improved, and the number of vocabulary items retained in long-term memory increased significantly. Furthermore, the use of games brought about several psychological benefits for the learners as well.

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PART 1: INTRODUCTION

1.1. Rationale for the study

1.1.1. Background and Context

Vocabulary has been so far considered as a crucial component of language acquisition process (Hedrick et al., 2008) and it is always an integral part of language development (Carter and McCarthy, 1988). Limited vocabulary knowledge is believed to hinder people's communication ability (Schmitt, 2000) and impede L2 acquisition (Knight, 1994) because to develop linguistic abilities of second language, learners must achieve a specific level of vocabulary threshold (Brisbois, 1995). Much earlier, Wilkins (1972) also underscored vocabulary mastery in communication and language pedagogy by saying that "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed". Albeit much attention has been paid to vocabulary teaching and learning, to find an optimal effective method or strategy to improve student vocabulary retention and performance has never been an easy task. The reason underlying this problem can be each learner may encounter different challenges in their vocabulary learning process, which can be associated with intra-lexical factors, or intrinsic properties (Laufer, 1990) or extra-lexical ones including student learning experience, inspiration, attitudes, perceptions, and learning environment (Boonkongsean, 2012).

To find answers for this dilemma, numerous vocabulary teaching and learning methods have been developed, studied, and applied in a bid to improve vocabulary acquisition. Visual techniques may be the first to mentioned as they enable learners to memorize words more effectively (Gairns & Redman, 1986; Takac, 2008). Verbal techniques have also been a popular choice as teachers can use descriptions, synonyms, antonyms, and explanation to support their students in learning process (Marla, et.al., 1990). Among the widely used techniques, the application of games has long been hailed by not only researchers, language practitioners, and learners. According to Piaget (2006), games contribute to the development of problem solving, imagination, and communication of the learners

and language games play a pivotal role in promoting vocabulary learning efficiency (Ginsburg, 2007). Although there are both pros and cons regarding the incorporation of games in iShare English center in Haiphong, it is admitted that games enabled the learners to reduce anxiety and stress (Little, 1998), motivated learners (Ginsburg, 2007), and enhanced student performance by providing positive input (Black & William, 1998).

1.1.2. Problem Statement

Considering both the benefits and downsides of incorporating games in an English center in Haiphong, we decided to use this fun and highly interactive activity to motivate the students in iShare English center in Haiphong in their vocabulary lessons. The rationale behind our decision was that many students were not much engaged in their learning vocabulary. They relied so much on online dictionary to look up the word meanings whenever being asked. They got stuck even when they were requested to take part in a conversation or role play task because, as they replied, they could not find words to express their ideas. For sure, their teachers have made use of different teaching methods to motivate learners and help them remember vocabulary effectively; however, they admitted that due to time limitation, this practice has not paid due attention. For this reason, we selected two types of games to examine how much students' English vocabulary could be improved. They are linguistic and communicative games. The former stresses on the precision of language in use while the latter weighed importance on the exchange of knowledge (Hadfield, 1988). In addition, we also looked into student perception of using games to improve vocabulary retention.

1.2. Aims and Objectives of the study

This primary aims of this study is to explore the impact of using games on improving vocabulary retention for students at iShare English center in Hai Phong city. The research seeks to understand whether integrating games into vocabulary instruction can enhance students' ability to remember and use new words effectively. In addition, the study also aims to examine students' attitudes toward the use of games in language learning, particularly in relation to vocabulary

acquisition. By addressing both the practical outcomes and learners' perceptions, the study hopes to provide insights into the effectiveness and feasibility of game-based learning as a supportive tool in English vocabulary teaching.

1.3. Research Questions

To address the aim of this study, the researchers would like to find answers for the following two research questions:

- Question 1: To what extent is students' vocabulary retention improved by using games at iShare English center in Haiphong ?
- Question 2: What are students' attitudes towards using games to improve vocabulary retention?

1.4. Research methods

An action research has been conducted with an aim to figure out the effect of using game on improving vocabulary retention on students at iShare English center in Hai phong city.

The study will be conducted by using qualitative and quantitative methods, including self-designed questionnaires in order to collect the most reliable data. Surveyed results will be the materials for the analysis tables and charts.

1.5. Relevance and Importance of the Research

Practically, we expected that our research findings could have an insight into the existing problems of vocabulary learning of students at iShare English center in Haiphong; accordingly, we could make some proposals to the teachers, students, and school administrators about the incorporation of games in iShare English center in Hai Phong.

Theoretically, we would like to contribute to the existing literature of English pedagogy by making a comparison between the effects of linguistic and communicative games on high schoolers and pinpointing the factors underlying the effectiveness of using games in English classes.

1.6. Scope of the study

This study is conducted at iShare English center in Hai Phong city, focusing on the use of games to enhance vocabulary retention among 100 young learners,

including both kids and junior students. The participants are current students enrolled in English courses at the center, primarily those at the beginner to pre-intermediate levels.

The research spans a period of three months and involves both students and English teachers actively engaged in classroom instruction. It adopts the Action Research approach, enabling the researcher to implement game-based activities, observe their effects, and make continuous adjustments based on classroom dynamics.

The scope of the study is limited to vocabulary learning and does not aim to explore other language skills such as grammar, listening, speaking, reading, or writing in depth. Additionally, the findings of this research are intended to reflect the specific context of the iShare English center in Hai Phong and may not be generalizable to all language learning environments.

1.7. Structure of the study

This study is divided into 3 parts:

Part 1: Introduction: Performs the rationale for the research, the aims to which study is conducted, the research questions, the scope, research method and the structure of study.

Part 2: Development:

Chapter 1: Literature Review: Provides the definitions about English vocabulary and related information about the study.

Chapter 2: Research Methodology: A general description of the research subject, which is iShare English center in Haiphong, including the implementation of research activities, research methodology, and data analysis methods.

Chapter 3: Finding and Discussions: Illustrates the data tabulation and description, data analysis and discussion of the findings.

Part 3: Conclusion: Summarizing the research findings, identifying the study's limitations, and suggesting directions for future research.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

2.1.1. Overview of English vocabulary teaching and learning

2.1.1.1. Definition of English vocabulary:

The term of vocabulary has not yet come up with a single definition as researchers, examining it from different perspectives, might define it differently. Morphologically, Ur (1996) considered vocabulary as “the words we teach in foreign language. However, a new item of vocabulary may be more than a single word: a compound of two or three words or multi-word idioms” (ibid, p.60) but semantically speaking, a word is “a basic unit of a language denoting concepts, things, and phenomenon in the society” (Morgan & Rinvoluceri, 1986) and “a sequence of several words” (Palmer, 1981). Emphasizing vocabulary performance, Lehr, Osborn, and Hiebert (2004) agreed that vocabulary refers to the kind of words that students had to know to read increasingly demanding texts with comprehension and similarly Neuman & Dwyer (2009) pointed out that vocabulary means “words we must know to communicate effectively: words in speaking or writing (expressive vocabulary) and words that learner must know to recognize and understand voice or paragraph: words in reading or listening (receptive vocabulary)” (ibid, p.385). Vocabulary in the context of learning English involves more than just individual words; it also includes idioms, phrases, and collocations that are necessary to attain comprehension and fluency. Thus, one of the main objectives of learning a second language is to have a large and useful. Within this study, we would like to refer to vocabulary as words that we use to communicate both receptively and productively.

2.1.1.2. Techniques to teach vocabulary.

Since vocabulary serves as the basis for the development of both receptive and productive language skills, effective vocabulary education is essential to language learning. In order to assist students not only remember words but also employ them flexibly in everyday communication, researchers and language educators have put forth a number of vocabulary teaching strategies. Direct and

indirect vocabulary teaching are the two primary categories into which Nation (2001) divides vocabulary teaching methods. In the direct measure, word meaning will be introduced through visual aids, context, definitions, translation, or using mind maps by teacher. Moreover, some activities such as using language games, practicing in groups or couples, and speculating on word meanings from context all help to improve vocabulary acquisition and retention. In contrast, the indirect method concentrates on improving vocabulary through reading and listening comprehension, and discovery-based activities, allowing people to acquire new words more naturally. This research will focus on employing the direct vocabulary teaching method through the use of in-class games.

2.1.1.3. Factors that affect English vocabulary teaching

Numerous elements, both inside and outside the learning environment, affect how well English vocabulary is taught. The age and cognitive development of the students are among the most crucial variables; younger students typically pick up language more naturally, while older students might gain more from analytical methods (Tharp, 2016). The degree of language skill of the pupils is another important consideration; experienced learners can manage abstract vocabulary and complicated word usage, while novices need more visual and contextual guidance (Nation, 2013). Furthermore, attitude and motivation are important; students who are enthusiastic and have a good outlook on learning English are more likely to actively participate in vocabulary acquisition (Schunk, 2012). Learning outcomes are also significantly impacted by the teaching strategies and resources employed; contextualized instruction, interactive exercises, and multimedia can all be used to improve vocabulary acquisition (Hedge, 2000). Furthermore, vocabulary growth is further supported by exposure to English outside of the classroom, such as through reading, television, or conversation with native speakers (Coady & Huckin, 1997). Lastly, the size of the class and the skill level of the teacher might help or hurt vocabulary learning. Strong language proficiency and classroom management enable a teacher to modify their methods to fit the needs of various students, guaranteeing a more

individualized and successful teaching strategy (Richards & Rodgers, 2014). Designing effective vocabulary training that is suited to the requirements and circumstances of each learner requires an understanding of these elements.

2.1.2. Vocabulary retention

2.1.2.1. Definition of English vocabulary retention:

Turning to the concept of vocabulary retention, Oxford Advanced Online Dictionary simply defines *retention* as “the action of keeping something rather than losing it or stopping it” (<https://www.oxfordlearnersdictionaries.com/definition/english/retention?q=retention>). However, when it comes to vocabulary retention, opinions diverge. According to Rott (1999) vocabulary retention is the ability to retain acquired vocabulary over a long period of time, influenced by factors such as teaching effectiveness, learners' interest, and relevance. Sharing this viewpoint, Richards & Schmidt, (2002) highlighted that “the ability to recall or remember things after an interval of time” meant vocabulary retention. As the ability to memorize things depends on either the short-term memory or the long-term memory, vocabulary retention can be viewed from this aspect, being categorized into short term and long-term vocabulary retention (Mayer, 2004). In this study, the researchers would examine vocabulary retention as the ability to store vocabulary in memory and use them in communication.

2.1.2.2. Significance of vocabulary retention in English learning.

Vocabulary retention plays a crucial role in the process of learning English, as it is directly related to the ability to communicate effectively and understand both spoken and written language. Without retaining a sufficient amount of vocabulary, learners may struggle to express their ideas clearly and understand what they encounter in real-life communication, whether in conversation, reading, or listening. A study by Nation (2013) shows that vocabulary knowledge is a key factor in improving reading comprehension and overall language proficiency. Vocabulary serves as the foundation of language, and retaining vocabulary helps learners form more complex sentences, understand a wider range of texts, and engage in more meaningful conversations. The ability to recall and use vocabulary

effectively not only improves communication skills but also boosts learners' confidence in using the language. When learners can remember and apply a large amount of vocabulary, they feel more confident, which in turn boosts their motivation to learn. Schunk (2012) affirms that motivation and a positive attitude are closely related to vocabulary retention and progress in language learning. Furthermore, vocabulary retention enhances reading and listening comprehension, as learners can easily understand texts and conversations in English when recognizing previously learned words. Research by Coady & Huckin (1997) also shows that exposure to vocabulary in context and through media helps learners maintain and expand their vocabulary naturally. Finally, vocabulary retention ensures long-term language development, providing learners with a solid foundation to achieve fluency in English.

2.1.2.3. Type of vocabulary retention

Learning vocabulary plays an important role in language learning because as Gass (1999) believes “learning a second language means learning its vocabulary” (p. 325). One of the most important aspects of learning English is maintaining one's vocabulary, and there are a number of strategies that might assist students in doing so. Contextual learning, which involves teaching vocabulary in particular circumstances, is one of the best strategies for helping students comprehend and remember words over time (Nation, 2013). For instance, kids can learn the word "swim" in the sentence "She loves to swim in the ocean every summer," which illustrates how the word is used in everyday contexts, rather than learning it in isolation. Visual learning, which links words to pictures to improve memory recall, is another effective strategy. Paivio (1986) asserts that imagery helps vocabulary acquisition by activating the visual memory system in the brain. When learning the word "apple," for example, a student may picture a vivid red apple, which makes it easier for them to recall the term. Repetition is also quite effective, particularly when done using the spaced repetition technique. To improve long-term memory, this technique entails reviewing language at progressively longer intervals (Ebbinghaus, 1885). Over time, it enhances recall

and helps avoid forgetting. Lastly, one of the best methods to reinforce learning is to actively use terminology in everyday situations. Learners are more likely to remember and use new vocabulary organically when they use it in writing assignments or conversations. Learners are more likely to remember and use new vocabulary organically when they use it in writing assignments or discussions (Schmitt, 2000). After learning the term "conversation," for instance, a student is far more likely to recall and use it correctly in the future if they practice using it in English conversations.

2.1.2.4. Factors that affect vocabulary retention

Several cognitive and contextual factors impact vocabulary retention, affecting how effectively and how long learners can retain and use newly learned words. Exposure frequency is one of the most important elements. Learners are more likely to remember a word if they see it frequently in a variety of contexts (Nation, 2013). Long-term retention is facilitated and memory traces are strengthened by repeated exposure. Contextual richness is another important component; words that are learned in genuine, meaningful settings are more likely to stick in memory than those that are learned in isolation (Schmitt, 2000). For instance, it works better to learn the word "negotiation" through a business role-play than it does to just memorize its definition.

Interest and motivation among learners are also very important. According to Deci and Ryan (2000), students who are highly motivated are more likely to adopt memory-boosting techniques like personalizing terms or utilizing them in writing, as well as to engage more deeply with vocabulary learning. Additionally, the ease of storing and recalling language is greatly impacted by individual learning methods and cognitive variations, including working memory ability (Baddeley, 2000).

Instructional design and teaching strategies are also crucial. When taught via a combination of visual, auditory, and kinesthetic information, vocabulary is more likely to be retained over time (Paivio, 1986). Furthermore, it has been demonstrated that spaced repetition systems (SRS), which arrange review

sessions at intervals determined by science, greatly enhance long-term retention (Ebbinghaus, 1885; Kang, 2016).

Finally, vocabulary is naturally reinforced through language exposure outside of the classroom, such as reading, viewing English-language media, or speaking English in everyday conversations. Immersion in English-rich situations gives learners additional chances to reuse words, which eventually makes memory easier (Coady & Huckin, 1997).

2.1.3. Games in English language teaching and learning

2.1.3.1. Definitions and reasons of using games

What is game?

Games and its didactic applications have so far attracted much interest from researchers, language practitioners, and learners. “A language-game”, as developed by Ludwig Wittgenstein, is known as simple examples of language use and the actions into which the language is woven (Wittgenstein, 1953). Later on, Pound (2005) defined games a form of learning prize that provides students with effective learning materials. Considering the positive effects of games, A take (2003) stated that games using is a common method in EFL classes to add fun and excitement to the language teaching and learning process. Considering games not only as an activity full of interest but an educational tool, Hadfield (1998) refers its application to “an activity with rules, a goal and an element of fun” (ibid, p.4). Anyway, games, though linguistic or communicative ones, must be intriguing and different from formal, systematic, and highly pedagogical activities in class. However, as they are activities aimed to enhance learner performance in class, they should not purely be recreational. Therefore, in this study, we would perceive games as the language use with more emphasis on improving students’ interest in learning.

Why to use games?

According to Casey (1997), games are noted with four main benefits to learners. The first one is the affective properties of games which supported to lowers affective filter, encourages creative and spontaneous use of language,

promotes communicative competence, motivates students and help them to have fun. The second is the cognitive benefit which serves the function of reinforcing, reviewing and extending knowledge acquisition, focusing on grammar communicatively. The third benefit refers to the dynamics of games, which students are the center of the learning process while teachers act only as facilitators. This helps to build class cohesion, foster whole class participation and promote healthy competition. The final characteristic of games using is adaptability, which means games are easily adjusted for age, level, and interests and can be used for the practice of all four language skills but requires minimum preparation after development’.

Kim (1995) also suggested a number of the benefits that using games can bring about. As for him,

- “Games are a welcome break from the usual routine of the language class”.
 - “They are motivating and challenging”.
 - “Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning”.
 - “Games provide language practice in the various skills- speaking, writing, listening and reading”.
 - “They encourage students to interact and communicate”.
 - “They create a meaningful context for language use”
- (ibid, p. 35).

Although opinions may diverge, we believe that the use of games is to create an anxiety free learning environment and engage students more in the process of language learning and language use.

2.1.3.2. Benefits of using games in English teaching

Using games in English teaching brings about numerous significant benefits, not only in terms of language acquisition but also in fostering emotional and motivational engagement in learners. First and foremost, games offer cognitive benefits by helping to reinforce, review, and expand linguistic knowledge, especially through communicative grammar practice rather than rote memorization. Games can also lower learners' affective barriers, encouraging them to use language more creatively, naturally, and confidently while simultaneously promoting communicative competence and increasing motivation (Casey 1997). Overall, games help reduce the affective filter, a key psychological factor that can negatively affect language acquisition.

Additionally, games play a part in establishing a dynamic learning environment where students take the lead and the teacher serves merely as a facilitator. This strategy creates healthy rivalry, full class engagement, and class cohesion—all of which are critical for sustaining student interest. Games provide "a welcome break from the usual routine of the language class," as Kim (1995) pointed out, because they are stimulating, difficult, and assist students in maintaining the effort necessary for language acquisition.

Furthermore, the laid-back vibe that games promote significantly enhances the efficacy of learning. While Wierus & Wierus (1994) came to the conclusion that games help "create a comfortable atmosphere in language classrooms," which makes it easier for students to remember knowledge more quickly and efficiently, Ersöz (2000) thought that games brought delight into the classroom. This notion is corroborated by Littlewood (1998) and Lee (1979), who highlighted that while stress and anxiety can impede language acquisition, games' enjoyable and laid-back atmosphere promotes improved performance and retention.

The great versatility of games is another significant benefit of employing them. Games can be readily modified to fit the age, interests, and language skill level of the students as well as the lesson's subject matter. All four language skills speaking, listening, reading, and writing can be practiced with games that are

suitable for all skill levels and require little setup once they are created, claims Casey (1997). Similar to this, Tyson (2000) suggested that a game should be able to engage all students, encourage friendly rivalry, and assist students in concentrating on meaningful language use. Effective games should have an obvious instructional purpose in addition to being entertaining, according to Lin Hong (2002).

Finally, games are adaptable. They can be adjusted to suit different ages, proficiency levels, and interests. According to Tyson (2000), a good educational game should keep all students involved, focus on meaningful language use, and support specific learning goals.

In summary, games make English learning more engaging, effective, and student-centered, while also building confidence and communication skills.

2.1.3.3. Benefits of using games in English vocabulary teaching

Games are often remembered as fun, enjoyable and beneficial language teaching tools. First, games activities can foster the learning environment, making it more learner-friendly and fun. Ersor (2000) believed that games were very motivating and fascinating and therefore using games could bring pleasure into the classroom. Sharing this viewpoint, Wierus & Wierus (1994) concluded that the application of games in vocabulary lessons helped to “create a comfortable atmosphere in language classrooms, which will help students remember things faster and higher (ibid, p.218). Obviously, the relaxed learning environment plays a crucial role in fostering student learning ability and thus boost student performance as Littlewood (1998) said anxiety will hinder learning and build learners reluctant or Lee (1979) once claimed the easy and relaxed atmosphere caused by language games was favourable to language learning and helped students to keep in minds things quicker and better.

Second, games encouraged students to study better. In fact, learners, especially young children, appear to be more curious about mystery and tend to make greater efforts to win when being placed in a competition, therefore, asking them to join in competitive games may motivate them to learn. Bendo & Erbas

(2019) confirmed that “games are highly motivating ... due to the amusement that they disseminate to the learners” and that the “students will learn better after they feel that they are making progress and so game playing will be a great source of practice.” Ersöz (2000) also recommended games a great tool to involve all the students in practicing the skills of English language. She concluded that games can help students not only enjoy and entertain the language but also practice it on the side.

Third, games promote interaction and communication between teacher and students. Games usually require teamwork, which enhances peer communication and collaborative learning. According to Hadfield (1990), many vocabulary games tend to encourage natural communication and help learners use language in real-life contexts, rather than simply memorizing words mechanically. For example, in the “Hot Seat” game, one student sits with their back to the board while the others describe the target vocabulary word in English to help them guess it. To succeed, students must use synonyms, paraphrasing, or examples all of which are essential skills for real communication. As a result, learners not only expand their productive vocabulary but also significantly improve their speaking fluency and expression in English.

Moreover, consideration concerning the use of games in iShare English center is how to select an appropriate game for learners. In other words, the requirements of a good games may vary as a wide range of factors may get involved; for example, student level of language proficiency, time allotment, topics of the lessons, student interest, teacher preference, etc. According to Tyson (2000), the criteria for a game to be selected for a pedagogical application should be as follows:

- * “A game must be more than just fun,
- * A game should involve "friendly" competition,
- * A game should keep all of the students involved and interested,
- * A game should encourage students to focus on the use of language rather than on the language itself,

*A game should give students a chance to learn, practice, or review specific language material” (ibid, p. 13).

Lin Hong (2002) shared this viewpoint but added that an effective game should not only be restricted to the goal of making the students relaxed but also required to have its educational value. Therefore, to have a suitable option, the following questions should be raised:

Which skills does it practice? Listening, speaking, reading and writing are all major language skills that can be targeted.

What kinds of games are they?

What is the point of using it?

Is it appropriate for the students? What could I do to make it easier or more understandable?

Is there a lot of interaction and participation? We are striving for maximum participation.

Bendo & Erbas (2019) stated that using games provided the students with “the opportunity to go beyond the frontline, gain more self-esteem, and take more responsibilities” therefore games activity is supposed to offer students chances to be “more independent and feel free to express themselves” (Langran, 1994, pp. 12-14).

From the above was mentioned theories and suggestions, we believe that a good game should be the one which makes learning fun but can support students to achieve their learning goals.

2.1.3.4. Common Types of Games Used in Teaching English Vocabulary

Games of many kinds are frequently used to teach vocabulary in English, and each one has a unique learning objective and meets the needs of different learners. Word guessing games, like Hot Seat, Charades, or 20 Questions, are among the most popular kinds. Students must describe, guess, or recognize vocabulary things in these games without actually using the word. According to Hadfield (1990), these kinds of games assist students practice vocabulary in

context and activate prior knowledge by encouraging them to use language creatively and communicatively.

Matching and memory games, such as Word-Picture Match and Memory Card Matching, are another well-liked genre. Through visual reinforcement and frequent exposure, these games assist students in strengthening the link between words and meanings. Memory games improve recall by encouraging pattern recognition and association, which is especially advantageous for visual learners (Wright, Betteridge, & Buckby, 2006).

Games that teach spelling and word building, like Word Jumble, Scrabble, or Hangman, are extremely popular, particularly with intermediate and advanced students. Word structure, spelling, and morphology are the main topics of these games. According to Nation (2001), engaging in playful activities that foster morphological awareness can enhance vocabulary range and result in a deeper comprehension of word families.

Digital quiz games such as Word wall, Quizizz, and Kahoot! have grown in popularity in recent years. These resources provide instant feedback, which is crucial for formative evaluation, in addition to fostering an enjoyable and competitive learning environment. Digital games boost student enthusiasm and engagement.

Last but not least, role-playing games and board games provide a more engaging method. Students can use vocabulary in authentic contexts by playing games like Vocabulary Bingo, Board Race, or contextual role-plays (such as traveling or shopping). These kinds of activities are ideal for kinesthetic learners and promote the growth of both receptive and productive skills.

All things considered, adding a range of games to vocabulary instruction promotes learner-centered, dynamic, and engaging classroom environments in addition to helping with retention and usage.

CHAPTER 2: METHODOLOGY

2.2.1. Research setting

The study is conducted at iShare English center located in the center of Hai Phong city. There are 35 classes with the total of more than 300 students. There are 6 staffs and 11 teachers. The researcher is an undergraduate student of HPU.

2.2.1.1. Research participants

The research participants are students currently attending the iShare English center, located in center of Hai Phong city. Specifically, the group includes students from both secondary (grades 6 to 9) and highschool (grades 10 to 12) levels, ranging in age from 12 to 18 years old. These learners are motivated to improve their English proficiency, particularly vocabulary, for academic purposes (e.g., school exams, IELTS, etc.) as well as for daily communication.

Students at iShare possess varying levels of English proficiency, from beginner to intermediate. They are regularly exposed to active teaching methods, including the integration of games into vocabulary instruction. This group is considered highly suitable for the purpose of the study, as learners in this age range tend to be quick to absorb new knowledge, enjoy engaging learning activities, and are capable of providing meaningful feedback through surveys or interviews.

2.2.1.2. The iShare English center

General Introduction about iShare English center

iShare Language Center is a language center established in 2018 by Tri Viet Tre Education and Training Joint Stock Company, and it is managed by the Hai Phong Department of Education and Training. It was located in No. 18, Lot LK1, Project of the Urban Area Connecting Lach Tray Road with Ho Sen - Cau Rao 2 Road, Le Chan District, Hai Phong City. iShare Language Center takes pride in its team of highly qualified and experienced teachers. 100% of the teaching staff hold degrees of Ph.D or Master's in English Linguistics. Foreign teachers possess TEFL or TESOL certificates. All teachers hold professional teaching certifications and have at least 5 years of teaching experience. In summary, after

8 years of establishment and development, iShare Language Center has been recognized as a Diamond partner of IDP - the Australian international education organization, and a Gold partner of BC. The center is an official IELTS test registration venue for IDP and BC and is an authorized entity for registering candidates who wish to take the IELTS exam. With a team of professional and dedicated instructors and staff, the center has successfully supported 98% of its students in achieving their targeted IELTS scores.

Target Learners

The primary learners at iShare are students at the secondary (grades 6 to 9) and high school (grades 10 to 12) levels, ranging in age from 12 to 18 years old. Secondary students follow the official curriculum set by the Ministry of Education and Training and prepare for the entrance exam to high school (grade 10). Meanwhile, high school students mainly focus on studying and preparing for the international English language certification exam, IELTS.

Materials

For secondary-level students, learning materials include widely recognized English textbooks such as Elementary, Pre-Intermediate, Intermediate, Family and Friends, and Let's Talk. These resources are aligned with students' language proficiency levels and support their development in all four language skills.

For students preparing for the IELTS exam, the curriculum is structured around the Complete IELTS series, including levels 4.0–5.0, 5.0–6.0, and above 6.0, ensuring a targeted and progressive approach to exam preparation.

Lesson plan

Class Level: Secondary Students (Grades 6–9)

Topic: Daily Routines & Action Verbs

Duration: 90 minutes

Lesson objective: By the end of the lesson, students will be able to:

- Identify and understand at least 10 action verbs related to daily routines.
- Use these verbs in simple sentences.

- Reinforce vocabulary through a fun memory-based game.

		Time	Activity
1	Warm up	5-7 minutes	Quick chat – Teacher will ask a few simple questions: What is your morning like? What time do you wake up? What do you eat for breakfast? What do you do after school?
2	Vocabulary presentation	10-12 minutes	Teacher will give students new word: wake up; brush teeth; get dressed; study; do homework; do exercise, etc. Method: Showing pictures in television or using flashcards Pronounce each word clearly and have students repeat. Use gestures and example sentences for context.
3	Grammar presentation	10 minutes	Teacher will teach students new grammar: Simple present tense Give some example Play some games: Flashcards Matching
4	Practice Activity	10 minutes	Activity: Matching Worksheet or Flashcard Match Students match the vocabulary words with images or definitions. Can be done individually or in pairs. Quick review as a class afterwards.

5	Vocabulary Memory Game	15-20 minutes	<p>Activity Name: <i>Memory Chain or "Who Remembers What?"</i></p> <p>How to Play:</p> <p>Students sit in a circle.</p> <p>The first student says: "I wake up."</p> <p>The next student repeats and adds: "I wake up and brush my teeth."</p> <p>Third student: "I wake up, brush my teeth, and get dressed."</p> <p>Continue around the circle adding one verb each time.</p> <p>If someone forgets a word, they sit out (optional), or the class helps and repeats.</p> <p>Can make it competitive with small prizes or house points.</p>
6	Wrap-up & Homework	5–7 minutes	<p>Review:</p> <p>Go over the vocabulary one more time with a quick quiz or pronunciation drill.</p> <p>Homework:</p> <p>Write 5–6 sentences using the new vocabulary to describe your daily routine.</p> <p>Optional: Draw a comic strip showing your routine.</p>

2.2.2. Action Research.

2.2.2.1. Definition.

Action research is a reflective, systematic, and participatory approach to inquiry conducted by practitioners within their own professional context. It involves identifying a problem or area for improvement, planning and implementing an intervention, collecting and analyzing data, and reflecting on the outcomes to inform future practice.

According to Kemmis and McTaggart (1988), *"Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices."*

In other words, action research is not only aimed at addressing a specific problem but also assists practitioners (often teachers) in developing critical thinking, enhancing professional competence, and improving the learning outcomes of students.

2.2.2.2. Research design.

This research was designed by applying the principles of Classroom Action Research which can be done to collect information about the teaching and learning process and to collect data concerning the effectiveness of a pedagogical application on students. According to Borg, through action research, new practices are introduced and evaluated (ibid, p.394). Similarly, Wallace (2001) considered action research the process of systematic collection and analysis of data in order to make changes and improvement or solve problems.

Nunan (1992a), Cohen & Manion (1994), and Kemmis and McTaggart cited in Burns (2010) all proposed that action research is a dynamic process which teachers could use to solve a specific problem occurring in their classrooms.

2.2.2.3. Action Research Procedures in this study.

This study followed the cyclical model of action research proposed by Kemmis and McTaggart (1988), which includes four key stages: planning, acting, observing, and reflecting. The research was carried out in 100 students at iShare

English Center, over a period of four weeks. The procedures were implemented as follows:

Making plans: The study found that students' poor memory of recently learned terminology was a major problem in the first phase. Students frequently forget new words after a short while, especially when taught using traditional methods, according to observations made in the classroom and informal interviews. In order to improve engagement and retention, a strategy was created to incorporate memory-based vocabulary games into routine lessons.

Acting: The scheduled activities were carried out in the classroom during this phase. Students were exposed to a fresh vocabulary term each week through interactive presentations and visual aids. A memory game exercise, such Memory Chain or Flashcard Match, was then used to reinforce word usage and meaning in an enjoyable and cooperative manner.

Observing: The researcher used a variety of instruments, such as pre- and post-tests, classroom observations, and student feedback forms, to gather data during the implementation. During the games, observational notes concentrated on language use, motivation, and student participation. Vocabulary retention over time was monitored using test results.

Reflecting: The researcher examined student answers and performance data to evaluate the activities' efficacy after each class. Based on these reflections, changes were made to the teaching methodology. All of the data were combined at the conclusion of the study cycle in order to assess the general effect of memory games on language retention.

The researcher was able to dynamically modify training through this iterative method, which also made sure that the intervention was responsive to the needs of the students.

2.2.3. Data collection Instruments

2.2.3.1. Survey questionnaire

A survey questionnaire is a research instrument consisting of a series of structured or semi-structured questions used to collect data from respondents. It

is widely employed in both quantitative and qualitative research to gather information about individuals' opinions, behaviors, experiences, or demographic characteristics.

According to Kothari (2004), *“A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the questions on their own.”*

In this study the survey questionnaire is for students in center consist of 6 questions and were delivered to 100 students to find the effects of using games on improving vocabulary retention for students. The questionnaire data indicated the percentage of students who expressed positive versus negative attitudes toward learning vocabulary through the use of games. In the end, there were 100 kids and juniors from iShare English center participating in giving responses to the survey questionnaire. The questionnaires including 6 questions as follows:

First primarily investigates students' approaches to vocabulary learning, their attitudes toward using games as a learning tool, and the types of games they have engaged with in their English learning process.

Section, survey questions seek to examine students' views on the effectiveness of incorporating vocabulary games into English language lessons.

Lastly, this section focuses on exploring the advantages and disadvantages of using games in vocabulary learning, and learners' attitudes toward increased use of games in English learning.

2.2.3.2. Tests:

Pre-test and post-test

The teacher conducted pre-tests and post-tests to assess students' development in vocabulary retention, aiming to demonstrate the effectiveness of using games in vocabulary learning in English classes at iShare Foreign Language Center.

The participants were 60 elementary-level students enrolled in the Kids class at the center. After the teacher wrote the vocabulary words on the board, students were given 15 minutes to take notes and memorize the words before

taking the pre-test. The results of this test were then compared with the post-test, which was administered after the teacher organized game-based activities related to the vocabulary.

Test design methodology

Both the pre-test and post-test were created using test content from Family and Friends 1 by Oxford University Press. Each test had 25 questions, and each question was worth 0.4 points.

Step 1: Define the Learning Objectives

Identify the vocabulary items you want to assess. These should align with what was taught in class (e.g., words from a specific unit or topic such as “Learning tools”, "food," "animals," or "daily routines").

Step 2: Choose the Test Format

Select test formats that are age-appropriate and engaging. Common vocabulary test types for young learners include: match words to pictures, Multiple choice, Fill-in-the-blank, translate to Vietnamese and English, etc.

Step 3: Create Test Items:

Develop 20–30 test items depending on the students’ age and attention span. Make sure the items vary in type to keep the test engaging. For example:

- *What is this? (picture of a cat) → A. dog B. cat C. bird*
- *Fill in the blank: I eat an _____ every morning. (Answer: apple)*

Ensure that each question tests **one vocabulary item** and that distractors (wrong answers) are plausible but clearly incorrect.

Step 4: Assign Scores

Decide how much each question is worth (e.g., 0.4 points per question for a 10-point test). Keep the grading simple and consistent.

Step 5: Administer the Test

Set clear instructions. For younger students, read the questions aloud or include pictures to aid understanding. Limit test time appropriately (e.g., 15–20 minutes).

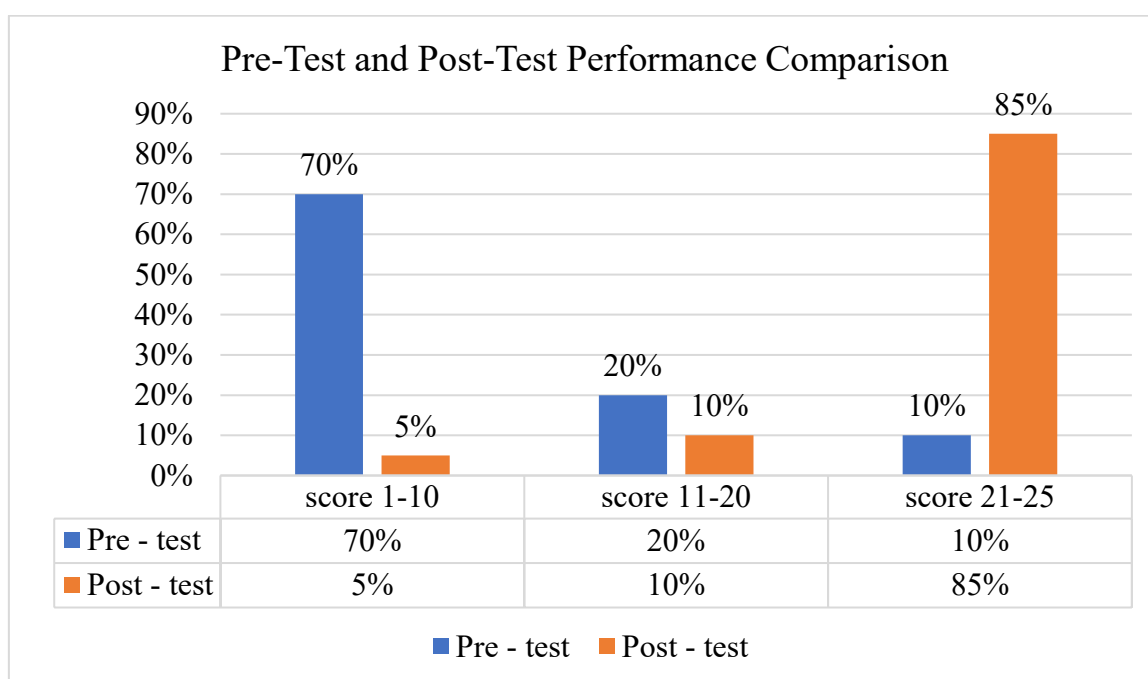
Step 6: Analyse the Results

After the test, analyse which words were most and least known. This can help inform future lessons and identify which vocabulary needs more practice.

CHAPTER 3: FINDINGS AND DISCUSSION

2.3.1. Findings from tests

In order to evaluate the effectiveness of using games in teaching English vocabulary at the iShare Language Center, an experimental study was conducted with 60 kid students from the English center through two tests: a pre-test and a post-test. These tests were designed with equivalent content and difficulty levels to ensure objectivity in measuring students' progress. After a period of learning that incorporated game-based activities to reinforce vocabulary, students were asked to take a similar test to assess their vocabulary retention.



The data analysis revealed that in the pre-test, 70% students got score from 1 to 10 out of 25 questions correctly, 20% students got 11 to 20 answers correctly, and only 10% students performed well on the first vocabulary test. In the second test, however, after participating in vocabulary games, their performance showed significant improvement, 85% of the students scored higher on the post-test compared to the pre-test. This reflects a clear trend of improvement in vocabulary retention and usage among the majority of students after being exposed to the game-based learning approach at iShare English Center. Only a small percentage of students showed no noticeable change in scores, and there were virtually no cases of a decline in performance. It is important to acknowledge that each student

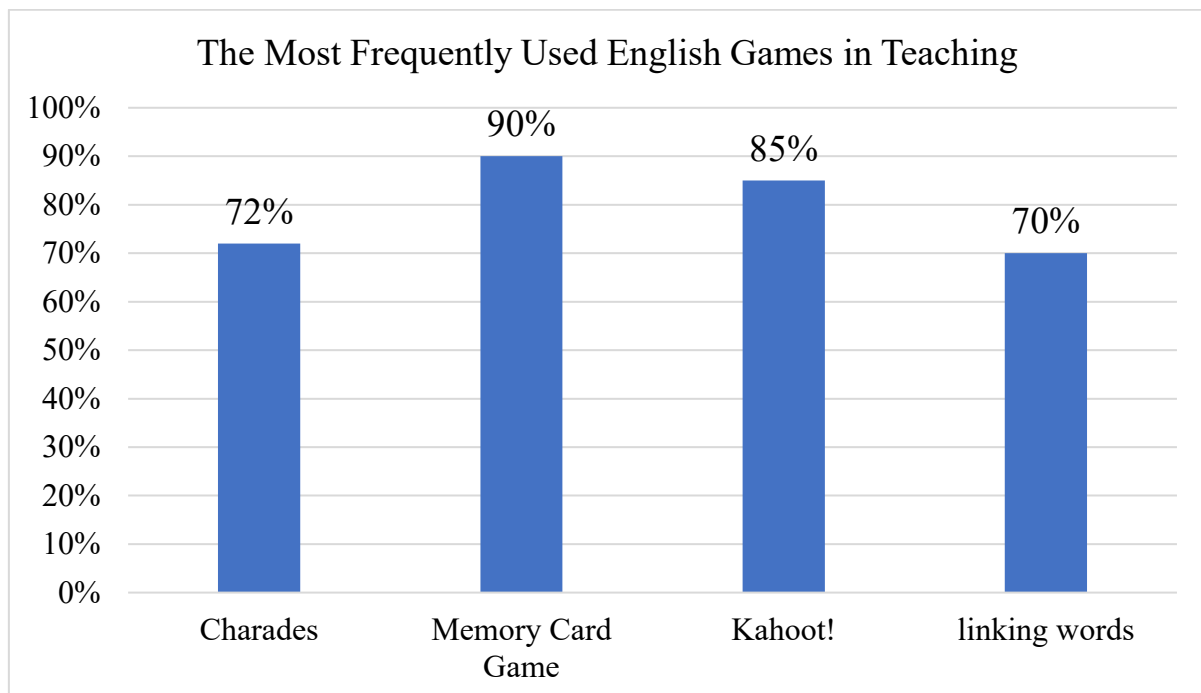
has a different learning style some may retain vocabulary better in a quiet, individual learning environment. However, this is still a positive indicator, suggesting that incorporating games into vocabulary instruction has a beneficial impact on students' vocabulary acquisition, helping them retain vocabulary more effectively than with traditional methods.

In addition, through classroom observation and student feedback during the study, most students reported feeling more excited and motivated when learning new words through games. This form of learning helped reduce stress, increased engagement, and created a more positive learning environment. Certain repetitive games like Kahoot, Wordwall, and Quizlet not only enabled faster vocabulary recall but also reinforced knowledge in a natural and relaxed manner. On the other hand, a small number of more introverted students preferred quiet learning environments and may not have benefited as much from game-based learning. However, this did not negatively affect their vocabulary retention.

From the data collected, it can be concluded that using games in vocabulary instruction not only brings about academic benefits as seen through the improvement in test scores but also plays an essential role in boosting learning motivation and long-term retention. Therefore, teachers may consider integrating game elements into their teaching as an effective supplementary tool, especially in general education settings, where maintaining student interest and attention is crucial.

2.3.2. Findings from the survey questionnaire.

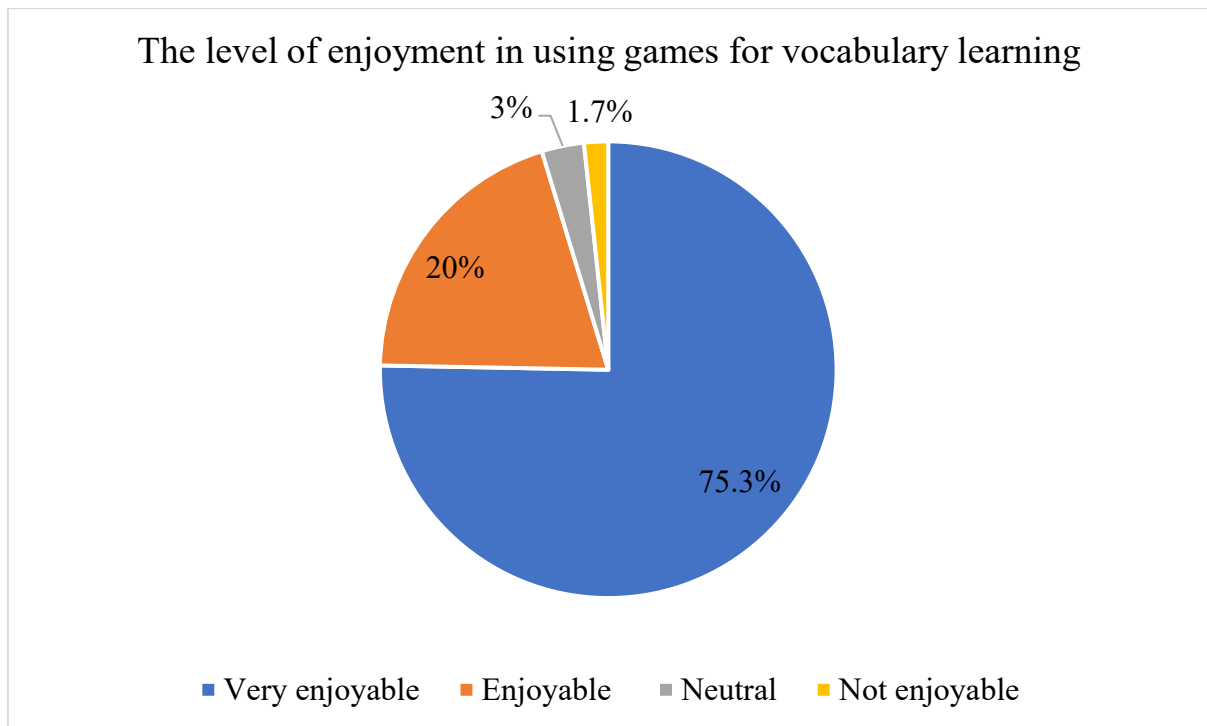
2.3.2.1. The survey questionnaire.



The data reveals that Charades is the most frequently used game, likely because it is highly interactive, encourages physical movement, and involves teamwork, which can boost engagement and vocabulary retention. Memory card games and Kahoot! were also well-received (90% and 85%). Kahoot, being a digital quiz platform, appeals to students' interest in technology, while memory card games help reinforce word-image associations in a fun and competitive way.

The Linking Word game, although slightly less popular, still represents a creative way to help students build associations between words and develop vocabulary fluency.

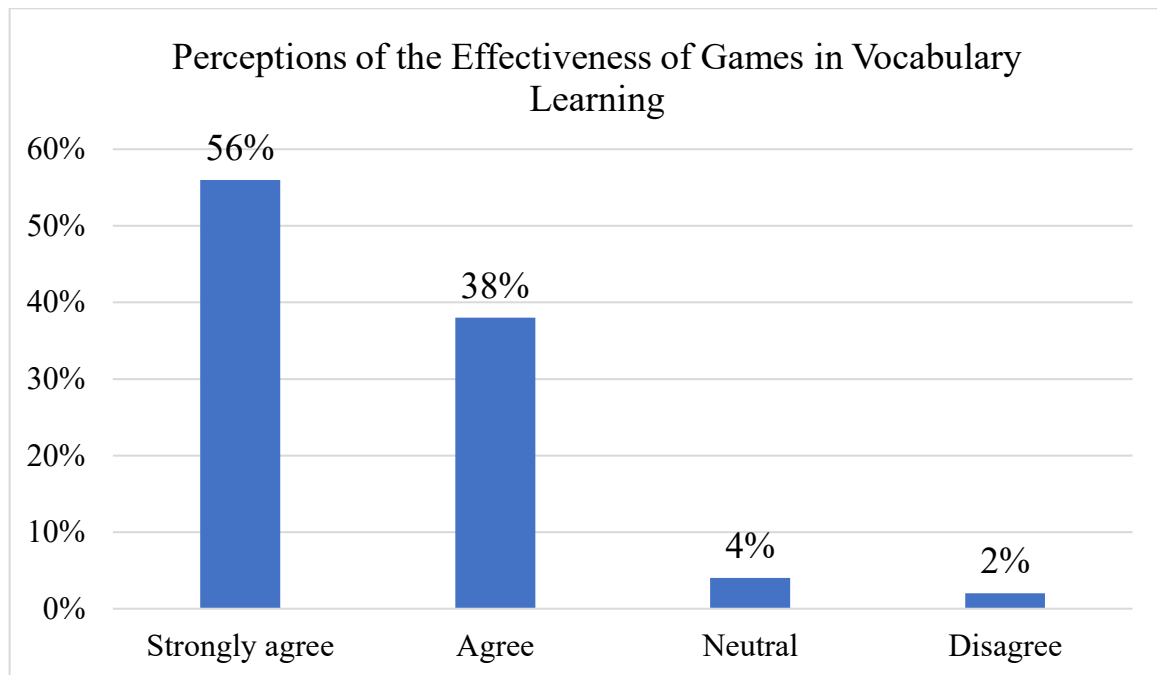
The mention of other games in the “Other” category shows that teachers are experimenting with a range of game-based learning activities, though these may be used less frequently or with specific groups.



These figures demonstrate that the overwhelming majority of students over 95% had positive feelings about using games in vocabulary learning. The high percentage of students who “very enjoyable” the activity suggests that games are not only effective but also create an engaging and motivating classroom environment.

The small minority (4.7% in total) who felt neutral or negative may reflect differences in learning preferences or prior experiences with less effective game implementation. This insight highlights the importance of selecting age-appropriate, goal-oriented, and varied games to cater to all learners.

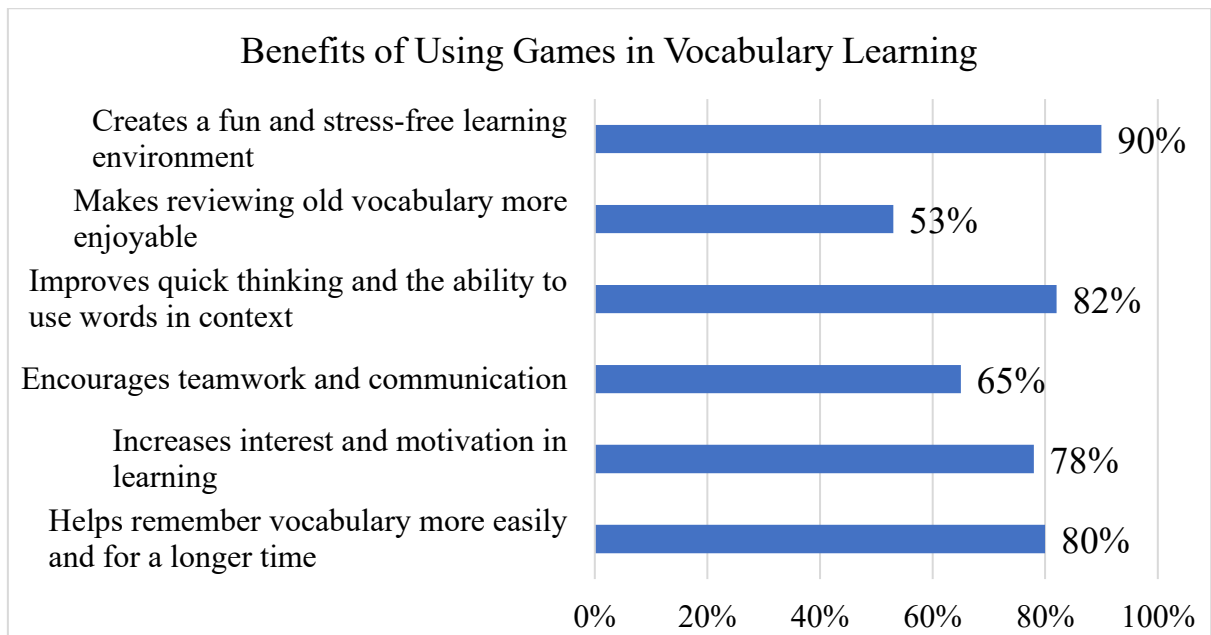
Overall, the data clearly indicate that vocabulary games are highly enjoyable for students and can significantly enhance their motivation in learning English. Given the positive response, educators should continue to integrate game-based activities into their lessons while also considering ways to improve the experience for the small group of students who are less enthusiastic.



These results clearly reflect a strong positive perception of the use of games in vocabulary learning. A combined total of 94% of students agreed or strongly agreed that games assist in vocabulary retention, demonstrating that students not only enjoy games but also recognize their educational value.

The fact that more than half of the students strongly agree suggests that games do more than simply make learning fun they actively support memory and long-term learning. This may be attributed to the interactive, repetitive, and contextualized nature of vocabulary games, which align well with how the brain encodes and retrieves language.

Only a very small percentage (6%) of students showed neutral or negative responses. This minimal figure implies that game-based learning is effective for the vast majority of students, although it also highlights the importance of diversifying instructional strategies to meet different learners' needs.

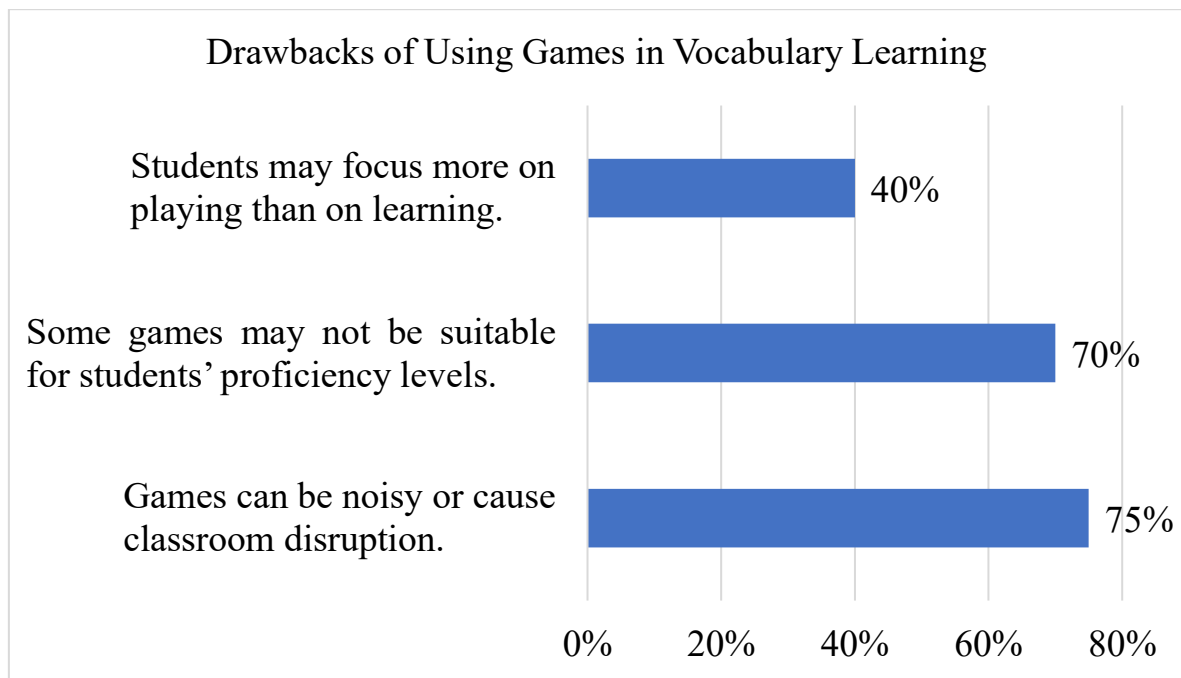


The chart illustrates students' perceptions of the benefits of using games in vocabulary learning. The survey results indicate that most students have a positive view of the effectiveness of games in supporting vocabulary acquisition. Specifically, 90% of students agreed that games help create a fun and stress-free learning environment, making this the most highly recognized benefit.

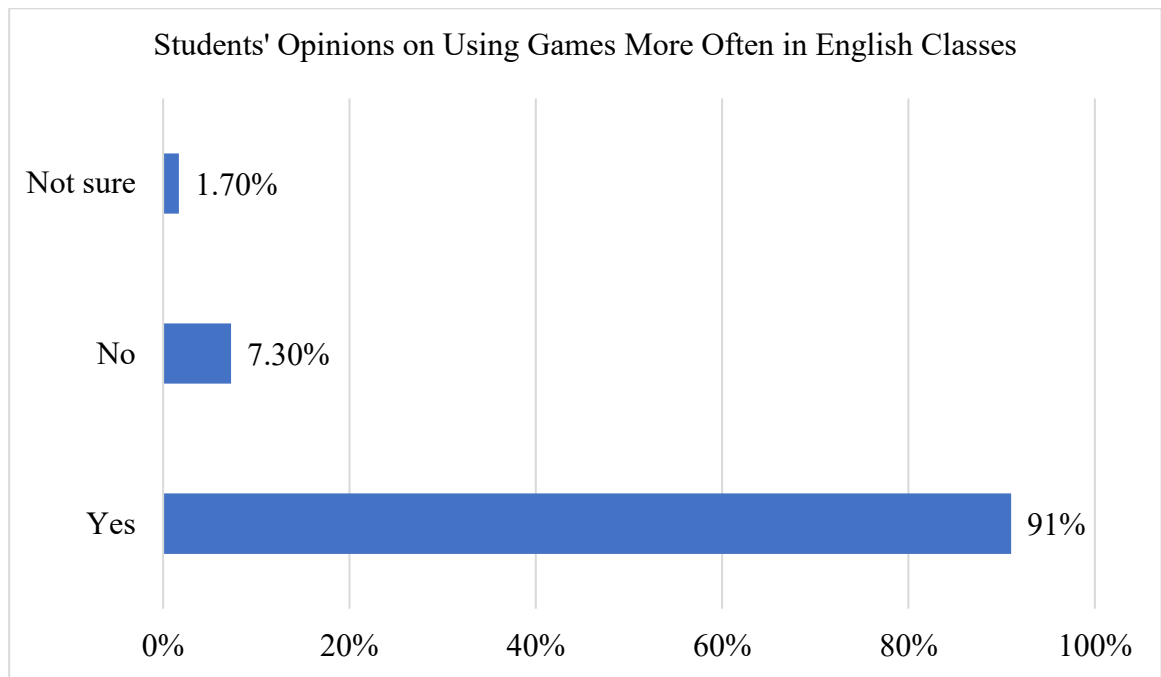
Following that, 82% of students believed that games improve quick thinking and the ability to use words in context, suggesting that games not only aid in memorization but also in applying vocabulary more flexibly. Around 80% of participants stated that games help them remember vocabulary more easily and for a longer time, while 78% reported that games increase their interest and motivation in learning.

In addition, 65% of students acknowledged that games encourage teamwork and communication. However, the benefit that received the lowest agreement at only 53% was that games make reviewing old vocabulary more enjoyable. This implies that while games are widely appreciated, there is room for improvement in how effectively they support vocabulary revision.

Overall, the data demonstrates that students generally have a positive attitude toward game-based vocabulary learning, especially in terms of boosting engagement, retention, and the practical use of new words.



The chart shows students' views on the drawbacks of using games in vocabulary learning. The most commonly mentioned issue is that games can be noisy or disrupt the classroom, with 75% of students agreeing. This suggests that although games increase engagement, they can pose challenges for maintaining discipline if not properly managed. The second key concern, agreed upon by 70% of students, is that some games may not match learners' proficiency levels, emphasizing the need to carefully select or adapt games. Furthermore, 40% of students feel that games can cause them to focus more on playing rather than learning, indicating the importance of balancing fun with educational objectives.



The survey also asked 100 students whether they believed games should be used more frequently in English classes, along with their reasons. An overwhelming 91% of students responded positively, stating that games make lessons more engaging, help them remember vocabulary more easily, and reduce the pressure often associated with traditional classroom learning. Many students mentioned that games increase their motivation, participation, and confidence in using English, especially in speaking and listening tasks.

Some students also emphasized that games provide a fun and stress-free learning environment, allowing them to practice language skills without fear of making mistakes. Others appreciated the interactive and collaborative nature of games, which often involve teamwork and communication in English.

However, a small portion of students, 7.3%, expressed reservations, noting that games should not completely replace traditional learning methods. They suggested that games are most effective when balanced with other instructional strategies, such as grammar practice or reading comprehension. Meanwhile, 1.7% of students were unsure about the frequent use of games.

Overall, the responses demonstrate strong support for using games more often in English classes. Most students view games as both enjoyable and effective tools for language learning. The findings suggest that incorporating more

well-planned, purposeful games into English lessons could enhance student engagement and learning outcomes, provided that these games are integrated thoughtfully alongside other teaching methods.

2.3.2.2. The data analysis.

Based on the results collected from the questionnaire, the majority of students at iShare English Center believe that using games in the process of learning English especially in vocabulary retention is necessary and brings positive effects. Specifically, when asked about their level of agreement with the statement "Using games helps improve vocabulary retention," more than 80% of the students selected either "agree" or "strongly agree." This reflects a generally positive attitude toward game-based learning methods.

Additionally, open-ended responses revealed that students felt learning vocabulary through games not only but also made the learning process more engaging and less monotonous compared to traditional methods. Some students shared that they felt more confident applying newly learned vocabulary in real-life situations after participating in interactive classroom games.

Therefore, it can be concluded that games play an effective supporting role in enhancing vocabulary retention among learners at iShare English Center. These survey results also suggest a new direction in designing English teaching programs that integrate academic content with entertaining elements, thereby improving the overall quality of English teaching and learning at the center.

2.3.3. Summary of Key Findings.

Based on survey results and statistical analysis, it is evident that vocabulary plays an important role in enhancing language proficiency. Vocabulary not only serves as a foundation for learners to access and use language effectively, but also significantly influences their ability to express ideas, comprehend information, and interact in both academic and real-life communication. Particularly, the incorporation of games into vocabulary teaching and learning has been proven to

be an effective approach, contributing to students' retention of new words through repetition, association, and active engagement in learning activities.

Among the components that make up English language proficiency, vocabulary is considered the most fundamental and indispensable element. A rich vocabulary helps learners express their thoughts clearly and flexibly, while also processing and understanding information more effectively. In fact, in daily communication, even when there are grammatical errors, listeners can still grasp the main ideas if the speaker uses accurate and appropriate vocabulary. This demonstrates the crucial importance of vocabulary acquisition in the process of learning English. Recognizing the vital role of vocabulary learning, many teachers have actively incorporated vocabulary games into their teaching plans. This study has identified both the advantages and disadvantages of this approach and proposed solutions to address the drawbacks.

Advantages:

The benefits of incorporating games into the classroom include creating a joyful, friendly, and interactive learning environment that increases student participation, creativity, and autonomy. Activities such as crosswords, flashcards, word-matching games, or role-playing allow students to learn through play, reduce stress, and acquire new vocabulary more naturally.

Moreover, this positive classroom atmosphere helps build stronger and more open teacher-student relationships, thereby improving the quality of teaching and learning. Language games should be used more frequently, especially in speaking and listening classes with native-speaking teachers, where accurate and flexible vocabulary use is extremely important.

At the same time, during game activities, teachers can observe students more closely to promptly identify errors in grammar, pronunciation, or word usage and provide timely, personalized support.

Disadvantage and solution:

Using games in vocabulary classes can sometimes lead to noise and disorder, so teachers need to establish clear rules about how to play and behave in the classroom from the very beginning. Dividing the class into small groups also helps better control the situation, reduce noise, and maintain students' focus.

Furthermore, to prevent students from concentrating more on playing than learning, teachers should select or design educational games closely linked to vocabulary retention, while offering rewards or points to encourage seriousness and concentration.

Since not all students enjoy learning through games, teachers should flexibly combine various teaching methods and allow students to choose the learning style that suits them best to increase their interest and effectiveness. Finally, because preparing and designing games can be time-consuming, teachers can take advantage of pre-made games or collaborate with colleagues to share materials and ideas, thereby saving effort and improving lesson quality.

In conclusion, incorporating games into vocabulary lessons brings numerous positive outcomes in terms of motivating students and improving vocabulary retention. However, to ensure the maximum effectiveness of this method, teachers must select games that align with students' levels and learning needs, while integrating them flexibly with conventional approaches to promote holistic language skill development. A well-planned and strategic use of games can significantly contribute to improving the quality of English language instruction in the context of global integration.

PART 3: CONCLUSION

3.1. Recapitulation

This study focuses on exploring the effectiveness of using language games as a tool to support students' vocabulary retention at iShare English Center. The research stems from the reality that many students face difficulties in acquiring and memorizing vocabulary when taught through traditional methods, which are often perceived as monotonous and uninspiring. Therefore, the study aims to investigate whether replacing rote memorization with language games can lead to a positive change in vocabulary retention and recall.

The research was conducted using both qualitative and quantitative methods, including self-designed questionnaires and tests to collect the most reliable data. The survey results serve as the foundation for the analysis presented in tables and charts.

Through the process of research and experimentation, the study has demonstrated that incorporating games into classroom activities is an effective method for enhancing students' vocabulary retention. Games not only create a positive and engaging learning environment but also help improve students' concentration, motivation, and interaction with English vocabulary. The results of the surveys and analyses indicate that students who participated in game-based activities were able to remember and use vocabulary more effectively compared to those taught through traditional methods.

Therefore, the study affirms that games should be considered a valuable teaching tool, especially for vocabulary instruction in English centers. However, to achieve optimal results, teachers need to select games that align with the lesson objectives and students' proficiency levels, while integrating them flexibly with other teaching methods. This research hopes to provide practical evidence for the application of games in English teaching and to open up further directions for studying the long-term effects of this approach on language learning.

3.2. Implications

The findings of this study suggest several practical implications for English language teaching. First, using games in vocabulary lessons can be an effective way to make learning more enjoyable and memorable for students. Teachers can use games to create a fun and active classroom atmosphere that helps students feel more motivated and engaged. Second, games can be a useful tool to support students with different learning styles, especially those who learn better through interaction and movement. Third, English centers and schools should consider including game-based activities in their teaching programs to improve vocabulary learning outcomes. Finally, teacher training programs should provide guidance on how to design and use educational games effectively, so that teachers feel confident in applying this method in their classrooms. By applying these ideas, educators can make vocabulary learning more effective and student-centered.

3.3. Limitation

Although the study produced some positive results, there were still several limitations. First, because of limited time, the research was only carried out on a small scale and in a short period. This means it may not show the long-term effects of using games to teach vocabulary. Second, there were not many documents and previous studies available on this specific topic, which made it harder to build a strong background for the research. Third, the researcher's limited experience in designing educational games and doing classroom research may have affected the quality of the activities and the way data was collected. Lastly, some outside factors such as students' differences in learning styles, classroom conditions, and motivation levels were difficult to control and may have influenced the results. These limitations suggest that future studies should involve more students, take place over a longer time, and be carried out in different settings to better understand how games affect vocabulary learning.

3.4. Suggestions for further study

Based on the findings and limitations of this study, there are several suggestions for future research. First, future studies should be conducted on a larger scale with more participants to provide more reliable and generalizable results. Second, researchers could extend the length of the study to examine the long-term effects of using games in vocabulary learning. Third, it would be helpful to explore different types of games and compare their effectiveness, such as digital games versus traditional classroom games. In addition, future research could focus on different age groups or levels of English proficiency to see how games work for different kinds of learners. Finally, more attention should be given to combining games with other teaching methods to find the most effective way to support vocabulary learning in the classroom.

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APPENDIXES

The tests were designed to demonstrate the effectiveness of vocabulary improvement through the use of games in the classroom at iShare Foreign Language Center.

1. Pre-test.

Exercise 1: Choose and write

Pen	Bird	Door	Apple	Bag
-----	------	------	-------	-----



1. Bird

2. _____

3. _____

4. _____

5. _____

Exercise 2: Complete the word



BOOK

P _ N C _ L

R _ _ _ R

E _ _ _ _ R

W _ _ _ _ W

Exercise 3: Fill in *a* or *an*



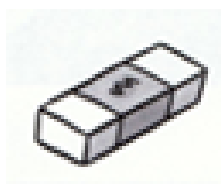
1. A book



2. pencil



3. apple



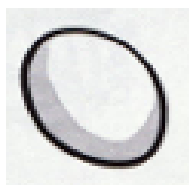
4. eraser



5. doll



6. kite



7. egg



8. window



9. bag

Exercise 4: Match

1. It is an apple

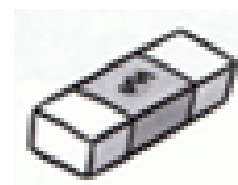
2. It is my doll

3. It is window

4. This is an eraser

5. It is a bike

6. It is a door



Exercise 5: Listen and circle



It's _____ pm.

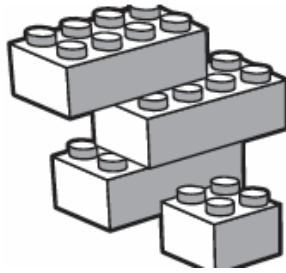
Their mother is _____ dinner.

The girl is drawing a _____ kitten.

The boy is doing his _____.

2. Post-test

Exercise 1: Mark the correct answer



Yo-yo

☐

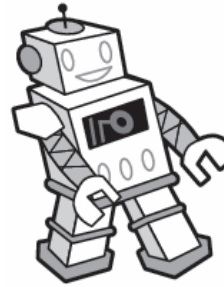
Car

☐

Ball

☐

Building brick

☐


Robot

☐

Crayon

☐

Desk

☐

Chair

☐


Teddy

☐

Robot

☐

Door

☐

window

☐


Lamp

☐

Yo-yo

☐

Doll

☐

Bike

☐

Exercise 2: Rearrange the sentences

1. is, This, teddy, my

.....

2. teddy ?, this, Is, your

.....

3. She, playing, is, building brick.

.....

4. is, rope., your, This, skipping

.....

Exercise 3: write the plurals

Nouns that end in -s; -ss; -sh; -ch; -x or -o add -es.

Nouns that end in consonant +y drop y and add -ies.

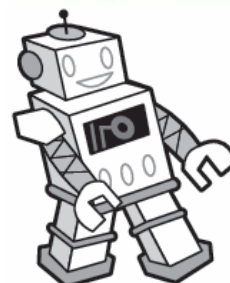
Nouns that end in vowels (a,e,o,u) +y add -s.

Watch - <i>watches</i>	Doll -	Box -	Bus -
Door -	Car -	Baby -	Toy -

Exercise 5: write and match

1. r b o o t

Robot



2. d d y t e

.....



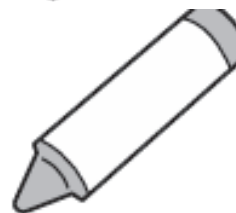
3. c a y o r n

.....



4. a b b y

.....



5. o p e r

s i k p p g n i

.....



6. a i t r n

.....

Exercise 4: Listen and choose correct word.

1. Baby; Watch; Door; Toy.
2. Car; Crayon; Train; Bike.
3. Train; Doll; Eraser; Book
4. Teddy; Rope skipping; Yo-yo; Desk.
5. Building brick; Box; Train; Apple.

3. Questionnaire.

Question 1: What types of games have you played in class?

Charades

Memory Card Game

Kahoot!

Linking words

Question 2: How enjoyable do you find using games in learning vocabulary?

Very enjoyable

Enjoyable

Neutral

Not enjoyable

Question 3: Do you think games help you remember vocabulary better?

Strongly agree

Agree

Neutral

Disagree

Question 4: What are the benefits of using games in class?

Creates a fun and stress-free learning environment.

Makes reviewing old vocabulary more enjoyable.

Improves quick thinking and the ability to use words in context.

Encourages teamwork and communication.

Helps remember vocabulary more easily and for a longer time.

Increases interest and motivation in learning.

Question 5: What are the drawbacks of using games in class?

Students may focus more on playing than on learning.

Some games may not be suitable for students' proficiency levels.

Games can be noisy or cause classroom disruption.

Question 6: Do you think games should be used more often in English classes?

Yes

No

Not sure