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 : ĐÀO THỊ MAI HƯƠNG

HẢI PHÒNG – 2025

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

APPLICATION OF MULTI-PLATFORM EDUCATIONAL TECHNOLOGY IN ENGLISH TEACHING FOR KIDS: EDUHOME AND ENTERTAINMENT TOOLS AT EMMA ENGLISH CENTER

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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HẢI PHÒNG – 2025

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Tên đề tài: Application of Multi-Platform Educational Technology in English
Teaching for kids: Eduhome and Entertainment Tools at Emma English Center

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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

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3.   Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Huyền

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Nội dung hướng dẫn : Application of Multi-Platform Educational Technology in English Teaching for kids: Eduhome and Entertainment Tools at Emma English Center

Đề tài tốt nghiệp được giao ngày tháng năm 2025

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2025

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

       Sinh viên   Giảng viên hướng dẫn

   Đào Thị Mai Hương   Nguyễn Thị Huyền

Hải Phòng, ngày tháng năm 2025
XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên : Nguyễn Thị Huyền

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

Họ và tên sinh viên : Đào Thị Mai Hương

Chuyên ngành : Ngôn ngữ Anh - Anh

Nội dung hướng dẫn : Application of Multi-Platform Educational Technology in English Teaching for kids: Eduhome and Entertainment Tools at Emma English Center

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

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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…)

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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
(Ký và ghi rõ họ tên)

PHIẾU NHẬN XÉT CỦA GIẢNG 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: Đào Thị Mai Hương

                       Chuyên ngành: Ngôn ngữ Anh

Đề tài tốt nghiệp: Application of Multi-Platform Educational Technology in English Teaching for kids: Eduhome and Entertainment Tools at Emma English Center

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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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
(Ký và ghi rõ tến)

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DECLARATION

I hereby declare that the graduation thesis entitled:"Application of Multi-Platform Educational Technology in English Teaching for Kids: Eduhome and Entertainment Tools at Emma English Center"is the result of my own study and research under the guidance of my supervisor. All the analyses, findings, and conclusions stated in this thesis are truthful and have not been copied or plagiarized from any other sources.

I have clearly cited and acknowledged all the documents and materials used in this study. I take full responsibility for the authenticity and accuracy of the contents presented herein.

Hai Phong, May ……, 2025

Student's full name and signature:

ACKNOWLEDGEMENT

ABSTRACT

Application of Multi-Platform Educational Technology in English Teaching for kids: Eduhome and Entertainment Tools at Emma English Center

This study explores the application of multi-platform educational technology in teaching English to children aged 8–10, with a focus on the use of Eduhome and entertainment tools at Emma English Center. The research aims to evaluate the effectiveness of integrating digital platforms—such as Eduhome, Kahoot, and Bamboozle—into vocabulary teaching and classroom activities to enhance learner engagement, vocabulary retention, and communication skills.

Using an action research design, the study was conducted over 15 weeks and involved classroom observations, vocabulary tests, and student surveys. Results indicate that Eduhome, when used alongside interactive games and structured lesson plans based on the Smart Start textbook, significantly improved student participation and vocabulary learning outcomes. The use of visual and auditory input also supported students' memory and pronunciation while reducing teacher preparation time.

The findings suggest that multi-platform educational technology, when thoughtfully integrated, can create a dynamic and learner-centered environment for young English learners. The study provides practical recommendations for teachers and educational centers seeking to apply digital tools effectively in primary-level English language instruction.

Keywords: Eduhome, multi-platform technology, Smart Start textbook, entertainment games, English for children, vocabulary teaching, technology-enhanced learning.

LIST OF ABBREVIATIONS

Abbreviation	Full Form
CLT	Communicative Language Teaching
DTP	DTP Education Solutions
EFL	English as a Foreign Language
ELT	English Language Teaching
EMMA	EMMA International Education Co., Ltd
ICT	Information and Communication Technology
LMS	Learning Management System
MOET	Ministry of Education and Training
SM2	Smart Start Module 2
TELL	Technology-Enhanced Language Learning
TPR	Total Physical Response

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CHAPTER 1: INTRODUCTION

1.1. Rationale

In the context of rapidly evolving educational paradigms, the integration of multi-platform technology into English language instruction has become indispensable, particularly for kids aged 8 to 10. This age range marks the beginning of formal education and is considered a critical period for second language acquisition. At this developmental stage, children are highly responsive to visual, auditory, and interactive stimuli, making technology-enhanced instruction a highly effective approach. For English centers such as Emma English Center, adopting innovative and engaging methods tailored to the cognitive and emotional characteristics of this age group is essential to fostering motivation, improving learning outcomes, and maintaining student engagement.

Despite the recognized benefits of early English instruction, teaching kids aged 8 to 10 at private language centers presents a number of challenges. Learners in this group often have short attention spans, require frequent stimulation, and benefit more from active learning than passive instruction. Teachers may struggle to find age-appropriate and engaging materials that align with their learners' developmental needs. Moreover, preparing lessons that are both pedagogically sound and enjoyable for this age group can be time-consuming. A lack of training in digital tools also hinders the effective integration of technology, resulting in repetitive, less motivating learning experiences.

In response to these pedagogical challenges, Emma English Center has adopted an integrated approach by combining Eduhome, a digital learning management platform, with various edutainment tools such as digital storytelling, interactive games, songs, and multimedia activities. These tools are particularly well-suited to kids aged 8-10, as they appeal to their need for playful interaction and visual stimulation. Accessible across multiple devices—including computers, tablets, and smartboards—these platforms allow teachers to create flexible, engaging, and age-appropriate lessons while supporting formative assessment and

individualized learning.

Initial implementation at Emma English Center has demonstrated several positive effects. Kids aged 8-10 show increased classroom participation, improved vocabulary retention, and greater confidence in using English in simple communicative contexts. Edutainment features such as games and storytelling have proven especially effective for this age group, fostering intrinsic motivation and enjoyment. Teachers benefit from streamlined lesson planning and better classroom control. Overall, technology integration has made the learning environment more dynamic and learner-centered, directly addressing the cognitive and emotional needs of young learners.

1.2. Aims and Objectives of the Study

Aim:

The primary aim of this study is to explore the effective application of the multi-platform educational technology *Eduhome* in teaching English to students aged 8 to 10. The research aims to examine how integrating Eduhome into classroom activities can enhance vocabulary retention, support the simultaneous development of the four language skills, and increase students' engagement and motivation in learning.

Objectives:

To achieve the above purpose, the study is conducted with the following specific objectives:

1. To evaluate the effectiveness of Eduhome in improving vocabulary acquisition and overall language skills through its visual, auditory, and interactive features.

2. To investigate the practical application of Eduhome in classrooms, including how teachers integrate Eduhome with lesson content, learning activities, and educational games to support student learning.

3. To identify key factors contributing to the effective use of Eduhome, including its benefits, challenges, and the perceptions of both teachers and students regarding its impact on teaching and learning.

4. To propose effective teaching strategies for using Eduhome that aim to maximize student learning outcomes and minimize teachers' lesson preparation time.

Based on the findings from the previous objectives, the study aims to formulate a set of practical teaching strategies. These strategies will be designed to assist teachers in effectively applying digital tools in their lessons, thereby reducing preparation time and increasing student learning outcomes.

1.3. Research Questions

This study aims to explore the integration of the multi-platform educational tool *Eduhome* in English language instruction for young learners at Emma English Center. To fulfill this purpose, the study is guided by the following research questions:

1. How is Eduhome applied in English lessons for students aged 8–10 at Emma English Center?

This question investigates how teachers use Eduhome in real classroom contexts, including the integration of its features (e.g., *Listen and Repeat*, *Listen*

and Read, *Sing a Song*, and *Practice*) in teaching vocabulary, grammar, pronunciation, and speaking through the *Smart Start* curriculum.

2. What solutions can be proposed to enhance the effectiveness of Eduhome-based English instruction for young learners?

This question explores specific strategies used in the study, such as combining Eduhome with entertainment games (e.g., Kahoot, Bamboozle), leveraging images and sound to support memory (dual coding theory), and organizing role-play and pair speaking to foster communication.

3. What benefits and challenges are encountered when applying Eduhome in English teaching for children, and how can they be addressed?

This question focuses on the actual outcomes of using Eduhome—such as improved engagement, vocabulary retention, and reduced teacher workload—as well as the difficulties observed during implementation (e.g., internet issues, lack of training), and the recommended solutions drawn from classroom experience.

These questions serve as the foundation for developing the research design, guiding data collection and analysis to evaluate the impact of Eduhome on teaching and learning outcomes.

The following section will present the significance of this study and its potential contributions to English language teaching for young learners.

1.4. Methods

The research is based on the results collected from classroom observations, vocabulary tests, and survey questionnaires conducted with students aged 8 to 10 and teachers at Emma English Center. Ultimately, the study seeks to determine the key factors that contribute to the effective use of the Eduhome platform in enhancing vocabulary retention, language skills development, and student engagement in English lessons.

This research employed

- Research, gather information and references from books,

  internet.

- Suggestion from involved individual.

- an action research design with a mixed-methods approach, combining both quantitative and qualitative data collection to examine the application of Eduhome—a multi-platform educational technology—in English teaching for children aged 8 to 10.

1.5. Scope of the Study

This study explores the application of multi-platform educational technology in teaching English to young learners aged 8 to 10 at Emma English Center, with a specific focus on the integration of Eduhome as a classroom support tool. In Vietnam, English is introduced early in the primary education system, yet many students struggle with vocabulary retention and active use of language skills in real-life contexts. This study aims to investigate how Eduhome can enhance students' vocabulary acquisition, improve their four core language skills, and increase engagement and enjoyment during English lessons.

The research examines both the benefits and challenges of using Eduhome in actual classroom settings and identifies key factors that contribute to its effective implementation. It also seeks to understand teachers' and students' perceptions of Eduhome, as well as strategies to overcome difficulties such as limited resources, technical issues, or insufficient training. The scope of the study is limited to young learners and teachers at Emma English Center, focusing on their experiences with Eduhome during regular class activities.

The findings of this study will offer valuable insights into how digital tools like Eduhome can support English language teaching in primary education. By analyzing its impact on learning outcomes and classroom dynamics, this research aims to provide practical recommendations for integrating multi-platform

technology into daily teaching practices to make English learning more effective and engaging for children.

1.6. Design of the study

This study employed an **action research design**, utilizing a **mixed-methods approach** that integrated both **quantitative** and **qualitative** data collection tools. The research aimed to explore the practical implementation and effectiveness of the Eduhome multi-platform application in English teaching for children aged 8–10 at **Emma English Center**. The focus was on examining how Eduhome, combined with entertainment tools like **Kahoot** and **Bamboozle**, supports vocabulary retention, fosters learner engagement, and reduces teachers' workload.

To obtain comprehensive and reliable data, the researcher conducted:

- **Vocabulary tests** (daily and monthly) to measure short-term and long-term vocabulary retention.
- **Student survey questionnaires** (using visual and child-friendly designs) to assess motivation, preferences, and learning attitudes.
- **Classroom observations** using structured checklists to document participation, interaction with Eduhome, and emotional responses.
- **Reflective journals** maintained by the researcher in the role of a teaching assistant.

The action research was carried out over **15 weeks** and included **80 students** aged 8–10 and **4 English teachers**. This structure allowed the researcher to monitor learning behaviors over time, observe changes, and propose improvements to teaching practices.

To ensure clarity and coherence, this thesis is organized into the following five chapters:

- **Chapter 1: Introduction**

  Introduces the background, rationale, aims, research questions, and scope of the study.

- **Chapter 2: Literature Review**

  Reviews relevant literature on teaching English to young learners, multi-platform educational technology, the Eduhome application, and edutainment tools.

- **Chapter 3: Methodology and Results**

  Details the research design, participants, instruments, procedures, and presents data analysis including test scores, surveys, and classroom observations.

- **Chapter 4: Proposed Solutions**

  Presents practical solutions and teaching strategies derived from research findings. This chapter includes recommended lesson frameworks and suggestions for integrating Eduhome and entertainment tools into English instruction.

- **Chapter 5: Conclusion**

  Summarizes the research findings, discusses limitations, suggests directions for future studies, and offers recommendations for students using Eduhome to enhance their learning.

This chapter structure ensures a logical progression from theoretical background to practical implications and provides a clear foundation for understanding how Eduhome can be effectively implemented in teaching English to young learners.

Based on the theoretical and practical foundations outlined above, the following chapter will present a comprehensive literature review that explores key

concepts, foundational theories, and previous studies related to the application of multi-platform technology in English language teaching for children, with a particular focus on the role of Eduhome in enhancing vocabulary acquisition and language development for learners aged 8 to 10.

CHAPTER 2: LITERATURE REVIEW

2.1. English Language Teaching for Young Learners

2.1.1. Characteristics of Learners Aged 8 to 10

Learners aged 8 to 10 are in a critical transitional stage of cognitive and emotional development. At this age, children begin to exhibit more advanced logical thinking, improved memory retention, and greater capacity for independent learning compared to younger learners (Pinter, 2008). Although they are more capable of handling classroom tasks with less guidance, they still require interactive and engaging activities to maintain motivation and focus. Pinter (2008) emphasizes that play-based learning, visual stimuli, and context-rich tasks continue to be effective for this age group. Furthermore, learners between 8 and 10 years old are typically curious and responsive to collaborative, exploratory, and creative tasks, making them particularly receptive to student-centered learning environments.

2.1.2. Approaches to Teaching English to Learners Aged 8 to 10

Teaching English to students in this age group requires a blend of communicative and age-appropriate instructional methods. Techniques such as storytelling, songs, Total Physical Response (TPR), and educational games remain relevant, but must be adapted to meet the evolving cognitive skills of learners. As Cameron (2001) suggests, these learners thrive in environments where they are encouraged to think critically, articulate their own ideas, and engage in meaningful language use. Moreover, integrating digital tools like multimedia presentations, interactive applications such as Eduhome, and online educational games can significantly enhance learners' motivation, comprehension, and language proficiency. These tools provide multisensory input, which caters to diverse learning styles and helps sustain student interest (Cameron, 2001; Pinter, 2008).

2.1.3. The Role of Motivation and Engagement

Motivation and engagement play a fundamental role in successful language acquisition, especially for young learners. Children are more likely to thrive in language learning when they are intrinsically motivated, and this motivation is often sparked by engaging, enjoyable, and varied lessons. According to Brewster, Ellis, and Girard (2002), incorporating interactive elements such as games, videos, and digital technologies into lessons can significantly enhance students' motivation. These elements transform the classroom into a dynamic and stimulating environment, which is essential for maintaining children's interest in learning.

For young learners, particularly those aged 8 to 10, motivation is crucial because they are in a developmental stage where their curiosity and desire for exploration are strong. When lessons are fun and varied, students are more likely to participate actively and retain new language knowledge. Teachers should therefore integrate educational tools and resources that capture students' attention and nurture their natural curiosity. By doing so, they create an immersive learning experience that keeps students engaged, motivated, and eager to learn.

2.2. Theoretical Backgrounds of Educational Technology in Language Teaching

In the modern era of education, technological advancements have transformed the way languages are taught and learned. The use of digital platforms, mobile applications, interactive tools, and online content has become increasingly prevalent, especially in the context of English as a Foreign Language (EFL) instruction. Educational technology, when used effectively, can create engaging, learner-centered environments that support language development, particularly for young learners.

2.2.1. Definition of Educational Technology

Educational technology refers to the systematic use of digital tools and technological resources to improve teaching, learning, and assessment processes. According to Alessi and Trollip (2001), educational technology involves "the

design, development, and use of technology to solve educational problems and enhance learning outcomes." In language teaching, this encompasses software, platforms, audio-visual media, interactive games, mobile learning apps, and learning management systems (LMS) that assist in the delivery and practice of language content.

2.2.2. Benefits and Challenges of Using Educational Technology in EFL

The integration of technology in EFL classrooms brings a wide range of benefits. For young learners, digital tools can: Increase motivation and attention, thanks to interactive and game-based features (Prensky, 2001). Support multiple learning styles, especially visual and auditory, which are predominant in early childhood learning. Provide immediate feedback, enabling students to self-correct and practice autonomously. Allow flexibility in teaching pace, enabling teachers to customize instruction according to student performance. However, challenges also exist. Teachers may face difficulties such as lack of training, limited infrastructure (e.g., unreliable internet or insufficient devices), and time constraints in preparing digital content. Moreover, without appropriate pedagogical planning, technology may become a distraction rather than a support.

2.2.3. Technology-Enhanced Language Learning (TELL)

Technology-Enhanced Language Learning (TELL) refers to the strategic integration of technological tools into language education. TELL is grounded in communicative and constructivist approaches that view learners as active participants in their learning journey. As described by Warschauer and Healey (1998), TELL provides opportunities for authentic language use, multimodal input, and meaningful interaction. It allows learners to engage with real-life contexts through multimedia, simulations, and role-play, which are essential for effective language acquisition in young children.

2.2.4. Dual Coding Theory and Multimedia Learning Theory

Two major cognitive theories support the use of technology in language education:

Dual Coding Theory (Paivio, 1986): This theory suggests that information is stored in two separate systems in the brain—verbal and non-verbal (visual). When learners receive input through both text/speech and images simultaneously, their ability to encode, store, and retrieve information improves. This is particularly relevant for young learners who benefit from visual support during vocabulary acquisition.

Multimedia Learning Theory (Mayer, 2009): Mayer emphasizes that people learn more effectively from words and pictures combined than from words alone. Educational technology that includes animations, narrations, and visual prompts can enhance comprehension and memory. Mayer's principles, such as the coherence principle (avoiding unnecessary content) and redundancy principle (avoiding repetition of identical information in multiple forms), guide the effective design of digital materials. These theoretical foundations highlight the relevance of using multi-platform educational tools like Eduhome in teaching English to children.

By combining structured textbook content with multimedia features, Eduhome aligns well with the cognitive needs of young learners and the pedagogical goals of modern English teaching

2.3. Eduhome and Entertainment Tools in Teaching English

2.3.1. Overview of Eduhome

Eduhome is a multi-platform digital education system developed by DTP Education Solutions, designed to provide supplementary and digital learning resources for parents, students, and teachers. Developed to align with national curricula and popular English textbooks such as *I Learn Smart Start*, Eduhome offers an extensive collection of digital learning resources that integrate visuals, audio, interactive activities, and structured lessons.The platform includes English textbooks, digital resources, reading stories, images, and other materials that accompany the curriculum. (https://eduhome.com.vn/) Appendix D: User Guide for the Eduhome Platform

Figure 1: Illustration of eduhome application interface

It supports users across various platforms such as mobile phones, tablets, and web browsers, allowing easy access from anywhere. This flexibility enables continuous and adaptable learning, especially valuable in the growing context of online education.

Figure 2: Illustrative image of i-learn smart start book

Figure 3,4: Interactive animated illustration used to support vocabulary learning in Theme 7: Animals (Eduhome I-learn Smart Start 2).

Eduhome offers key features such as interactive digital textbooks, high-quality video lessons taught by experienced educators, and engaging activities that encourage active participation. The platform also supports differentiated instruction by providing adjustable content tailored to learners' proficiency levels.

In addition to these features, Eduhome also provides suggested lesson plans aligned with the textbook content. These lesson plans serve as practical teaching guides, offering step-by-step instructions, clear objectives, recommended activities, and time management tips for each lesson. This greatly supports teachers—especially those with limited preparation time—by helping them deliver well-structured and engaging classes with ease and confidence.

Level 2 – Theme 2: School Period 21-22 Lesson 4 - Objectives: - I can follow simple instructions.					
Topic – Language target	Resources and Teaching Aids	Key Activities			✔ Recording 53: Play audio, have students listen and point to the pictures in Part A. Have students sing the song as the whole class. Group A: sing the commands; Group B: mime the actions. Swap roles and repeat. ✔ Recording 54: Draw attention to the pronunciation feature. Play audio. Have students listen and repeat with a focus on the feature.

VOCABULARY
Open, close, ask, answer, sing, draw
 	
STRUCTURE
_____, *please?*
Yes, teacher
	Resources:
	CLASS BOOK
	p.24-25
	WORKBOOK
	p.20-21
	
	Teaching Aids:
	- CD tracks 49-54
	- Flashcard *open, close, ask, answer, sing, draw*
		Introduction
		✔ Review: Count the objects:
		  - Show TC in random and ask: *Is it a (ruler)?*
		  - Have Ss to count and answer: *Yes, it is/ No, it isn't.*
		✔ Recording 49: Arrange the flashcards on the board. Play audio and have students listen, repeat several times and point to the pictures in their books.
		✔ Change the order of the flashcards, point them individually and have students say the words, correct pronunciation when needed.
		✔ Play the game "Heads up. What's missing?". Remove one card on the board and one student from each team calls out the missing flashcard.
		✔ Present the commands:
		  - Give commands and do the actions (TPR) once or twice
		  - Give commands and ask Ss to do the actions
		T: Stand up. → Ss (do the action): open the book
		Development
		✔ Recording 50: Introduce the situation "The bell rings and class begins...". Have students call out the objects they can see. Have students listen and repeat.
		✔ Recording 51: Play audio, demonstrate the activity using the example. Have students listen and tick or cross.
		✔ Recording 52: Draw students' attention to the structure box. Play audio and have students listen and repeat.
					Consolidation
					✔ Practice.
					1. T: I say, "picture." You say, "Draw a picture, please." OK?
					T: Picture
					Class: Draw a picture.
					Continue whole class/group/individual drills, with:
					• ask/ask a question • answer/answer a question
					• song/sing a song • open/open the book
					• close/close the book
					Point, ask and answer.
					2. Divide the class into pairs.
					3. Have student A point and give a command and student B respond.
					4. Swap roles and repeat.
					5. Afterwards, have some pairs demonstrate the activity in front of the class.
					✔ Play the "Teacher says" game:
					  - Give the commands and ask Ss to do the actions
					  - Do the wrong actions so that Ss must concentrate in the commands
					Ask 1-2 Ss to give the command and the class do the actions
					
					WORKBOOK p.20-21
					Have students do the exercises in WB

Figure 5. Suggested lesson plan in the Eduhome application designed according to each textbook theme

With a user-friendly and flexible interface, Eduhome delivers a rich and effective learning experience. It is not only a source of knowledge but also a vibrant educational community where learners are encouraged to explore, participate, and create.

Notably, Eduhome integrates interactive functions aligned with each lesson section and suggested lesson plans designed according to the themes of the textbook, assisting teachers in organizing effective lessons while saving preparation time. While full access to these advanced features requires a subscription, the cost is very affordable—only around 15,000 VND per year—

making high-quality digital education accessible to a wide range of learners and educators.

2.3.2. Entertainment-Based Learning Tools

In recent years, entertainment-based learning tools have gained widespread popularity in English language teaching, particularly among young learners. These tools integrate educational content with game-like elements, making learning more engaging, interactive, and enjoyable. In this study, two popular platforms—Kahoot and Bamboozle —were employed to enhance vocabulary retention and classroom interaction.

Kahoot is an online game-based learning platform that allows teachers to create quizzes, surveys, and interactive activities. It promotes active learning by encouraging students to participate in fast-paced, competitive quizzes displayed on a shared screen. The immediate feedback and colorful visual design stimulate learners' interest and motivation. When used in vocabulary instruction, Kahoot helps reinforce word recognition and comprehension in a fun and collaborative way. https://kahoot.com/)

Figure 6: Illustration of kahoot application interface

Bamboozle Basic is a user-friendly digital platform that allows teachers to create interactive games tailored to lesson objectives, especially for young learners. With its simple interface and team-based gameplay, Bamboozle Basic

facilitates classroom engagement through activities such as multiple-choice quizzes, word matching, and sentence completion. Unlike more competitive platforms such as Kahoot, Bamboozle Basic encourages collaborative learning, making it suitable for both individual and group practice. Its flexibility supports differentiated instruction, enabling teachers to adjust content according to students' proficiency levels and learning needs. As a result, it serves as an effective tool for vocabulary review and reinforcement in a playful and stress-free environment.
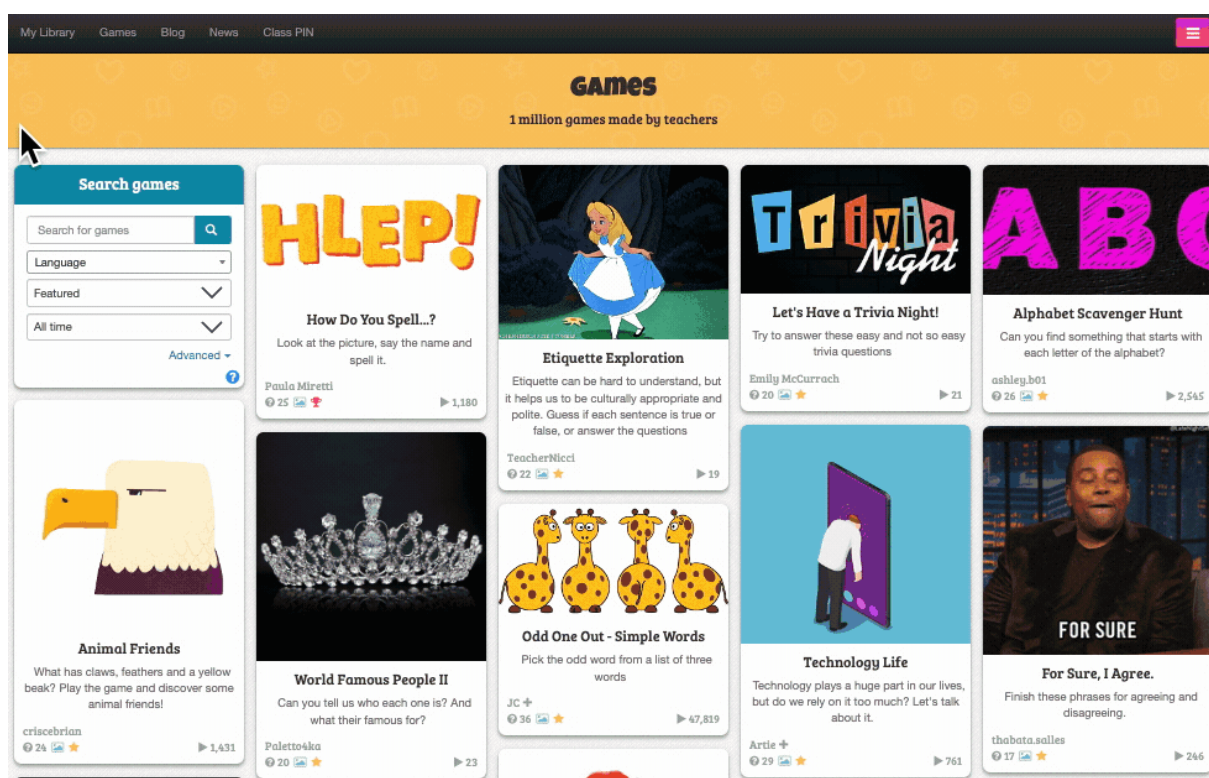
Figure 7: Illustration of bamboozle basic interface

In addition to this digital platform, traditional entertainment-based activities such as flashcard games, bingo, and role-playing were also integrated into lessons to ensure a balance between screen time and physical interaction. These hands-on activities not only consolidate the target vocabulary and structures but also help develop essential soft skills such as teamwork, communication, and confidence among young learners.

2.3.3. Digital Storytelling, Role-play, and Song-Based Learning

Digital storytelling is an instructional approach that combines traditional storytelling with multimedia tools such as images, audio, video, and interactive elements. This method supports language acquisition by engaging learners emotionally and cognitively, making abstract language concepts more concrete and memorable. For young learners, digital storytelling creates immersive contexts where vocabulary and structures are presented within meaningful narratives, enhancing comprehension and retention (Robin, 2008).

Role-play is a communicative activity where learners adopt roles to simulate real-life situations, promoting authentic language use and spontaneous interaction. When integrated with technology, role-play can be enriched through virtual environments or multimedia prompts that guide learners through scenarios. This approach aligns with communicative language teaching (CLT) principles by fostering learner autonomy, creativity, and social interaction (Liu & Yang, 2016).

Song-based learning leverages music and rhythm to facilitate language learning, particularly vocabulary and pronunciation. Songs provide repetitive, melodic input that aids memory and pronunciation accuracy, especially for young learners who respond well to auditory stimuli. Digital platforms offer interactive features such as karaoke modes, lyric highlighting, and tempo adjustment, which enhance engagement and allow learners to practice language skills in an enjoyable way (Murphey, 1990).

2.4. Related Studies on Technology Use in Primary English Education

2.4.1. Studies on Vocabulary Retention through Digital Tools

Numerous studies highlight the positive impact of digital tools on vocabulary retention in primary English education. Research by Chen and Hsu (2008) showed that vocabulary games and multimedia applications significantly improved learners' word retention compared to traditional flashcards. Digital tools provide multimodal input combining visuals, sounds, and interactive tasks, which

align with dual coding and multimedia learning theories. Moreover, immediate feedback and adaptive difficulty levels help sustain learner motivation and optimize memory consolidation (Sung, Chang, & Yang, 2015).

2.4.2. Classroom Engagement through Interactive Platforms

Interactive platforms such as Kahoot!, Bamboozle,… have been widely used to enhance student engagement and participation in primary classrooms. These platforms incorporate gamification elements like points, badges, and leaderboards, which increase motivation and create a dynamic learning atmosphere. According to Domínguez et al. (2013), gamified interactive platforms lead to higher cognitive involvement and better task persistence among young learners. Furthermore, collaborative features enable peer interaction, supporting social constructivist learning theories.

2.4.3. Teachers' and Students' Perceptions of Digital Tools

The acceptance and perception of digital tools by both teachers and students are critical factors influencing their successful integration. Studies (e.g., Hew & Brush, 2007) reveal that while teachers generally recognize the benefits of technology in facilitating interactive and personalized learning, they often express concerns about insufficient training, time constraints, and technical difficulties. From the students' perspective, digital tools are typically perceived as enjoyable and motivating, which enhances their willingness to participate and learn. Understanding these perceptions helps inform effective teacher training programs and technology implementation strategies (Lai, 2019).

2.5. Introduction to Emma English Center

- Business registration name: EMMA International Education Co., Ltd
- Transaction address: No. 32 Dong Thien, Vinh Niem Ward, Le Chan District, Hai Phong City
- Contact phone number: 0357195803
- Email address: emma.englishcenter@gmail.com
- Full name of business owner: Nguyen Thi Van Anh

- Phone number of the business owner: 0979598885
- Logo of the organization:

Figure 8 : Logo of EMMA English Center

Emma International Education Co., Ltd. is a private company, established on March 15, 2016 with the main activities of teaching:

1.   Kids Program (English for Kids): English for children focuses on English pronunciation and reflexes. EMMA helps children communicate confidently in English and develop the four skills comprehensively.

2.   English for Teenagers: The English for Teenagers course helps learners develop and perfect all skills in Listening, Speaking, Reading, Writing, Grammar, Vocabulary, and Pronunciation; in addition, the course is also designed according to the requirements of each individual who needs to focus on developing weak skills. This course is suitable for students from beginner to advanced levels. The aim of this course is to help students comprehensively develop all skills in English to be applied in a daily communication environment. In addition, EMMA is also a prestigious address for exam preparation for the 10th National High School Exam in Hai Phong.

3.   <u>Communicative English</u>: This course is for students who want to improve their English communication skills, prepare for their future jobs, who have gone to work and find the need for English communication skills at work, or who are preparing for an international English exam. ... Emma English helps students supplement and build their vocabulary, communicate and use common English with confidence, practice speaking English fluently, with standard pronunciation and intonation.

In particular, the center uses the *i-Learn Smart Start* textbook series as the core curriculum for children's English courses, supporting the teaching of vocabulary, pronunciation, sentence patterns, and essential communication skills.

Before implementing multi-platform educational technology, teachers at the center primarily relied on traditional methods such as board writing, using flashcards or pictures, and repetition activities from the textbook to teach new vocabulary. However, these methods posed certain limitations, especially in maintaining students' attention and enhancing long-term vocabulary retention. As a result, the center decided to experiment with the integration of modern educational technology tools, including the Eduhome software, along with interactive games such as Kahoot and Bamboozle , to make lessons more engaging and effective.

Emma English Center was selected as the research site due to its access to a suitable group of young learners and its openness to innovative teaching approaches. This provided favorable conditions for conducting surveys, analyzing teaching outcomes, and comparing the effectiveness of traditional methods versus technology-integrated instruction in improving children's English vocabulary retention.

Figure 9: Image of the Emma center

In summary, this chapter has reviewed the theoretical foundations related to English language teaching for children, the role of educational technology, and specific tools such as Eduhome, Kahoot, and Bamboozle that support vocabulary acquisition through interactive and engaging methods. These insights form a strong basis for the present study, which seeks to evaluate the effectiveness of applying multi-platform educational technology in a real teaching context. The next chapter, Chapter 3 – Methodology, will describe in detail the research design, participants, instruments, and procedures employed in this study.

CHAPTER 3: METHODOLOGY AND RESULTS

3.1. The study

This study was conducted to investigate the current status of applying the Eduhome multimedia learning platform in teaching English to children at Emma English Center. This study focused on surveying how teachers use Eduhome, the level of student participation and feedback, as well as the perceived effectiveness of activities on this platform.

The study was conducted over 15 weeks with the participation of students aged 8–10 and teachers teaching the iLearn Smart Start program on the Eduhome platform.

3.1.1. The Participants

The research subjects in this topic include:

• 60 students aged 8 to 10 studying at Emma English Center. They study the iLearn Smart Start children's English program with the Eduhome multimedia learning platform integrated.

• 4 English teachers (Vietnamese) who are directly teaching and using Eduhome in their lessons at the center

The researcher simultaneously participated as a teaching assistant and observer in all lessons, assisting in classroom organization, guiding activities, and collecting data through direct observation of interaction levels and teaching effectiveness.

3.1.2. Data Collection and Analysis

A mixed-methods research approach was used to gain a comprehensive view of how 8- to 10-year-old students interacted with and benefited from using the Eduhome cross-platform application in their English learning. This approach combined both quantitative and qualitative methods to explore students' learning

experiences, usage habits, and attitudes towards Eduhome as a learning support tool.

a, Quantitative data was collected through daily and monthly performance tests, which assessed students' overall English skills, including vocabulary, pronunciation, listening, and sentence comprehension. These tests were based on the content of the iLearn Smart Start book and Eduhome's integrated teaching method. The results helped track students' learning progress and engagement in different language components over time.

ANH NGỮ EMMA- PHIẾU NHẬN XÉT BÀI MỚI
Name:…………………..
THEME 6 - LESSON 4-SM2 – 13/03/2025
I.Vocabulary(từ vựng): phát âm+ nhớ từ.
1.Pizza:………………………………….............
2.Chocolate:………………………………………..
3.Ice cream:………………………………………..
4.Cake:………………………………………………
5.Fries:…………………………………….
6.Juice:……………………………………….......
II.Structures (cấu trúc):
1. Would you like some juice?
- Dịch:…………………………………………….....
- Trả lời:…………………………………………….....
*)NHẬN XÉT:
-Phát âm:

-Ngữ điệu+nhớ câu:

*) HOMEWORK (BÀI TẬP VỀ NHÀ 13/03/2025)
-Luyện từ mới 3 dòng Theme 6-lesson 4
-Quay video nói từ mới Theme 6-lesson 4
- Làm bài tập trong sách Workbook-Theme 6-lesson 4

(a)

ANH NGỮ EMMA- PHIẾU NHẬN XÉT BÀI MỚI

Name:.....................

THEME 7 - LESSON 6 - SM2 - 22/04/2025

I.Listening and draw line. (Kĩ năng nghe)

-Nghe keyword:

-Nghe câu:

-Bài nghe:....../4

II.Reading&Writing (kĩ năng đọc và viết):

1.Reading:

- ....

2. Writing:

-...

*) HOMEWORK: (bài tập về nhà ngày 22/04/2025)

- Luyện nghe thêm **Theme 7 Lesson 6**
- Quay video **đọc từ + phần Game/89 – T7L6**
- Làm bài tập trong **SBT Theme 7 Lesson 6**

(b)

ANH NGỮ EMMA- PHIẾU KIỂM TRA BÀI CŨ

Name:.....................Điểm:.....................

THEME 6 Lesson 2,3 – SM2 ngày 13/03/2025

I.Vocabulary(từ vựng) –: viết từ, phát âm và nhớ từ.

1. Yogurt:...
2. Banana:...
3. Cupcake:..
4. Sandwich:...
5. Cookie:..
6. Beans:...
7. Củ khoai tây:...
8. Thịt:..
9. Mỳ Ý:...
10. Xúc xích:...
11. Đậu Hà

Lan:...

II.Structures (cấu trúc):

1. Can I eat a banana?
- Dịch:..
- Trả lời:...
2.Can I have some beans and sausages?
- Dịch:..
- Trả

lời:...

*)NHẬN XÉT CHUNG:

-Đã làm SBT:

-Đã luyện từ mới:

-Đã quay video:

(c)

Figure 10: Pre- and post-lesson vocabulary tests were conducted to assess students' vocabulary retention before and after each lesson using Eduhome.(Daily Tests):

(a) Post-lesson vocabulary tests

(b) Post-lesson listening tests

(c) Pre-lesson vocabulary tests

Figure 11: (Appendix A) A thematic review test was conducted at the end of each theme to assess students' overall understanding and retention of the lesson content.(Monthly Tests)

Figure 12: (Appendix A) Lesson plan images in i-learn smart start book (SM2)

In addition, student surveys were distributed at the end of each month to collect information on students' attitudes, learning motivation, and frequency of using Eduhome at home and in class. The surveys were designed in a child-friendly format, using a Likert scale with smiley faces and illustrations to ensure students' understanding and engagement.

Design Methodology:

The questionnaire is designed to be brief, easy to understand, and visually supported with simple illustrations. It uses language appropriate for children aged 8 to 10. The content is divided into three sections with a total of 10 questions. Students respond by circling emoji faces (like ☺ – neutral ☺ – dislike ☺) or choosing the correct answer.

Structure of the Questionnaire:

📌 Part 1: Learning habits and general feelings about vocabulary learning (3 questions)

– How do you usually learn new words?

– Do you like learning vocabulary through the Eduhome application?

– Do you feel more excited when learning through games on a projector or large screen?

📌 Part 2: Perceptions of the effectiveness of Eduhome and interactive games (4 questions)

– Does learning via Eduhome help you remember vocabulary more easily?

– Do you understand word meanings better when you see pictures and videos?

– Do games like Whack-a-mole and Matching make learning more fun?

– Do you want to continue learning this way in future lessons?

📌 Part 3: Personal feelings and group activities (3 questions)

– How do you feel when learning with a projector or tablet?

– Do you enjoy working in groups when playing games?

– What is your favorite game?

Table 3.1: Student Attitude and Perception Survey on the Use of Eduhome in Vocabulary Lessons

Questions	like 😊	neutral 😐	dislike 😔
Part 1: Learning habits and general feelings about vocabulary learning (3 questions)			
– How do you usually learn new words? (open question)			
– Do you like learning vocabulary through the Eduhome application?			
– Do you feel more excited when learning through games on a projector or large screen?			
Part 2: Perceptions of the effectiveness of Eduhome and interactive games			
– Does learning via Eduhome help you remember vocabulary more easily?			
– Do you understand word meanings better when you see pictures and videos?			
– Do games like Whack-a-mole and Matching make learning more fun?			
– Do you want to continue learning this way in future lessons?			
Part 3: Personal feelings and group activities			
– How do you feel when learning with a projector or tablet?			
– Do you enjoy working in groups when playing games?			
– What is your favorite game? (Open question)			

b, Qualitative data were collected through classroom observations, teacher interviews, and field notes from the researcher, who was also a teaching assistant present during all lessons. Observations focused on how students interacted with Eduhome features, student engagement, and student enjoyment of learning activities. Teacher interviews provided insights into the effectiveness, practicality, and challenges of using Eduhome in students' daily teaching. The researcher's notes captured emotional responses, learning behaviors, and classroom atmosphere in real time.

THE OBSERVATION SHEET

1. The active participation

Level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Highly	☐	☐	☐	☐	☐	☐
Moderately	☐	☐	☐	☐	☐	☐
Low	☐	☐	☐	☐	☐	☐

2. Interaction with Eduhome features

Level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Frequent & effective	☐	☐	☐	☐	☐	☐
Moderate use	☐	☐	☐	☐	☐	☐
Rare or ineffective	☐	☐	☐	☐	☐	☐

3.Student enjoyment of learning activities

Level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Clearly enjoyed	☐	☐	☐	☐	☐	☐
Neutral	☐	☐	☐	☐	☐	☐
Did not enjoy	☐	☐	☐	☐	☐	☐

Quantitative data were analyzed using descriptive statistics, including mean scores and frequency of use to assess learning outcomes and trends in application usage. Meanwhile, qualitative data were analyzed thematically to identify recurring patterns related to students' motivation, engagement, interests, and difficulties when learning English with Eduhome.

This mixed-method research approach allowed the researcher to build a comprehensive perspective on the pedagogical impact of the Eduhome application in supporting young learners' English development in a real-life classroom context.

3.2. The Collected Projects

The research was conducted over a period of 15 weeks at Emma English Center in Hai Phong City. During this time, 80 students aged 8 to 10 participated in English lessons that incorporated the use of the Eduhome multi-platform application and the iLearn Smart Start textbook. The main objective was to investigate students' use of Eduhome, their level of participation, motivation, and the effectiveness of vocabulary learning. The implementation plan was organized as follows:

Table 3.2: 15-Week Implementation Plan of Eduhome-Based English Lessons at Emma English Center

Week	Activity
Week 1	Designed and prepared daily and monthly vocabulary tests, student survey forms (with visual, child-friendly formats), and a classroom observation checklist.
Weeks 2–13	Implemented English lessons using Eduhome integrated with the iLearn Smart Start textbook. During this time, students took daily vocabulary tests after each lesson and monthly review tests at the end of each theme to assess retention and usage.
Weeks 4–13	Conducted regular classroom observations using checklists and maintained a teaching assistant's journal to document student engagement, interaction, and responsiveness to Eduhome.
Weeks 5, 9, 13	Administered student surveys (three rounds, once a month) using visual indicators (e.g., smiley faces and picture scales) to assess motivation, enjoyment, and experiences with Eduhome.
Weeks 14–15	Analyzed both quantitative data (from test results) and qualitative data (from surveys and observations), and completed the research report.

The researcher also served as a teaching assistant and classroom observer, directly participating in the lessons to support the teacher and objectively document real-time classroom data.

3.3. Instruments for Collecting Data

To ensure the accuracy and comprehensiveness of the data collected during the 15-week research period, a variety of research instruments were employed. These tools were designed to gather both quantitative and qualitative data, focusing on students' vocabulary retention, their attitudes toward using Eduhome, and their engagement in classroom activities.

1. Tests (Daily and Monthly):

Two types of vocabulary assessments were used throughout the study:

Daily Tests: Administered after each lesson to evaluate students' immediate understanding and short-term retention of the target vocabulary taught in the iLearn Smart Start textbook. The tests included matching, multiple-choice, and fill-in-the-blank questions using both text and images to accommodate young learners.

Monthly Tests: Conducted at the end of each thematic unit (approximately every four weeks) to assess long-term vocabulary retention and application. These tests covered all vocabulary items taught in the previous lessons and measured students' spelling, recognition, and sentence usage.

2. Student Survey Questionnaires:

Student surveys were administered three times (at the end of Weeks 5, 9, and 13) to gather learners' perceptions and attitudes toward learning English through Eduhome. The questionnaires were designed using child-friendly visual aids, such as smiley faces and simple rating scales, to ensure clarity and accessibility for 8–10-year-old participants. The survey items focused on students' enjoyment, motivation, perceived ease of use, and level of engagement when using Eduhome.

3. Classroom Observation Checklist:

To observe student behaviors during lessons, a structured classroom observation checklist was developed. It included indicators such as participation in Eduhome activities, attentiveness, enthusiasm, peer collaboration, and interaction with the digital content. Observations were conducted weekly and documented by the researcher in the role of a teaching assistant. This instrument helped capture real-time, non-verbal data that complemented the survey and test results.

4. Researcher's Journal:

As the teaching assistant and observer, the researcher kept a reflective journal throughout the study. This journal recorded classroom events, notable

student reactions, teaching experiences, and any challenges encountered while using Eduhome. The journal provided valuable contextual information and contributed to the thematic analysis of qualitative data.

These instruments together allowed for triangulation of data, improving the validity of the findings and offering a holistic view of the impact of the Eduhome platform on young learners' vocabulary development and learning experience.

3.4. Results and Analysis

3.4.1. Test Results

a, Daily Test Performance

Table 3.3: Weekly Test Results

Week	Number of Students	Lowest Score	Highest Score	Average Score	Comments
Week 2	60	4.5	8.5	8.8	Students began to get familiar with new vocabulary
Week 3	60	5.0	8.7	7.1	Slight improvement in vocabulary recognition
Week 4	60	5.5	9.0	7.4	Images and pronunciation enhanced memory retention
Week 5	60	5.8	9.1	7.8	Increased focus and engagement in lessons
Week 6	60	8.0	9.2	7.9	Better usage of vocabulary in context
Week 7	60	8.2	9.3	8.1	Faster vocabulary recall and response
Week 8	60	8.5	9.5	8.3	Improved application in speaking and listening
Week 9	60	8.8	9.8	8.5	More flexible use of vocabulary
Week 10	60	7.0	9.8	8.8	Vocabulary retention reached a stable level

Week	Number of Students	Lowest Score	Highest Score	Average Score	Comments
Week 11	60	7.2	9.8	8.8	More effective vocabulary use in communication
Week 12	60	7.5	9.8	8.9	More accurate pronunciation and spelling
Week 13	60	7.7	10.0	9.0	Deep memory retention and proficient usage

The weekly test results indicate a clear improvement in students' ability to memorize and apply English vocabulary throughout the instruction period. The average score increased steadily from 8.8 in Week 1 to 9.0 in Week 4, and the number of students achieving full marks (10/10) also rose consistently. This demonstrates the positive impact of applying multi-platform educational technology in vocabulary teaching.

The *Eduhome* platform played a pivotal role by offering visually rich materials, native-speaker pronunciation, and interactive components such as *Listen and Read* and *Play and Say*, which supported students in recognizing and retaining vocabulary more effectively. In addition, *entertainment-based applications such as Bamboozle and Kahoot* significantly enhanced learner engagement. Interactive games like *Guess the Word*, *Match the Picture*, or *Multiple Choice Quiz* contributed to active learning and deeper vocabulary retention. The steady improvement across the four weeks confirms the effectiveness of integrating technology and gamification into vocabulary instruction for young learners.

3.4.2. Monthly Thematic Review Test Results

Table 3.4: Monthly Test Results

Period	Number of Students	Lowest Score	Highest Score	Average Score
End of January (Week 4)	60	5.5	9.0	7.2
End of February (Week 9)	60	8.8	9.8	8.0
End of March (Week 13)	60	7.7	10.0	8.8

The data demonstrates a consistent and notable improvement in students' vocabulary acquisition over the course of three months. In January (Week 4), the average score was 7.2, indicating an initial stage where students were becoming familiar with new vocabulary items. By the end of February (Week 9), the average rose to 8.0, reflecting enhanced word recognition and retention skills. This upward trend continued through March (Week 13), culminating in an impressive average of 8.8. Notably, the highest score reached a perfect 10.0, and the lowest score also improved steadily from 5.5 to 7.7, suggesting a general uplift in the performance of all students. These results highlight the effectiveness of the applied teaching strategies, particularly the integration of Eduhome and interactive tools such as Bamboozle and Kahoot in enhancing vocabulary learning among young learners.

3.5. Student Survey Results (n = 60)

**Table 3.5: Student Preferences in Learning Vocabulary Using Eduhome
(Part 1 Survey Results)**

Statement	☺ Like	😐 Neutral	☹ Dislike
I enjoy learning vocabulary through Eduhome.	85%	13%	2%
I feel excited when learning with projectors/tablets and games.	88%	10%	2%

The data clearly indicate a high level of student enthusiasm for vocabulary learning through technology-enhanced platforms. A substantial 85% of learners expressed a liking for Eduhome, with a similarly high 88% enjoying the integration of projectors, tablets, and interactive games. The minimal percentage of students who reported disinterest (2%) further reinforces the effectiveness of multimedia tools in enhancing learner engagement and motivation. This suggests that the application of multi-platform educational technology contributes positively to students' vocabulary acquisition experience.

**Table 3.6: Perceived Effectiveness of Eduhome and Gamified Learning
(Part 2 Survey Results)**

Statement	☺ Agree	😐 Neutral	☹ Disagree
Eduhome helps me remember vocabulary more easily.	87%	10%	3%
I understand lessons better with illustrated images and videos.	90%	8%	2%
Games like *Whack-a-Mole* and *Matching*	92%	8%	2%

Statement	☺ Agree	😐 Neutral	☹ Disagree
……..make learning more enjoy			
I would like to continue learning this way in future lessons.	89%	9%	2%

The results of the student perception survey reveal strong approval of the Eduhome-integrated learning approach. A significant majority of students (87%) found that Eduhome made it easier to memorize vocabulary, while an even higher proportion (90%) stated that accompanying visuals and videos enhanced their comprehension. Notably, 92% of learners felt that games such as *Whack-a-Mole* and *Matching* contributed positively to their enjoyment of vocabulary lessons. Furthermore, 89% expressed a desire to continue learning through these methods in future classes. These findings suggest that the integration of multimedia and gamified content not only improves memory retention but also boosts learner engagement and satisfaction.

Table 3.7: Students' Personal Feelings and Group Learning Activities (Part 3 Survey Results)

Statement	☺ Like	😐 Neutral	☹ Dislike
I enjoy learning with a projector or tablet.	90%	8%	2%
I enjoy working in groups when playing games.	88%	10%	2%

The results show a high level of student satisfaction with the learning environment and group-based activities. Specifically, 90% of students reported enjoying lessons conducted with the use of projectors or tablets, indicating that the integration of modern technology in the classroom fosters a more engaging

atmosphere. Moreover, 88% expressed enjoyment in group-based game activities, which highlights the value of collaborative learning in enhancing motivation and interaction. These findings underscore the importance of combining digital tools with peer interaction to create a dynamic and student-centered learning experience.

In addition to the student survey results, direct classroom observation is a crucial method to further evaluate student engagement, learning attitudes, and the effectiveness of applying Eduhome in real teaching contexts. Therefore, the following section presents the findings obtained from classroom observations.

3.6. Classroom Observation Results

Table 3.8:Student Participation Levels

Level	Week 1	Week 3	Week 6	Week 9	Week 12
High	✗	✓	✓	✓	✓
Moderate	✓	✗	✗	✗	✗
Low	✗	✗	✗	✗	✗

There was a clear and steady improvement in student participation from Week 3 onward. Initially, most students participated at a moderate level, but as they became more familiar with the Eduhome platform and interactive activities, participation increased to a high level and remained consistent through Week 12.

Table 3.9: Interaction with Eduhome Features

Level	Week 1	Week 3	Week 6	Week 9	Week 12
Frequent & effective use	✗	✓	✓	✓	✓
Moderate use	✓	✗	✗	✗	✗

Level	Week 1	Week 3	Week 6	Week 9	Week 12
Minimal or ineffective use	✕	✕	✕	✕	✕

The frequency and effectiveness of students' interaction with Eduhome features notably improved after the initial week. Once students adapted to the interface and tools, they were able to engage more confidently and productively with the platform's visual and audio materials.

Table 3.10: Enjoyment of Learning Activities

Level	Week 1	Week 3	Week 6	Week 9	Week 12
Clearly enthusiastic	✕	✓	✓	✓	✓
Neutral	✓	✕	✕	✕	✕
Disinterested	✕	✕	✕	✕	✕

Enjoyment of learning activities significantly increased from Week 3, coinciding with the introduction of Eduhome-based lessons and group games. Students found the multimedia content engaging, and even previously neutral learners began to show visible enthusiasm and participation.

3.7. Discussion

The primary aim of this study was to examine the application of multi-platform educational technology—specifically the Eduhome system and interactive entertainment tools—in English vocabulary teaching for young learners aged 8 to 10 at Emma English Center. The findings indicate that integrating Eduhome into classroom practice significantly enhanced student engagement, vocabulary retention, and overall enjoyment of learning activities.

One of the most prominent outcomes observed was the steady improvement in student participation and motivation over the 12-week implementation period. As shown in classroom observations, student participation increased markedly from Week 3 onwards and remained consistently high until Week 12. This improvement can be attributed to the interactive features of Eduhome, such as vibrant visuals, clear pronunciation models, and real-life role-play scenarios, which appeared to stimulate learners' attention and encourage active participation. These results align with earlier studies emphasizing the benefits of visual and audio stimuli in young learners' language acquisition (Mayer, 2009; Alqahtani, 2015).

In addition, students expressed overwhelmingly positive attitudes toward the use of Eduhome. Survey results revealed that 85% of students enjoyed learning vocabulary through the platform, and 88% felt excited when using projectors or tablets alongside games. Such data strongly support the notion that multi-platform tools can foster a more engaging and enjoyable learning environment compared to traditional teaching methods. The use of collaborative games further boosted learner interaction, especially among shy or passive students, as noted in teacher observation journals.

Furthermore, the data suggest a notable improvement in students' ability to interact with the content effectively. By Week 3, learners were using Eduhome's features regularly and productively, including the "Play and Say" and "Guess the Picture" sections. These features provided opportunities for both receptive (listening and reading) and productive (speaking) practice, facilitating better vocabulary retention and contextual use. This finding supports the claim by Lin and Lan (2015) that multimedia platforms can promote deeper cognitive processing in language learning.

Another significant aspect observed was students' growing enjoyment of the learning process. From Week 3 onward, learners consistently demonstrated enthusiasm for classroom activities, particularly group games that involved vocabulary recall and pronunciation practice. These positive reactions indicate that

technology-integrated teaching can serve as an effective motivational tool, making abstract vocabulary more concrete and memorable for children.

However, despite these positive findings, some limitations were also noted. For example, while Eduhome significantly reduced lesson preparation time for teachers and offered comprehensive resources, occasional technical issues such as slow internet connection disrupted the flow of instruction. Additionally, while the platform was effective in supporting vocabulary learning, its lack of built-in gamification may have limited its potential to maintain prolonged attention compared to other game-based learning tools like Bamboozle or Kahoot. This observation suggests that Eduhome may benefit from further enhancement in terms of interactivity and real-time feedback features.

Feedback from teachers also highlighted that the success of technology integration depends not only on the tool itself but also on how it is incorporated into the lesson. When Eduhome was combined with teacher-guided storytelling, physical movement activities, or peer interaction, student outcomes were more favorable. This reinforces the idea that technology should be a complement rather than a replacement for teacher-led instruction (Clark & Mayer, 2018).

In conclusion, the application of Eduhome and multi-platform educational tools had a clearly positive impact on students' vocabulary learning and classroom engagement. The integration of visual, auditory, and interactive content created a rich, stimulating environment that supported both comprehension and communication. While further improvements in platform design and internet infrastructure are needed, the results suggest that Eduhome can be an effective tool when used strategically alongside teacher facilitation and group-based activities

CHAPTER 4: PROPOSED SOLUTIONS TO ENHANCE THE EFFECTIVENESS OF ENGLISH TEACHING FOR CHILDREN THROUGH MULTI-PLATFORM EDUCATIONAL TECHNOLOGY

4.1. Enhancing Vocabulary Retention through the Integration of Images and Audio (Based on Dual Coding Theory)

A fundamental strategy in teaching vocabulary to young learners is the combined use of visual and auditory input. The Eduhome platform effectively utilizes this approach through vivid illustrations and accurate voice recordings. According to the Dual Coding Theory (Paivio, 1986), human cognition operates through two distinct systems: the verbal system and the non-verbal (visual) system. When information is received simultaneously through both sound and image, learners are more likely to retain it, as the brain encodes the information via two separate channels.

For instance, in Eduhome, the section "Listen, point and say" provides vocabulary accompanied by illustrative images and clear audio pronunciation. This approach makes the lesson more engaging and supports more effective memory retention. Mayer (2009), in his research on multimedia learning, also emphasized that words paired with relevant images help students understand and remember content better than when words are used alone."When verbal and visual information are presented simultaneously and clearly connected, learners are able to form cognitive links between them, thus enhancing comprehension and long-term memory retention."(Mayer, 2009, p. 60)

Figure 13. Screenshot of "Listen, Point, and Say" section with visuals and audio buttons.

4.2. Improving Listening and Reading Skills through Digital Comics

Comics are among the most engaging forms of content for children. In Eduhome, the "Listen and read" section is designed as a comic strip with relatable everyday scenarios such as classroom, breakfast time, or playtime. These dialogues help students practice listening and reading naturally while offering contextual understanding, supporting deeper comprehension and real-life language use.

Figure 14: Insert illustrative image of a comic page

4.3. Utilizing Eduhome to Reinforce Basic Sentence Patterns and Grammar

The Eduhome platform integrates the Smart Start textbook content into interactive lessons. Among these, the "Listen and Repeat" section (Section D) is a particularly effective tool that helps students internalize and become familiar with basic sentence patterns. By listening to accurate sentence models such as "What do you want to eat?" and repeating them aloud, students not only improve their pronunciation but also gradually develop the ability to use correct grammar structures in communication.

This activity follows the controlled drilling method, which contributes to the development of procedural memory—a key factor in enabling students to

speak and write English fluently in the future."Repetition in meaningful contexts is a powerful tool for developing accuracy and fluency, particularly at the beginner level."— Smart Start Teacher's Guide, Level 1
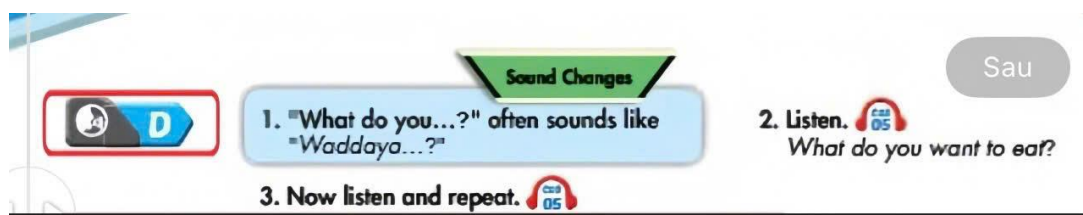
Figure 15: Screenshot of Section D "Listen and Repeat" from Smart Start on Eduhome

4.4. Using Eduhome to Support Intonation Development and Language Retention through Songs

The "Sing a Song" section (Section E) in Smart Start, as presented on the Eduhome platform, includes songs with visual aids, lyrics, and background music. Learning English through songs allows young learners to easily retain vocabulary, develop correct intonation, and absorb grammar naturally thanks to rhythm and repetition.

According to Murphey (1992), songs are "disguised drills" that combine emotional engagement with music to enhance language acquisition."Music creates a brain-friendly environment for language learning by tapping into emotional memory and rhythm." Murphey, 1992
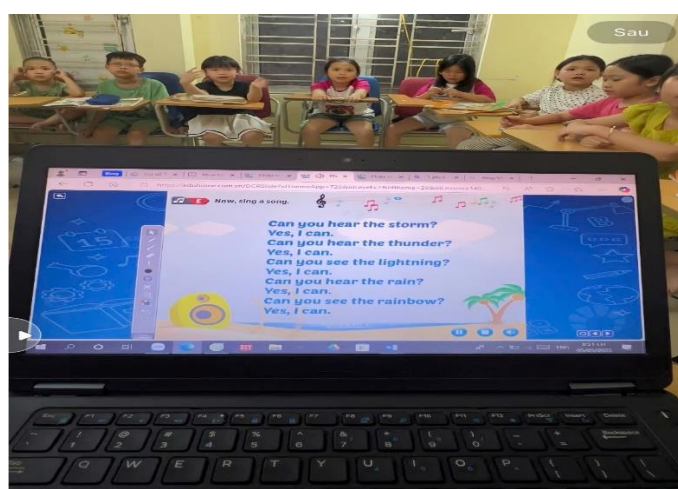
Figure 16: Screenshot of Section D "Listen and Repeat" from Smart Start on Eduhome

4.5. Flexible Integration of Eduhome and Entertainment Games to Diversify Lessons

An effective English lesson for young learners often integrates various platforms to maintain engagement and enhance learning outcomes:

• Eduhome is used to introduce vocabulary, provide accurate pronunciation models, and present grammar structures through visually rich and interactive content.

Figure 17: A vocabulary lesson interface from Eduhome with visual and audio input.

• Entertainment games such as Kahoot and Bamboozle are employed to review vocabulary, conduct quick assessments, and reinforce learning through competitive and collaborative formats.

Alternating between Eduhome and these interactive games helps minimize monotony and sustains student interest throughout the lesson. Moreover, it ensures that multiple language skills—listening, speaking, reading, and communicative reflexes—are activated in an engaging context. "Variety in tools

and activities creates a rich and engaging learning environment—especially important for young learners at the primary level." (Bransford et al., 2000)

This blended approach also supports differentiated instruction, allowing teachers to tailor content based on student performance and engagement levels.
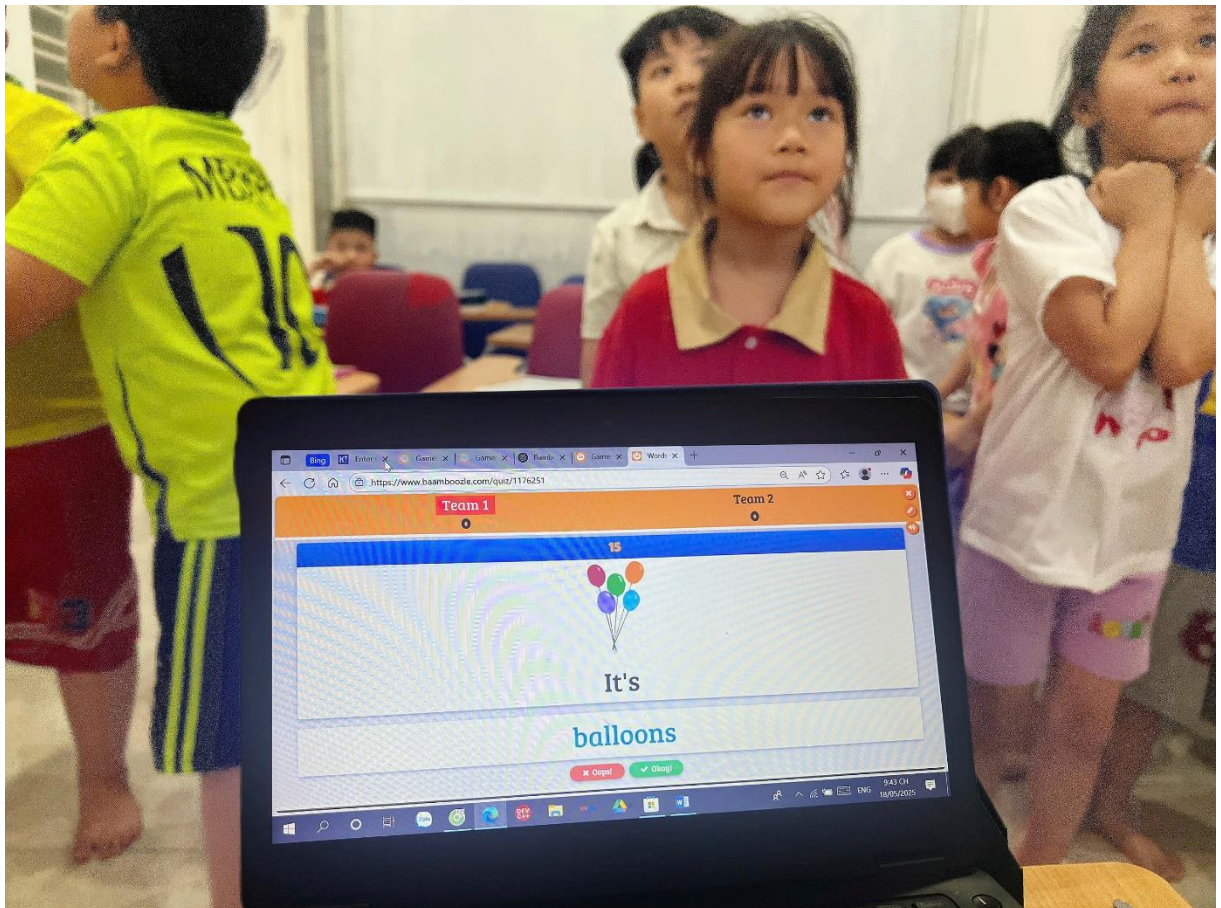
Figure 16. A classroom activity at the English center where students engage in a vocabulary review game using Bamboozle.

As illustrated in Figure 1, Eduhome provides an interactive and visually rich platform for presenting vocabulary and grammar. Meanwhile, Figure 2 shows a Kahoot session used to review lesson content in a playful, competitive setting.

4.6. Suggested Integration into Lesson Plans

To maximize the effectiveness of multi-platform technology in the classroom, the following lesson structure is recommended:

Table 4.1. Suggested Lesson Plan Structure Integrating Eduhome and Entertainment Games

Stage	Tool	Activity Description
Warm-up	PowerPoint / Flashcards	Begin with a fun guessing game using pictures related to the topic
Vocabulary Introduction	Eduhome – *Listen and Point*	Introduce target words with clear visuals and accompanying audio
Pronunciation Practice	Eduhome – *Listen and Repeat*	Students repeat new words following accurate model pronunciation
Sentence Structure	Eduhome – *Listen and Read*	Present short dialogues using comic-style scenes to model language use
Speaking Practice	Eduhome – *Practice* / Role-play	Students practice asking and answering in pairs or groups using provided prompts
Review & Reinforcement	Kahoot / Bamboozle	Conduct vocabulary and structure games to consolidate knowledge and check understanding

In light of the data analysis and key observations discussed in the previous chapter, Chapter 5 summarizes the main findings and proposes practical recommendations for improving English language instruction using multi-platform technology in similar educational contexts.

CHAPTER 5: CONCLUSION

5.1. Recapitulation

This study was conducted to explore the application of the Eduhome multi-platform educational software, integrated with the *Smart Start* textbook and supported by interactive games such as Kahoot and Bamboozle, in enhancing English learning for children aged 8–10 at Emma English Center.

Over the 15-week action research cycle, data was collected through vocabulary tests, surveys, and classroom observations. The findings show that:

Eduhome significantly improved students' vocabulary retention, pronunciation, and sentence structure recognition through its features like "Listen and Repeat," "Practice," and "Sing a Song." Game-based learning tools such as Kahoot and Bamboozle increased student motivation and engagement.

The combination of digital visuals, audio input, and repeated patterned practice enhanced both comprehension and participation. Eduhome reduced teachers' preparation time while offering a structured and flexible teaching framework.

Overall, the integration of Eduhome with supplementary interactive tools proved effective in creating a more dynamic, engaging, and student-centered English learning environment.

5.2. Limitations

Despite its achievements, this study had some limitations:

– The sample size was limited to one center (Emma English Center) and a relatively small group of students, which may not represent wider populations.

– The research focused mainly on vocabulary development, without deeply assessing grammar mastery, speaking fluency, or writing skills.

- The Eduhome platform itself does not contain built-in game elements like competitive scoring or leaderboards, requiring external tools for that purpose.
- Occasional technical issues such as device unavailability or internet instability affected lesson flow.

5.3. Suggestions for Further Studies

To build on the results of this study, future research can consider:

- Conducting similar studies in multiple schools or centers with a larger, more diverse student sample.
- Investigating the long-term impact of Eduhome on other language skills, such as speaking fluency, sentence writing, or grammar application.
- Exploring parent involvement and at-home learning using Eduhome to extend learning beyond the classroom.
- Comparing learning outcomes between traditional and technology-integrated classrooms to measure relative effectiveness.

5.4. Recommendations for Students

Based on the findings, the following recommendations are offered to students who use Eduhome and other digital tools to learn English:

Practice regularly using Eduhome at home to reinforce vocabulary, pronunciation, and sentence patterns.

Sing along with songs in the "Sing a Song" section to improve memory and intonation.

Interact actively in class during pair work and game-based activities to build confidence and speaking skills.

Use Eduhome's features independently, such as listening to audio or reviewing previous lessons, to take ownership of their learning.

By actively engaging with the Eduhome platform and classroom activities, students can significantly improve their English skills in a fun, interactive, and meaningful way.

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APPENDICES

Appendix A : Monthly test

REVIEW THEME 1-SM2 – Name:_____

VOCAB (TỪ VỰNG): viết từ mới

1. Stand up:	12.	Số 8:
2. Sit down:	13.	Số 7:
3. Hands up:	14.	Số 8:
4. Hands down:	15.	Số 9:
5. Be quiet:	16.	Số 10:
6. Make a line:	17.	Greenwood:
7. Số 1:	18.	River Town:
8. Số 2:	19.	Alpha:
9. Số 3:	20.	Home:
10. Số 4:		
11. Số 5:		

I.   STRUCTURES (CẤU TRÚC): trả lời câu hỏi và dịch sang Tiếng Việt.

EX 1. Trả lời câu hỏi.

1.   What letter is it?

-     Trả lời:_____

2.   Where are you from?

-     Trả lời:_____

3.   Where's she from?

-     Trả lời:_____

4.   What's your name?

-     Trả lời:_____

5. How old are you?

-   Trả lời:_____

EX 2. Dịch câu sang Tiếng Việt.

1. Make a line, please.

-   Dịch:_____

2. My name's Tom.

-   Dịch:_____

3. Nice to meet you.

-   Dịch:_____

4. He's from Viet Nam.

-   Dịch:_____

5. I'm from Hai Phong.

-   Dịch:_____

NHẬN XÉT CHUNG:

-

-

-

REVIEW THEME 2 – SM2 – NAME: _____

I.   VOCAB (TỪ VỰNG): Viết từ mới

1. Camera: 13. Letter:

2. Cupboard: 14. Ruler:

3 Board: 15. Picture:

4. Door: 18. Fan:

5. Chair::   17. Pencil case:

8. . Desk   18. Soccer ball:

7. Bag: 19. Open:

8. Eraser: 20. Close:

9. Pen: 21. Ask:

10. Pencil: 22. Answer:

11. Book: 23. Sing:

12. Crayon: 24 Draw:

II.   STRUCTURES (CẤU TRÚC): Dịch và trả lời câu hỏi

1.   What can you see?

-     Dịch:_____

-     Trả lời: _____

2.   Is this a pencil?

-     Dịch:_____

-     Trả lời: _____

3.   Is this a ruler?

-     Dịch:_____

-     Trả lời: _____

4.   Open your book,please.

-     Dịch:_____

5.   Ask a question,please.

-     Dịch:_____

- Trả lời: _____

III.   NHẬN XÉT CHUNG:

-

-

-

REVIEW THEME 3 – SM2 – NAME: _____

VOCAB (TỪ VỰNG): Viết từ mới

1. father:	15. Pretty:
2. mother:	18. Béo:
3 brother:	17. trẻ :
4. sister:	18. Già :
5. baby brother:	19. boy:
8. Grandfather:	20. girl :
7. Grandmother:	21. Man:
8. Uncle:	22. Woman:
9. Aunt:	23.Fat:
10. Uncle	24 Doctor:
11. Cousin	25. Buy toys
13. short:	28. Have a party
14. Tall :	27. Play games
	28. Eat snacks

STRUCTURES (CẤU TRÚC): Dịch và trả lời câu hỏi

1.   Who is she ?

-   Dịch:_____

-   Trả lời: _____

2.   Is your brother short ?

56

- Dịch:_____

- Trả lời:_____

3.   Who is the fat woman?

- Dịch:_____

- Trả lời: _____

4.   What do you do on Children's day ?

- Dịch:_____

- Trảlời:_____

.NHẬN XÉT CHUNG:

-

-

-

Appendix B: Teaching activities of Emma Center on Eduhome and entertainment tools
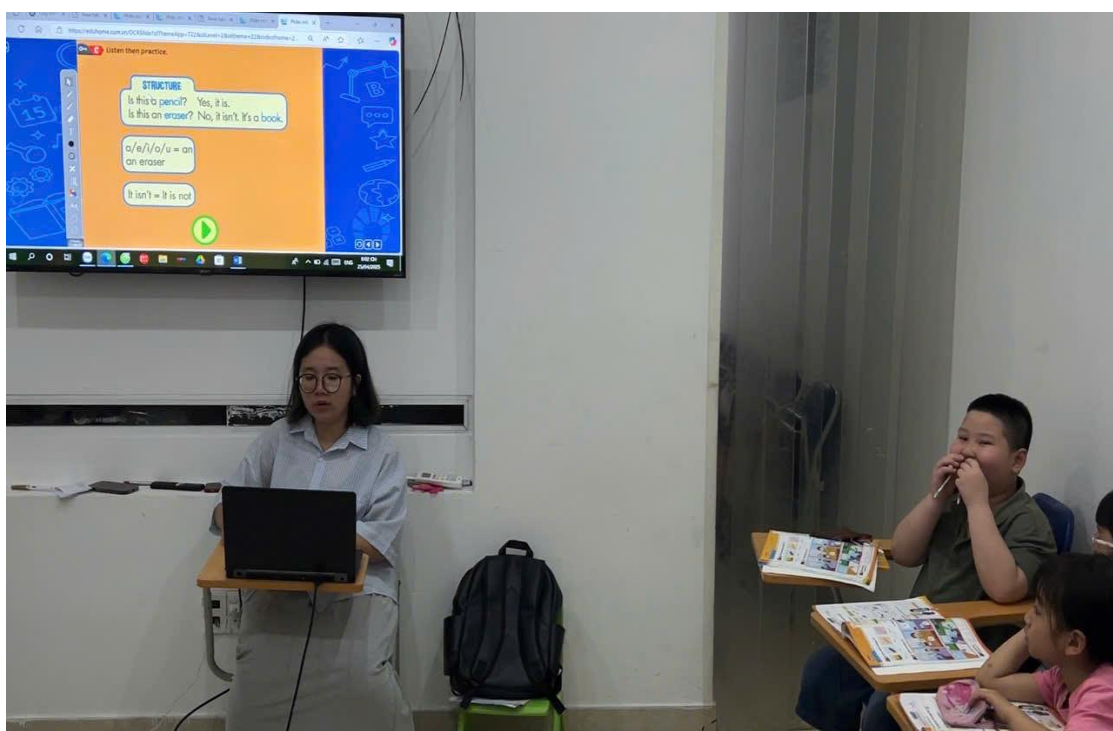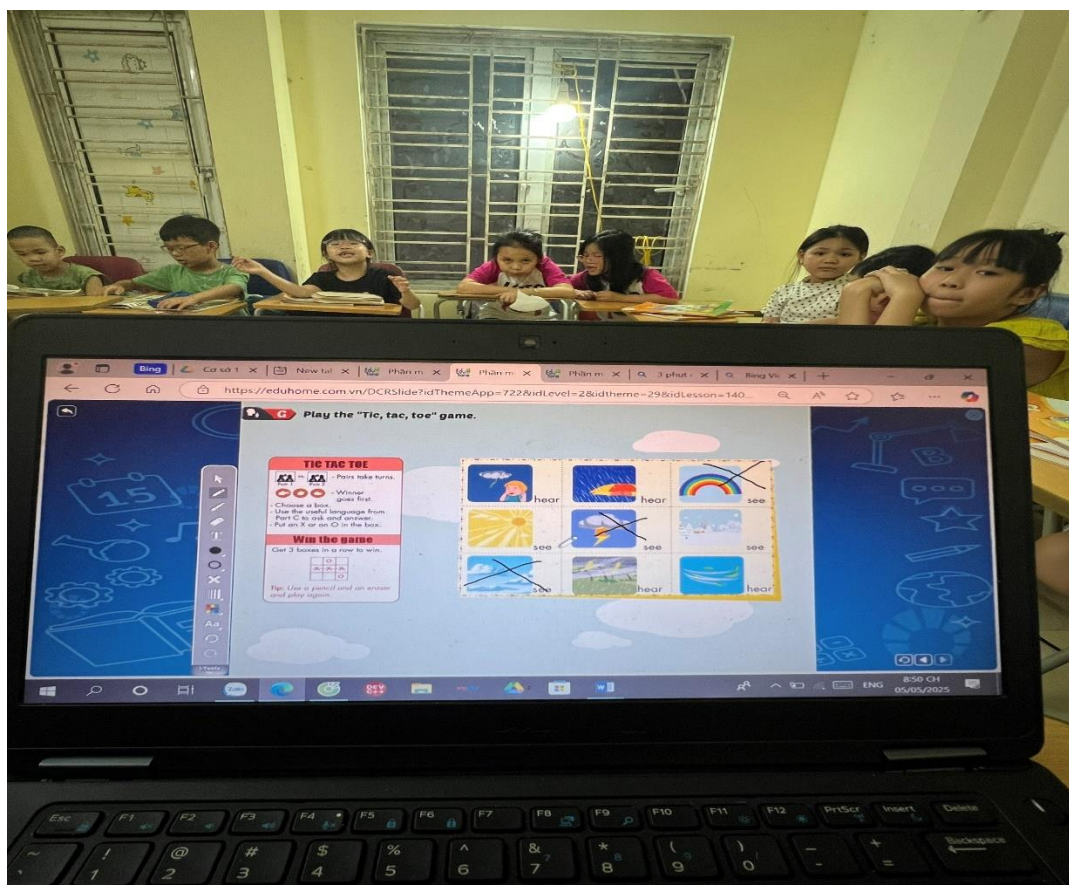
Appendix C: Photos of tests and other teaching plans

SAMPLE LESSON PLAN (90 minutes)

a, Daily Test (Homework and Test New Lesson): 30 minutes, each 15 -minute test, The first 15 minutes and the last 15 minutes of a lesson

b, New lesson plan

Class Level: Smart start Level 2 (8-10 years old)

Lesson Theme: School

Lesson Title: I Can Follow Simple Instructions

Duration: 60 minutes

- Objectives:
• Students can recognize and correctly pronounce action verbs related to classroom instructions: open, close, ask, answer, sing, draw.
• Students can understand and use simple classroom instructions: "___, please." – "Yes, Teacher."
• Students can listen to and comprehend a short dialogue.

• Students can improve their listening and speaking skills through group activities and games.

- Teaching Aids:

• Student Book (pp. 24–25)

• Flashcards (illustrations for vocabulary in Section A)

• Audio files (Tracks 49–54)

• Eduhome platform (flashcards, videos, Bamboozle games)

• Whiteboard or virtual board

• Projector or computer

1. Warm-Up (5 minutes)

Materials and Teaching Aids

- Vocabulary flashcards
- Audio (CD Tracks 49–54)
- Smartboard / Projector / TV
- Bamboozle games (e.g., Anagram, Speaking Search, Whack-a-mole)
- Student Book: pages 24–25 Theme 2 lesson 3
- Workbook: pages 20–21

Activity:

Create Bamboozle games such as:

- Anagram: Students unscramble the letters to form correct vocabulary words (e.g., "rulre" → "ruler")
- Matching: Match words to correct pictures – students read the word aloud ...

2. Vocabulary Presentation – Section A (10 minutes)

• Introduce flashcards: open, close, ask, answer, sing, draw.

• Play the audio and have students repeat each word multiple times.

• Practice pronunciation: group repetition, pair work, individual reading.

• Ask quick questions: "What is this?" (while pointing at the flashcard). Students answer.

3. Story Listening – Section B: Listen and Read (10 minutes)

• Direct students to the comic strip in Section B.

• Play the audio (Track 50 or 51) once – students listen and follow the pictures.

• Play again – pause after each part to explain the context.

• Students read along or repeat the dialogue after the teacher/audio.

4. Structure Focus – Section C (5 minutes)

• Teach target structure:

• "Open your book, please."

• "Yes, Teacher."

• Teacher models the sentences – students repeat.

• Pair work: Student A gives the command, Student B responds.

5. Listening Task – Section D: Listen and Number (5 minutes)

• Guide students to look at the pictures.

• Play the audio – students listen and number the pictures in the correct order.

• Check answers together and provide feedback.

6. Speaking Practice – Group/Pair Activity (10 minutes)

• Divide students into pairs or small groups.

• One student plays the role of the teacher and gives a command. The other responds and acts it out.

• Example: A: "Draw a picture, please." – B: "Yes, Teacher."

• Monitor and help students with pronunciation and sentence structure.

7. Game – "Simon Says" or Bamboozle Game (10 minutes)

Option 1: "Simon Says" (Section G)

• The teacher gives commands starting with "Simon says…"

• Students only act if the sentence starts with "Simon says."

• Add tricky commands without "Simon says" to keep them alert.

Option 2: Bamboozle Game2. Presentation (10 minutes)

• Use interactive games like Matching , Speaking cards or Random Wheel on Bamboozle .

• Students play individually or in teams. Use projector or screen for class play.

8. Wrap-up & Homework (5 minutes)

• Review the 6 vocabulary words and the sentence structure.

• Ask students to say one favorite command from the lesson.

• Assign homework: Workbook pages 20–21.

Trung tâm Anh ngữ Quốc tế Emma
Phiếu kiểm tra bài cũ:

Name:..LUCY......... Điểm........

SM2– Theme 4 Lesson 1, Theme 3 lesson 5

I.Vocab(từ vựng): phát âm+ nhớ từ.
1.Green:..màu xanh lá......✓
2.Blue:..màu xanh dương...... *Good!*
3.Red :..màu đỏ......✓
4.Yellow:..màu vàng......✓
5. Color:..màu sắc......
6. Buy toys:..mua đồ chơi......
7. Have a party:..mở bữa tiệc......✓
8. Play games :..chơi trò chơi......
9. Eat snack:..ăn đồ ăn vặt......

II.Structures (cấu trúc): Kĩ năng hiểu nghĩa, phát âm, đặt câu.
1. What color is this? ✓
- Dịch:..Đây là màu gì?......
- Trả lời:..It's blue......✓
2. What do you do on Children's Day?
Dịch:..Bạn làm gì vào ngày Quốc Tế thiếu
Trả lời:......Nhi? / We buy toys......

)NHẬN XÉT CHUNG:

Đã làm SBT: ✓

Đã luyện từ mới:

Đã quay video: ✓

ANH NGỮ EMMA-PHIẾU NHẬN XÉT BÀI MỚI
SM2 – Theme 4 Lesson 2

Name:..LUCY...........

I.Vocab(từ vựng): phát âm+ nhớ từ.
1.Pink:..màu hồng...... ✓
2.Gray:..màu xám...... ✓
3.Black:..màu đen...... ✓
4.Brown:..màu nâu......
5.Paint:..màu nước...... ✓
6.Paints:..những màu nước...... ✓

II.Structures (cấu trúc):
1.What color do you want?
-Dịch:..Bạn muốn màu gì?...... ✓
-Trả lời:..blue, please...... ✓

)NHẬN XÉT:
- Phát âm: *good!*
- Ngữ điệu+ trôi chảy: *cần luyện thêm ngữ đ*

ANH NGỮ EMMA- PHIẾU KIỂM TRA BÀI CŨ

Name:..gold.........Điểm:..9......

UNIT 9- LỚP 3 ngày

I.Vocab(từ vựng) : phát âm+ nhớ từ.
1.Blue:..màu xanh da trời ✓
2.Brown:..màu nâu ✓
3.Màu đỏ:..màu đỏ ✗ red
4.Màu vàng:..màu vàng ✗ yellow
5.Orange:..màu cam ✓
6.Green:..màu xanh lá ✓
7.Màu trắng:..white ✓
8.Màu đen:..black ✓

II.Structures (cấu trúc): Dịch và trả lời câu hỏi
1.What colour is it?
-Trả lời:..It's a red ✓
2.What colour are they?
-Dịch:..chúng màu gì? ✓
-Trả lời:..I like red ✗

)NHẬN XÉT CHUNG:
-Đã làm SBT: ✓
-Đã luyện từ mới: ✓
-Đã quay video: ✓

ANH NGỮ EMMA-PHIẾU NHẬN XÉT BÀI MỚI

Name:..gold...........LỚP 3

I.Vocab(từ vựng) – unit 10-lesson1 : 24 *good*

phát âm+ nhớ từ.

1.Play volleyball:..chơi bóng chuyền
2.Play basketball:..chơi bóng rổ
3.Play badminton:..chơi cầu lông ✓
4.Play chess:..chơi cờ vua ✓

II.Structures (cấu trúc):

1.I play chess at break time.
-Dịch:..tôi chơi cờ vua vào giờ ra chơi ✓

Level 2 – Theme 2: School Period 23-24-25		
Lesson 5 - Objectives: - I can follow simple instructions.		
Topic – Language target	Resources and Teaching Aids	Key Activities
VALUE – be prepared USEFUL LANGUAGE: *Backpack, snacks, water bottle, scarf, school trip* *Remember your ____!*	Resources: **CLASS BOOK** p.26-27 **WORKBOOK** 22-23 Teaching Aids: - **CD tracks 55-57** - **Flashcard** *backpack, snacks, water bottle, scarf, school trip*	**Introduction** ✔ Review: Game: Do it! Assign each S a word number from 1 to 10. Give instructions Ex: Ones, open your book! Twos, close your book!.. Ss who have that number assigned to them do the action. ✔ Recording 55: Arrange the flashcards on the board, play audio and have students listen and repeat. Change the order of the flashcards, point to them individually and have students say the words. ✔ Slap Game: Divide Ss into small groups. Give each group a set of the student cards and face them up on the desk. Call out the word. The first St in each group who slaps the correct card and says the word will take it. The St in each group holding most of the cards is the winner. **Development** ✔ Recording 56: Have students look at the pictures and call out what they can see. Play audio; have students listen and repeat ✔ Recording 57: Have students look at the useful language box. Play audio; have students listen and repeat. Focus students' attention on the cultural tip. ✔ Reading: Have students read the passage. Read the passage as a whole class. Demonstrate circling true or false. Have students read the statements and circle true or false. Check answers as a whole class. **Consolidation** ✔ Speaking: Pairs: Have student A point to a

		picture and have student B say "Remember _____". Swap roles and repeat. Have some students demonstrate in front of the class. ✔ Writing: Demonstrate the activity by using the example. "Remember your scarf!" Have students look at the pictures in the "Speaking" part and finish the sentence related to the pictures. Check answers as a whole class. WORKBOOK p.22-23 Have students do the exercises in WB

Level 2 – Theme 2: School Period 26-27-28		
Lesson 6 - Objectives: - Review and Practice		
Topic – Language target	Resources and Teaching Aids	Key Activities
VOCABULARY All vocabs from Lesson 1-5 STRUCTURE: All structures from Lesson 1-5	Resources: **CLASS BOOK** p.28-29 **WORKBOOK** p.24-25 Teaching Aids: - **CD tracks 58-59**	**Review** ✔ Play TIDDLYWINKS - Give each student five coins (or flat markers). Place 5 school objects flashcards and a pile of coins in the middle of the table. - S1 tosses a coin, trying to aim it at one of the cards. If his coin lands on a card, he tries to answer the question: "What is this?" If S1 can do this, he takes back his coin, plus a bonus coin from the pile in the middle. If the coin lands on a card, but S1 cannot answer the question, have him put his coin in the pile in the middle. If his coin does not land on a card, have him put his coin in the pile and lose his turn. ✔ Game: Beanbag circle - Put some school objects and some flashcards into the bag. - Ss toss a beanbag, then take out one thing and make a question. Ex: S1: Is it a pencil? S2: Yes, it is. / No it isn't. ✔ TELEPHONE GAME - Put the flashcards of lesson 4 in different places around the room. - Have Ss stand in a line. - Whisper the new word to the first person in each row. - Say GO! S1 whisper the word to S2… - The last student runs, points to the correct flashcard, say the word and do the action. - The first student to point and say the word correctly wins. Notice the ending sound. **Test Practice** **Listening**

		✔ Recording 58: Play example audio and demonstrate ticking the box. ✔ Have students listen and tick the correct box. ✔ Check answers as a whole class. **Reading and writing** ✔ Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes. ✔ Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false. ✔ Check answers as a whole class. ✔ Have students give a new true statement for each of the false statements. **Song** ✔ Have students turn to page 126. ✔ Read lyrics as a whole class. ✔ Play audio and have students listen. ✔ Play audio again and have students listen and sing along. **Game** ✔ Divide the class into groups of four, with two students in each team. ✔ Have teams play rock, paper, and scissors. The winning team chooses a square, asks and answers. ✔ Have the teams take turns. ✔ Swap roles and repeat until the game is finished. ✔ Before the end of the lesson, check the answers as a whole class. **"Can Do" statements** ✔ Read out the statements and give an example for each. ✔ Have students give a few more examples of each function. ✔ Ask students to color to show how well they can perform the tasks. (3 stars = Great; 2 stars = Good; 1 star = Needs more study)

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Trung tâm Anh ngữ Quốc tế Emma
Phiếu kiểm tra bài cũ:

Name: LUCY
Điểm: 10
SM2– Theme 4 Lesson 1, Theme 3 lesson 5

I.Vocab(từ vựng): phát âm+ nhớ từ.
1.Green:.. màu xanh lá ..... ✓
2.Blue:.. màu xanh dương ..... Good!
3.Red :.. màu đỏ ..... ✓
4.Yellow:.. màu vàng .....
5. Color:.. màu sắc .....
6. Buy toys:.. mua đồ chơi .....
7. Have a party:.. mở bữa Tiệc .. ✓
8. Play games :.. chơi trò chơi ..... ✓
9. Eat snack:.. ăn đồ ăn vặt ..... ✓

II.Structures (cấu trúc): Kĩ năng hiểu nghĩa, phát âm, đặt câu.
1. What color is this? .... gì ? ✓
- Dịch:.. Đây là màu gì ? ..... ✓
- Trả lời:.. It's blue ..... ✓
2.What do you do on Children's Day? Cuộc lễ thiếu
Dịch:.. Bạn làm gì vào ngày Cuộc lễ thiếu
Trả lời:...... Nhi ? / We buy toys. ✓

)NHẬN XÉT CHUNG:
Đã làm SBT: ✓
Đã luyện từ mới: ✓
Đã quay video:

ANH NGỮ EMMA-PHIẾU NHẬN XÉT BÀI MỚI

Name:.. Lucy .... SM2 – Theme 4 Lesson 2

I.Vocab(từ vựng): phát âm+ nhớ từ.
1.Pink:.. màu hồng ..... ✓
2.Gray:.. màu xám ..... ✓
3.Black:.. màu đen ..... ✓
4.Brown:.. màu nâu ..... ✓
5.Paint:.. màu nước ..... ✓
6.Paints:.. những màu nước ..... ✓

II.Structures (cấu trúc):
1.What color do you want?
-Dịch:.. Bạn muốn màu gì? ✓
-Trả lời:.. blue please ..... ✓

)NHẬN XÉT:
- Phát âm: Good!
- Ngữ điêu+ trôi chảy: cần luyện thêm ngữ c

ANH NGỮ EMMA – NAME: _____
- Trả lời: She skips ... ✓
4. W? who is the tall man?
- Dịch: ....
5. What do you do on Children's Day?
- Dịch: bạn làm gì ngày xthiếu nhi
- Trả lời: We buy toys ✓

III. NHẬN XÉT CHUNG:
- Nắm vững từ vựng Theme 3 (9,5)
- sai câu trên ở câu ③
- Cần cố gắng hơn nữa!

IV. HOMEWORK (Bài tập về nhà):
Lesson 1 - Lesson 5.
phần Listening - Theme 3.

ANH NGỮ EMMA-PHIẾU NHẬN XÉT BÀI MỚI
Name:.. JENNIE ...... SM2 – Theme 4 Lesson 1

I.Vocab(từ vựng): phát âm+ nhớ từ.
1.Green:.. xanh lá cây ✓
2.Blue:.. màu xanh
3.Red:.. màu đỏ
4.Yellow:.. màu vàng ..... ✓
5.Color :.. màu sắc
6 Colors :.. nhiều màu sắc .....

II.Structures (cấu trúc):
1.What color is this?
-Dịch:.. đây là màu gì ? ✓
-Trả lời:.. it's red .....

)NHẬN XÉT:
- Phát âm: Good Excellent!
- Ngữ điêu+ trôi chảy:

uhome.com.vn.
duhome:
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n sách Smart Start Level 2. Sau
c con học lại. Nhớ quay video

THANK YOU

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Appendix D: User Guide for the Eduhome Platform

1. Access and Usage Instructions

Step 1: Go to the website: https://edu.home.edu.vn

Step 2: Log in using the account provided by the English center (for both teachers and students).

Step 3: Select the appropriate level (e.g., Smart Start 1, 2, 3...).

Step 4: Choose the lesson according to the sequence in the textbook.

2. Main Features of Eduhome

Feature	Description	Purpose
Listen and Read	Students listen to a dialogue accompanied by animated illustrations	Develops listening skills and introduces vocabulary in context
Listen and Practice	Students practice pronunciation and read aloud following the model	Improves pronunciation and intonation
Play and Say – Role Play	Students role-play based on realistic situations	Enhances communication reflexes and contextual language use
Flashcards	Digital flashcards with vivid images	Supports vocabulary learning through visual aids
Guess the Picture	Students guess the word based on image clues	Reinforces vocabulary through fun, interactive review