Enhancing Students' Engagement in Vocabulary Lessons through Blooket: An Action Research Study in a Vietnamese High School

Thuong T. H. Ngo & Huyen T. H. Ngo, 2025

🏛 Hung Vuong University

ABSTRACT

This action research investigates how the digital game Blooket enhances Vietnamese high school students' vocabulary learning engagement in an EFL classroom. Using surveys with 40 students and think-aloud sessions with 12 students, the research found that Blooket fosters behavioral engagement (positive conduct, persistence), emotional engagement (interest, a sense of belonging, and value of education), and cognitive engagement (self-regulation, strategic learning). Overall, the findings suggest that digital games like Blooket can effectively transform vocabulary instruction and motivate learners, offering practical implications for EFL teachers. The study contributes to a deeper understanding of using game-based learning to cultivate student engagement in EFL contexts.

RESEARCH QUESTIONS

1) To what extent do learners engage in vocabulary lessons using Blooket in terms of behavioral aspect?
2) To what extent do learners engage in vocabulary lessons using Blooket in terms of cognitive aspect?
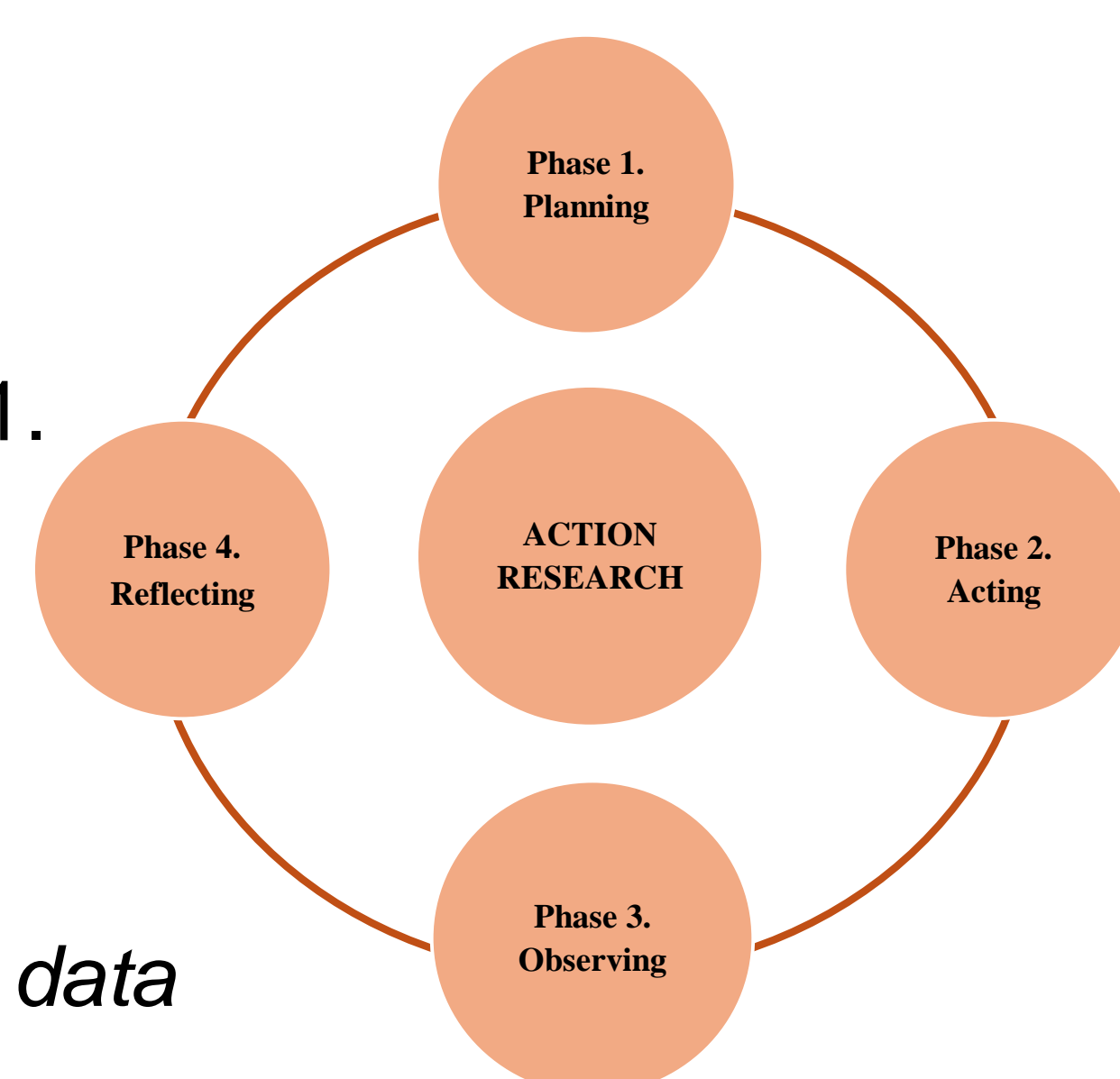3) To what extent do learners engage in vocabulary lessons using Blooket in terms of emotional aspect?

METHODOLOGY

Design: Action research
(Kemmis & McTaggart, 1988)
and Burns (2009).

Participants: 40 students in a class of 11.

Tools: Self-reported surveys, think-aloud protocols.

Analysis: Mixed-methods
(Use descriptive analysis for quantitative data and thematic analysis for qualitative data).

THEORITICAL FRAMEWORK

Adapted from Fredrick et al. (2004)

KEY FINDINGS

Learners' Engagement across Stages (Mean Scores and Qualitative Codes)

DISCUSSION

The study found that students' engagement improved across all three dimensions after applying Blooket, with emotional engagement increasing the most, followed by behavioral and cognitive aspects. These results echo prior studies (Masruroh, 2024; Wichadee & Pattanapichet, 2018; Thu & Dan, 2023), showing that gamified features such as instant feedback, leaderboards, and competition foster excitement, persistence, and strategic learning. Overall, Blooket creates a fun and motivating environment that makes vocabulary learning more engaging and effective.
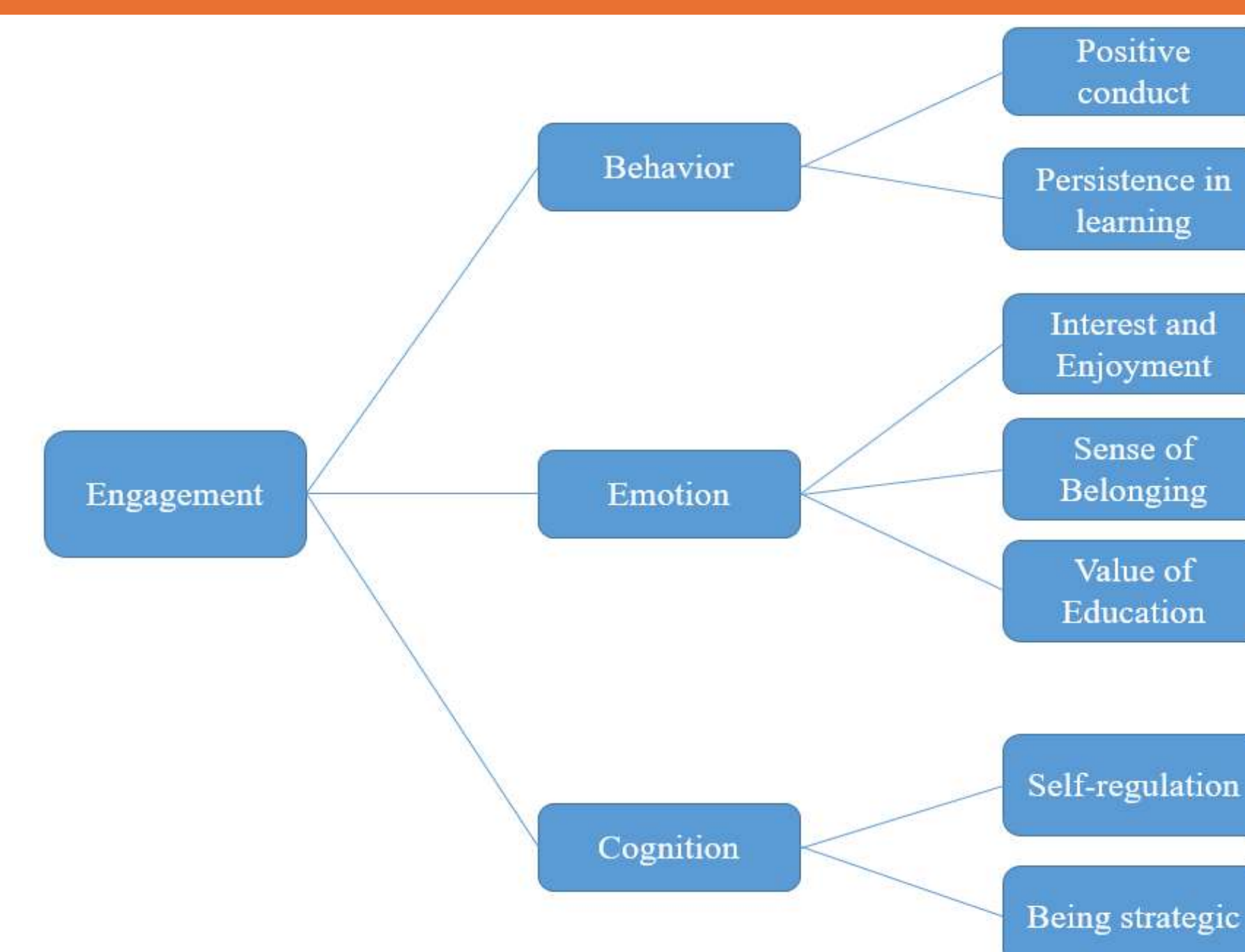
Students' engagement improved across all three aspects. In which, Emotional engagement showed the strongest increase, as learners felt more interested, motivated, and connected with classmates. Then, Behavioral engagement was strengthened through learners' active participation, persistence, and cooperation. Also, Cognitive engagement also developed, with students applying strategies, self-regulating, and retaining vocabulary more effectively. Overall, Blooket created a lively learning environment that fostered comprehensive engagement and made vocabulary learning more enjoyable and effective.

IMPLICATIONS

For teachers: Incorporating Blooket into vocabulary instruction makes lessons more engaging and effective by combining game-based activities with strategies such as contextual learning and real-world application. Teachers can track progress with its flexible assessment tools.
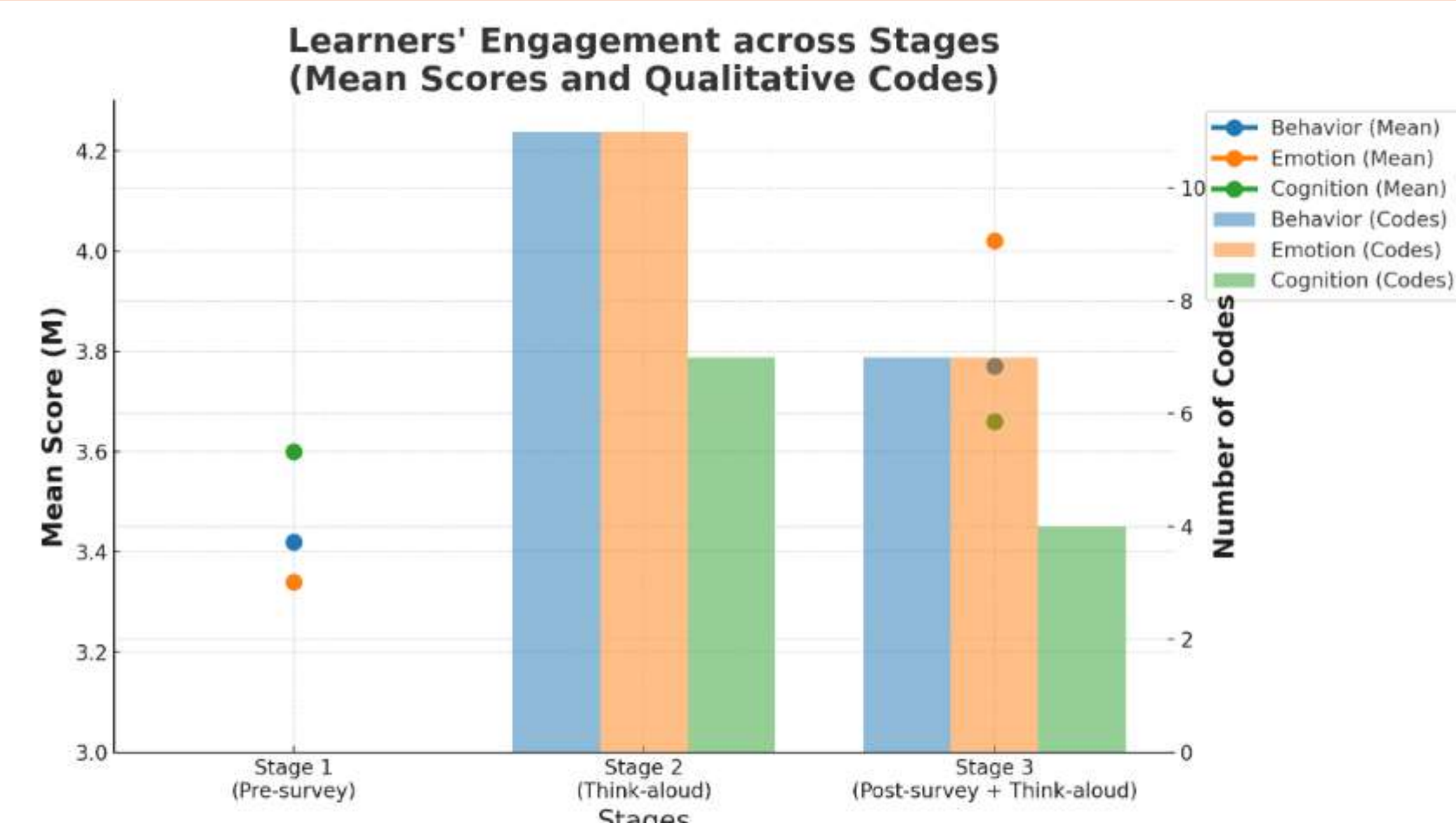
For students: Using Blooket makes vocabulary learning more interactive, fun, and collaborative, which boosts motivation and active participation. This engagement helps students retain words better and apply them in meaningful communication.

REFERENCES

Masruroh, S. (2024). The Effect of Blooket on students' vocabulary mastery at seventh grade of SMP Negeri 1 Gresik. jurnal pendidikan bahasa inggris, 12(1), 46-53.

Phil Hiver, Ali H.AI-Hoorie, Sarah Mercer (2021). *Student engagement in the language classroom. Psychology of language learning and teaching.* DOI https://doi.org/10.21832/HIVER3606.

Thu, P. Q., & Dan, P. H. (2023). Students' perceptions on English vocabulary teaching and learning by using Blooket: A case study. *Asian Journal of Educational Research*, 11(1), 17-27.