

## Technology in Foreign Language Education: Using the Blooket Platform to Enhance Motivation for Vietnamese Learners of Foreign Language



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**ABSTRACT:** In recent years, teaching and learning methods combined with online media participation have gradually become the mainstream trend in universities, especially in foreign language classrooms. Due to the impact of the COVID-19 pandemic, lecturers and students have to get used to online teaching and learning activities gradually. To ensure the quality of lectures and effective learning for students, lecturers need to look for and study effective and attractive teaching methods. It cannot be denied that, at present, the Internet is well-developed, and online learning supporting platforms are being developed more and more. This paper introduces one of the platforms namely Blooket for foreign language teachers to integrate into different stages of their lessons for enhancing the motivation of Vietnamese learners of Foreign Languages. The responses of 113 participants in a university in the south of Vietnam show that using the Blooket platform creates great motivation and interest in learning foreign languages for the majority of students. Besides, the use of the Blooket platform in learning foreign languages is considered effective in increasing students' memorization, concentration, and cooperation with friends and teachers. Orientations to apply this supportive tool in teaching students majoring in foreign languages are also discussed in this article.

**KEYWORDS:** foreign language classrooms; online teaching and learning activities; online learning supporting platforms, Blooket platform

### I. INTRODUCTION

In today's digital age, game-based learning in education has become a popular tactic to increase learners' motivation and engagement. While this approach is commonly found in marketing strategies, it is now being implemented in many educational programs, helping educators find the balance between achieving goals and meeting the needs of students [1]. When games are integrated into teaching and learning activities, students can play and learn simultaneously, which can be seen as a breakthrough from the traditional teaching activities in the classroom.

According to Jackson (2021), students learn best when they can accomplish their objectives and feel happy throughout the studying process [2]. Game-based learning in education is defined as the application of typical elements of the game (rules of the game, scoring methods, and competitiveness) to other areas of activity, primarily to engage users in problem-solving. Goals, rules, and objectives, as well as elements that encourage collaboration and competitiveness, are all part of game-based learning. Game-based platforms create a learning environment that integrates the competitive and scoring aspects of games, such as points, levels, badges, and leader boards.

It can be said that applying teaching-supporting technology platforms to the lesson design is vital in attracting students' attention and increasing interaction in online lessons. Gee argues that the creative approach to the application of video games is an effective way of increasing the motivation of players while engaging in absorbing knowledge without realizing it [3]. Contrary to popular belief, games are not a tool to run from reality but a way of self-applying. Individuals are extremely productive and cooperative in the game. Therefore, the design of games in teaching and learning not only helps students consolidate knowledge and improve learning efficiency but also has the function of connecting students with teachers.

To create good lectures in terms of content and format, lecturers are constantly searching and learning to use effective online teaching methods. The use of supporting tools in teaching helps teachers refresh their lectures and saves a lot of time designing games. In this research paper, the authors refer to one of the gamified combination platforms that is being used quite widely in the world today, which is Blooket. This platform has been used by the group of authors to integrate into language teaching and has achieved positive results. This research collects the opinions of students majoring in English and Chinese languages about their

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practical "learning through play" experiences with the Blooket application during the process of learning foreign languages at university. This study will focus on quantitative data analysis to answer the following research question:

- What are students' perceptions of the impact of using the Blooket platform in foreign language learning?

### **II. LITERATURE REVIEW**

#### **A. The application of digital game platforms in foreign language teaching**

Information Technology (IT) application in foreign language teaching plays a critical role, contributing to improving the effectiveness of foreign language teaching. With great creativity from the human mind, IT opens up great prospects for innovating teaching methods and forms, making a great contribution to improving excitement and engagement for students. According to Nguyen (2020), Industry 4.0 has created opportunities for IT application in foreign language teaching, allowing teachers to access many modern and effective teaching methods [4].

The trend of applying digital game platforms in teaching and learning foreign languages brings about great changes, such as applications combined with PowerPoint, online learning channels, etc. to online and offline foreign language teaching and learning software. These platforms possess a rich repository of documents by many channels including image channels, text channels, audio channels, etc. that might bring unexpected vibrancy to the classrooms. The integration of multimedia including images, videos, dialogues, etc. also increases the quality of lecture content, bringing unique, novel, and highly creative lectures, thereby helping to stimulate the language skills of learners, helping to comprehensively develop all 4 skills of listening - speaking - reading - and writing.

In addition, the application of game-based platforms in foreign language teaching also helps teachers and learners access rich and endless resources from all over the world through the Internet to help improve learning and research capacity. Through the application of these platforms in teaching, teachers can synthesize and then provide information to students through many communication channels to help learners develop their communication skills evenly. Moreover, teaching foreign languages using these applications saves valuable time during class hours. As a result, students have more time to practice, discuss, ask questions, and enhance the two-way exchange between lecturers and students.

#### **B. The use of game-based learning Blooket platform in foreign language teaching**

Blooket is an educational aid designed around the concept of gamification. This platform supports the interaction between lecturers and students in various modes, which can reduce the problems that easily arise in the classroom caused by objective factors. Teaching gamification might stimulate students' thinking ability, apply knowledge flexibly to game activities, and improve learning and teaching efficiency. In teaching, teachers can use Blooket to design lectures, do review exercises, and interactive games, and create a lively atmosphere in the class. Particularly, students can participate in games to increase their interest in learning, review old lessons and learn new knowledge. Blooket now uses an English interface, users can register easily through Google Mail without needing to fill in other information.

Each technology platform is born with its mission and advantages. For Blooket, the most outstanding advantage of it is the variety in the content of the games and the optimization of usage. The design of more than ten game types with different rules and interfaces contributes to creating new exciting experiences for students. Each game will be suitable for different teaching purposes. In addition to the variety of content, the games in Blooket are designed with very easy-to-understand rules, no cumbersome registration is required, and the users can log in with Google Mail to directly participate in the platform. Scores and rankings are exported immediately after the end of the round. Therefore, players might avoid encountering language barriers when learning the rules of the game in case they are not fluent in English.

To attract players, a beautiful interface is an indispensable element in the design. The platform uses mainly cool tones, cute designs, and changes according to the major holidays of the year. Specifically, at Christmas, the game interface will change to Santa Claus, Christmas tree, and snowman. On Halloween, the game skins will change to pumpkins and masquerade characters. These small details contribute to the impression of players in the process of participating.

In the current digital technology era, there are many online game platforms used to serve different human needs. Online teaching and learning support platforms such as Kahoot!, Quizizz, Wordwall, etc. are known and used by many people. After experiencing many different game platforms, the authors found that the games on Blooket are relatively fully synthesized and can be applied throughout the teaching process from the beginning, the middle to the end. session. Teachers can use games through multiple choice for students to review old lessons, memorize new vocabulary they have just learned, and summarize what they have learned in the lesson.

From the perspective of game designers, the authors found that quick question creation is a bright spot in this platform. The person who initiates the question can enter many different words at the same time, the system will automatically recognize and design the words into a very intelligent multiple-choice question. In addition to the function of self-arranging questions, Blooket also has the feature of mixing the order of questions in the same set of questions, so that the order of the content of the students'

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exercises is not the same. In addition, the creator of the questionnaire can track the members' participation in the game through his page. From there, the creator can act as a commentator, contributing to making the classroom atmosphere more lively. In addition, a plus point for the Blooket platform is that players can easily operate on phones or computers. Students can join the game anytime, anywhere in the online state. On the phone interface, players can still use full features like on computers, creating favorable conditions for students without computers to also participate in the game.

For online game platforms, the biggest limitation is that the Internet connection is sometimes unstable. To participate in the game on Blooket, players must access the link to participate, so it can lead to many people logging in at the same time, causing the system to slow down. However, this situation rarely happens, when the system is slow to respond, the host only needs to restart the game and other members can join the game normally. During the game, students only interact with phones or computers, there is a lack of interaction between students and teachers. While participating in the game, the lecturer also cannot control the cases in which students cheat. This leads to a lack of fairness in scores among students, not assessing students' real abilities. A fairly common limitation of online gaming platforms, not just Blooket, is the charge for some group game features. This is quite understandable when considering as the founders of these technology platforms. However, from the perspective of users, they might be quite hesitant to pay a monthly fee to continue using, instead, they are possible to choose to find another free application to replace.

### ***C. The effect of game-based learning platforms in foreign language teaching***

When you are driven by anything other than yourself, such as benefits from outside sources, you are said to be intrinsically motivated. Teachers can aim for a balance between these two categories of motivating factors in game-based e-learning. They can use a point or reward system to provide feedback on the learner's performance and to encourage them. Extrinsic incentive will be demonstrated through points or awards, whereas intrinsic motivation will be shown through performance feedback. Rely more on extrinsic motivation when a task or activity may not initially have much worth or appeal for the students. Encourage the learner with positive reinforcement, a sense of achievement, and self-assurance if the task has a high initial value. When it's feasible, mix extrinsic motivators like points, badges, and trophies with intrinsic ones like mastery, chances for a string of little victories, and a sense of achievement. Remember that various students may approach the material with different motivations. While some people may be more extrinsically motivated, others may be more innately driven.

Through studies on the role of games in language teaching and learning, Wright, Betteridge, and Buckby (1984) wrote in the VJE Journal of Education that "Learning languages is hard work. Learners need to make efforts at all times for a long time. Games help and encourage many learners to maintain interest in the subject and improve learning motivation", and "games help teachers create contexts in which language becomes useful and meaningful [5]." The application of game software in classroom teaching to increase students' interest and learning efficiency is a popular trend today. Students are easier to see, observe, and absorb knowledge than traditional teaching methods.

With the same point of view, Lee (1995) determined that learning is an activity that requires the seriousness of teachers and students [6]. However, if learners feel happy and friendly, it does not mean that the study process becomes informal. He also argues that learning a language can be accompanied by enjoyment. One of the best ways to do this is through learning through games. According to David K. & Hollowell J. (1989), the application of language games helps increase students' learning motivation compared to ordinary textbooks, or learning materials, because they require and promote participation and engage students actively in the games [7].

Tran has synthesized studies on teaching from the interactive pedagogical perspective in his literature review research paper, emphasizing a modern approach to facilitating the interaction between teachers, learners, and the teaching environment in education [8]. The author claimed the role and the interactive relationship in the teaching and learning process based on studies from ancient to modern times by educators like Confucius, Socrates, J. Dewey, and X. Vygotsky. Additionally, it was said in his paper that recent studies focus on the use of information technology and communication to create an interactive learning environment, helping learners actively participate in the learning process. Those studies also highlighted the application of active teaching methods like studying in groups, discussing, and using technology tools to enhance interaction in the classroom.

## **III. METHODOLOGY**

### ***A. Research methods***

In this research, the authors compile, analyze, synthesize, and describe based on secondary data and information from various documents, articles, or other scientific studies on the application of gamification software to foster motivation and interest in learning a specific language, namely English and Chinese.

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## B. The design of the research

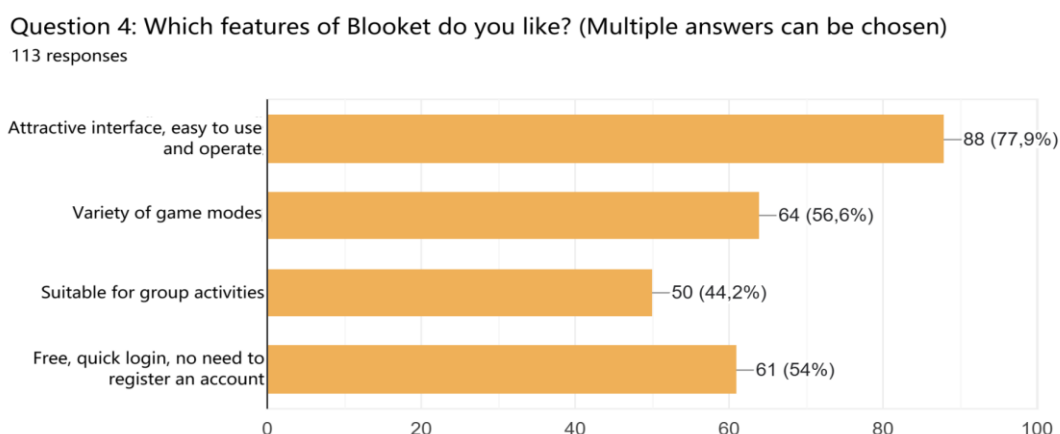
To enhance the practicality and value of the article, the authors employed a survey investigation method through an online Google Form questionnaire to gather information quickly and accurately. The research subjects were students majoring in English Language and Chinese Language.

## C. Data collection and analysis

With 113 questionnaires sent to language major students and 113 questionnaires received, the authors have analyzed the results from these surveys, then synthesized and drew practical conclusions and suggestions to enhance the learning atmosphere, and foster excitement, interaction, and learning motivation for students in language classes. Consequently, this model could be expanded throughout the entire university for non-language major students with foreign language studies.

## IV. RESULT AND DISCUSSION

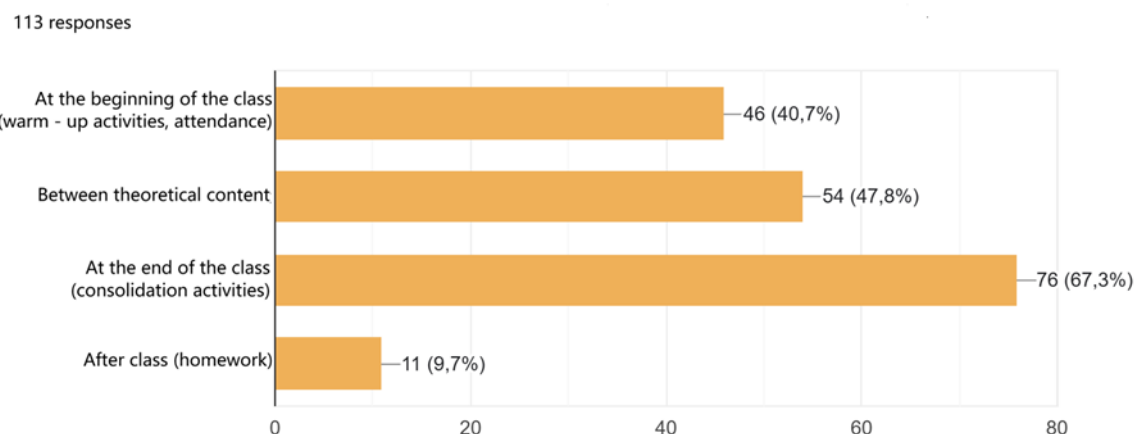
### A. Preferred Features of Blooket Among Users



The survey results show that the majority of students are satisfied with the experience on the Blooket platform, especially in terms of its friendly interface, ease of use, and ease of operation. It can be said that the interface design factor plays an important role in attracting users, especially students, who tend to prefer intuitive and accessible learning tools. Moreover, 56.6% of students were interested in the diversity in game versions of Blooket because it helps maintain interest and creates novelty in each lesson, avoiding boredom when repeating the same activities. In addition, about 50% of students were attracted by the free and quick login features without registering any account on Blooket. This reflects the convenience of Blooket, which reduces technical and time barriers, thereby increasing student engagement.

### B. Most Engaging Time for Learning with Blooket

Question 3: When the teacher organizes activities using Blooket, which time do you think brings you the most learning excitement? And why? (Multiple answers can be chosen)



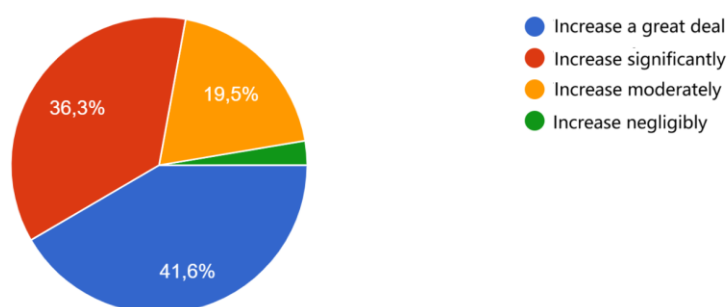
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When asked about the time that brings students excitement for learning when participating in activities on the Blooket platform, roughly two-thirds of the students feel excited playing Blooket at the end of class because they can review the knowledge they have learned, increase their ability to remember the lesson content, make learning more interesting and keep it engaging. This is consistent with the theory of knowledge reinforcement, when reviewing immediately after studying helps increase the ability to remember and store information in long-term memory. This is a practical application of the spaced repetition theory, where reviewing knowledge after a short period helps consolidate memory and prevent forgetting. In addition, nearly half of the students felt excited when games were integrated into theoretical content because this was a lively, fun activity that helped reduce stress and pressure during class. Those activities also helped students absorb and remember lessons faster.

### C. Impact of Blooket on Foreign Language Learning Motivation

Question 5: In your opinion, how does the application of Blooket affect the motivation to learn foreign languages?

113 responses

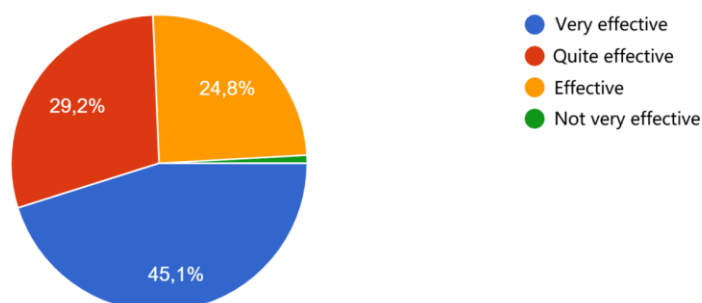


The majority of surveyed students found that using the Blooket application in the teaching and learning process has brought positive effects, not only in helping increase the interaction and understanding of foreign languages but also in improving students' motivation to study. From the above results, it can be seen that using Blooket in foreign language classes has proven its ability to stimulate students' intrinsic motivation. Intrinsic motivation is expressed through interest, curiosity, and the desire to participate in learning activities voluntarily. Blooket, with its interactive games and competition, has created a gamified learning environment, helping students feel that learning foreign languages becomes more interesting and less stressful.

### D. Perceived Learning Effectiveness of Blooket Compared to Other Classes

Question 6: How do you feel your learning effectiveness in classes where Blooket was used compares to other classes?

113 responses



The survey results on learning effectiveness in classes using Blooket compared to other classes showed positive comments from survey participants. Out of a total of 113 responses, almost all students rated the Blooket application in the classroom as effective. Only a small percentage (not specified in the data) felt that Blooket was "Not very effective" in learning. From the above results, it can be seen that Blooket is a useful tool in supporting teaching and learning, highly appreciated by those who

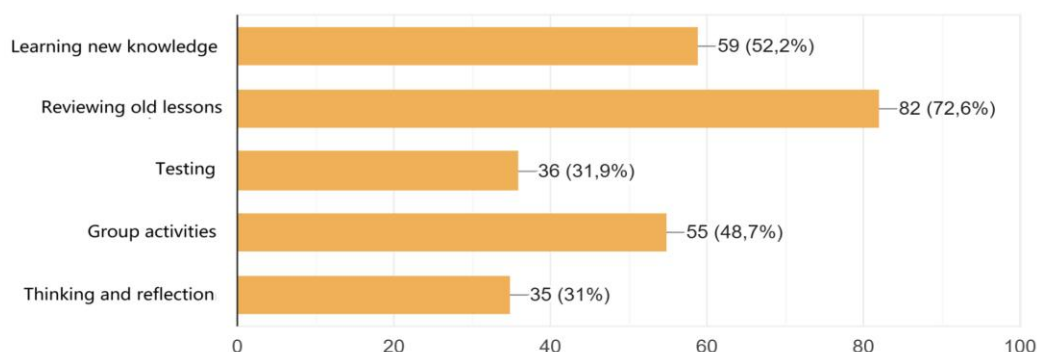
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have experienced it. Lecturers can apply Blooket in teaching to increase students' interest in learning and increase the effectiveness of lectures.

### *E. Suitable Study Content for Practice with Blooket*

Question 7: In your opinion, which types of study content is Blooket suitable for practicing?  
(Multiple answers can be chosen)

113 responses

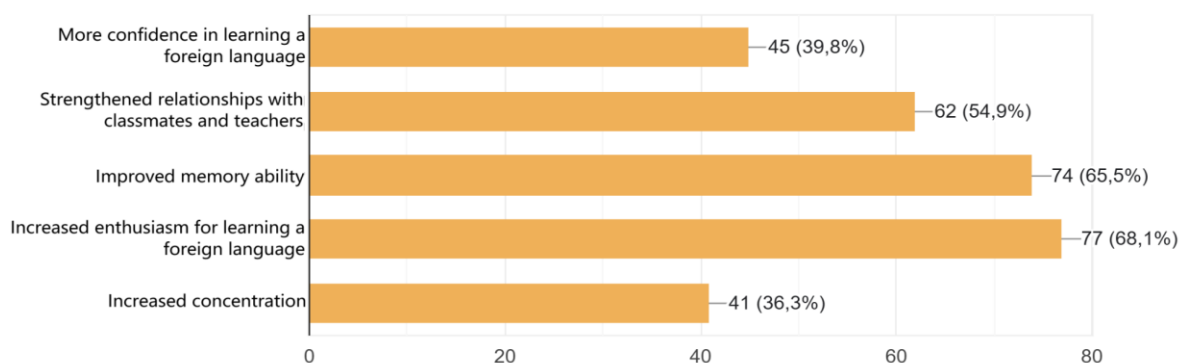


Through the above results, students feel that lecturers checking old lessons using Blooket bring the highest efficiency. Next, applying Blooket in the step of acquiring new knowledge and participating in group activities are also two suitable times to help students achieve expected learning results. The other students stated that Blooket could be used to help students with thinking and reflection. Therefore, it can be seen that students can be exposed with a varied types of content through the use of this online learning supporting platform.

### *F. The Benefits of Using Blooket in Learning a Foreign Language*

Question 8: What benefits has using Blooket brought you in the process of learning a foreign language?

113 responses



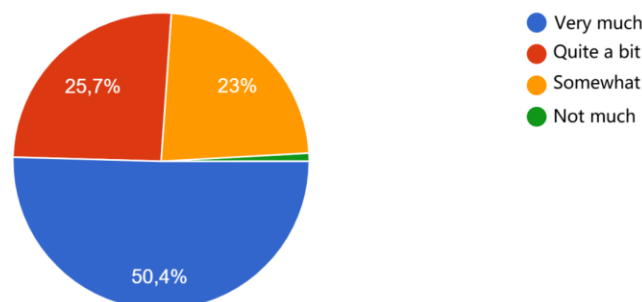
After applying the Blooket platform to foreign language lessons, nearly 70% of surveyed students felt a significant increase in their interest in learning. A similar number of students found that using Blooket helped them retain knowledge longer and absorb new content faster. This can be explained by the theory of multisensory learning, when the combination of images, sounds and interactions in games helps stimulate multiple senses at the same time, thereby enhancing the ability to remember and absorb information. Organizing games on the Blooket platform in lessons also helps connect students with lecturers and increase interaction between students. Students evaluated that Blooket not only helps increase interaction in the classroom but also helps them understand the lesson content more deeply. This is consistent with the theory of interactive learning, where direct interaction with learning content through games helps students consolidate knowledge and develop language skills comprehensively.

Overall, students found that Blooket brought many positive effects to foreign language learning, including increased interaction, increased learning motivation, and improved memory and knowledge acquisition. Blooket also helps create a positive learning environment where students feel more confident and comfortable using the new language.

## G. Future Use of Blooket in Classes

Question 9: Do you want to continue using Blooket in future foreign - language classes? And why?

113 responses



When surveyed about their desire to continue using Blooket in foreign language lessons in the future, most students are looking forward to integrated game activities in the following lessons because they find that learning while playing helps review old knowledge and absorb new knowledge faster. This activity creates a lively atmosphere, increases concentration, increases memory, and increases students' interest in learning foreign languages. One of the reasons given by participants is that "learning while playing" will reduce boredom in the lesson, increase memory, and make the lesson atmosphere more fun and comfortable.

The above responses show remarkable results about the benefits of using Blooket in the process of teaching and learning foreign languages. From there, lecturers can design lectures that combine the application of the above technology platform, in order to create attraction for teaching activities and increase students' interest in learning.

## V. CONCLUSION AND RECOMMENDATION

Designing a lively lecture and having a successful teaching session is not easy in today's blended learning and teaching period. It is essential for students to actively focus on the lecture. It is undeniable that the integration of gamification-oriented teaching tools such as Blooket into teaching activities brings beyond-expectation results. The lesson with interactive games often received very positive feedback from students. Students expressed their interest in this "play and learn" activity and look forward to similar activities in the following lessons. After applying games to teaching and reviewing, the authors found that students found themselves remembering the lessons faster, knowing how to use new words, and new grammatical structures to form sentences, and becoming more confident in communication.

When designing an online game to integrate into the lesson, the teacher first needs to determine what his game design purpose is. Once determining specific goals, teachers need to choose the right type of game as well as understand the principles of its operation. Considering factors such as time, the scope of activities, and game content is very important in making the classroom successful. Most online game platforms today do not have games to practice speaking skills, which is a pretty big shortcoming for the application of technology in foreign language teaching, specifically language learning. Therefore, to contribute to making the lectures more complete, teachers need to explore and research other platforms and applications to supplement this skill training.

The application of the Blooket game platform in teaching helps teachers better understand the learning needs of students, creating a dynamic learning environment, and taking advantage of the time outside of class for students to consolidate their knowledge. If the application of these online games in the classroom is widely used, it will certainly bring about significant achievements in education. Therefore, in schools and educational organizations today, it is recommended to regularly organize training sessions on applying science and technology to teach, and organize seminars and talk shows to share teaching experiences. At the same time, schools and educational institutions can consider investing in improving transmission speed and facilities to make teaching and learning more convenient. In the future, educational institutions should also consider funding support to purchase copyrights for higher features of online game platforms, to serve teaching more comprehensively.

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