

FOREIGN LANGUAGES AND VIETNAMESE

**USING GAMES TO ENHANCE ENGLISH VOCABULARY
FOR YOUNG LEARNERS AT A KINDERGARTEN IN HANOI****HO NGOC TRUNG* - LUU THI KIM ANH****

ABSTRACT: The study aims to investigate whether using games was effective for young learners' vocabulary acquisition at a kindergarten in Hanoi, with a specific focus on the learning outcomes and learners' motivational responses. The research design was quasi-experimental, employing mixed methods, combining quantitative and qualitative data from 50 randomly selected learners at the age of 4. Data collection was conducted via pre-tests and post-tests, daily classroom observations, and picture prompts interviews with children. The results showed that game-based learning fosters higher levels of engagement, enthusiasm, and peer interaction. The limitations of the study are a small sample size, a short treatment period, and dependence on self-reported data. The implications indicate a necessity for teacher training in managing the classroom and the availability of teaching resources in order to ensure the best results. Suggestions for further research include enlarging the size and time, integrating with more games, and interviewing parents and learners to have deeper insights.

KEY WORDS: Game-based learning; vocabulary acquisition; young learners; motivation; kindergarten.

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1. Introduction

In our interconnected world, language is becoming increasingly important, especially English, as billions of individuals use it for communication, education, and career opportunities. As a result, many educational institutions have introduced English as a subject from an early age, including pre-school. Vocabulary is the foundation for learners to achieve fluency and effectiveness in communication. According to Wilkins (1972), "within grammar very little can be conveyed, without vocabulary nothing can be conveyed". Allen (1983) expresses the same thought: "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". To ensure the learning quality, teachers and educators should not rely on traditional methods such as memorization or repetition. This is due to the characteristics of young learners, as they have short concentration spans; therefore, these methods often make lessons less interesting and cause learners to have negative attitudes toward learning vocabulary. To achieve the best outcomes, teachers must provide a comfortable environment where students can practice and express their ideas freely through learning, for instance, game-based learning. "Games automatically stimulate students' interest; a properly introduced game can be one of the highest motivating techniques" (McCallum, 1980).

This study aims to explore the effectiveness of game-based activities in supporting young learners' English vocabulary development at a kindergarten in Hanoi. It is hoped to help teachers to find out the suitable teaching methods, particularly for young learners.

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2. Literature Review

2.1. Young learners

2.1.1. Definition of young learners

There have been lots of definitions of young learners within the field of English teaching and learning (ETL). Many previous researchers define young learners as students in the early ages of formal education, especially those under the age of primary school. For example, Cameron (2001) describes that young learners are students at the primary or elementary school, particularly those from three to twelve years old. Young learners are defined by Nunan (2011) as students from 3 years old to 15 years old, which highlights the development rather than just a conventional concept. Besides, Pinter (2006) categorizes young learners clearly into two groups based on the age gap. He called “very young learners”, which includes children studying at kindergarten or pre-school, and the other group is “young learners”, who are in primary school. Moreover, he believed that the young learners may have shorter attention spans, and their world is surrounded by curiosity. Therefore, they are often inquisitive, energetic, and interested in participating in fun activities, such as games and interactive activities. As a result, the definition of young learners is different depending on individual perspectives. However, these concepts all agree that young learners are too young in age, so suitable activities for the lessons are very important, especially in learning a new language.

2.1.2. Characteristics of young learners

From a cognitive perspective, young learners have different personalities; in other words, they acquire language knowledge differently from adults. According to Slattery and Willis (2001, p.4), “children love learning through playing, acting things out and movements”, demonstrating that physical activities and hands-on experiences should be prioritized in this period. Pinter (2006, p.11) also expresses the opinion that young learners are curious and imaginative, and they require real-life situations to get the knowledge quickly. Moreover, Brumit (1991) notes that young learners are not only enthusiastic and highly motivated, but they also have less negative attitudes to foreign languages compared to adult learners. Other characteristics listed by Brewster, Ellis and Girard (2002, p.27-28) include that young learners have lots of physical energy. In addition, young learners can imitate well from what they hear (Brewster & Ellis, 2002, p.3-4), which is a powerful tool for learning vocabulary or pronunciation in a language. However, Brewster, Ellis and Girard (2002) also point out that young learners often lack concentration, which is a reason why they can easily get bored or distracted if lessons are not highly engaging.

Overall, young learners are likely not to work alone, but they can achieve high goals when they interact with others, especially in teamwork or playing games. They also have short attention spans; they learn by activities, playing games, and gestures. However, that age is appropriate for children to learn language due to their capability to rapidly acquire language.

2.2. An overview of vocabulary learning

2.2.1. Definition of vocabulary

Vocabulary plays a crucial role in learning a language, so vocabulary development is a basic foundation for building other skills. Vocabulary is defined by Thornbury (2002) as “a list or a set of words for a particular language, or a list or a set of words that an individual speaker of a language might use”. Another researcher, Hornby (2006), defines vocabulary as all the words that people know or use, and it is also totally related to a particular topic in language. Nation (2001) and Schmitt (2010) state that vocabulary is a building block of language that serves as a useful and fundamental tool for communication or comprehension. Moreover, according to Thornbury (2006), vocabulary is categorized into 2 distinct types: receptive and productive vocabulary. Receptive vocabulary (passive words) includes all the words that people understand when they hear or read them. Readers have to understand the words from the context or by recognition when reading or listening. The other is productive vocabulary (active words), which people often use in speaking or writing (Kamil & Hiebert, 2005).

To sum up, vocabulary is all the words in the sentence that convey a particular meaning or message to listeners. Furthermore, people have to use vocabulary to communicate with others or reflect their ideas or feelings in both writing and oral form. As a result, being a master of vocabulary is the most difficult challenge for those who study a second language. According to Nunan (1991), “The acquisition of an adequate vocabulary is essential for successful second-language use because, without extensive vocabulary, one will be unable to use the structures and functions we may have learned for comprehensible communication”.

2.2.2. The importance of learning vocabulary

Learning a new language like English is really important in our interconnected world today, and learning new vocabulary is an essential part of success. According to Wilkins (1972), having enough vocabulary helps students understand and communicate language effectively. Schmitt (2000) highlights the importance of vocabulary learning: “Lexical knowledge is central to communicative competence and to the acquisition of a second language (p.55). A previous study also shows that learners who study a second language have to depend on the resources of vocabulary knowledge, and a lack of vocabulary is the main reason leading to difficulties in learning (Huckin, 1995). When learners have a sufficient lexical resource, they can communicate with others in the target language (Troike, 1984). Moreover, Hart & Risley (1995) illustrates that students who have a robust vocabulary are better at reading or engaging in academic activities, while other students with a limited vocabulary all struggle with reading skills. However, learning vocabulary is different from other skills due to many rules. The learners have to learn the structure, the meaning, and the usage; moreover, they have to learn how to pronounce, how to read, and how to write the new words (Wallace, 1982). In other words, learning vocabulary is not as simple as people always say. One reason is the vocabulary system is almost endless and so many people have problems with learning or retaining vocabulary. Another possible reason is that vocabulary is very different from syntax or grammar; vocabulary does not have many rules for learners to follow or acquire knowledge about it, but it does have many meanings. Offord (1990) also argues that “Vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign language or one’s mother tongue, because of tens of thousands of different meanings”. Although learners often struggle with many challenges in learning vocabulary in a second language, they still have to learn it as a duty, especially for their examinations: “Vocabulary has traditionally been one of the language components measured in language tests” (Schmitt, 1999, p.189).

Therefore, learning vocabulary is considered to be most effective when learners are at a young age, especially in kindergarten. Because this stage is the “golden age”, when learners can absorb everything quickly, and at this time, they also have intelligent brains that make them easy to recognize and learn from situations or social context, even the language (Sukarno, 2008). However, at a young age, children are not interested in doing something in the long term, and they easily get bored with a lesson that lacks motivated activities. As a result, teachers are responsible for boosting the children’s motivation and enhancing their performance at school.

2.3. Games in vocabulary learning

2.3.1. Definition of game-based learning

A new approach to learn something through games has been applied in recent years, especially in learning and teaching languages. Besides the conventional teaching methods, which are often boring and not motivating, games are one of the best ways for teachers to transmit information or knowledge to students. “Play is a voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and the consciousness that it is ‘different’ from ‘ordinary life.’” (Huizinga, 1938).

Educational games are games designed for teaching and learning purposes to help students learn certain subjects or expand their knowledge in a comfortable environment. According to Mubaslat

(2012), educational games refer to activities that can be organized inside or even outside the class; these activities are led by teachers or supervisors who have higher knowledge to guide students. In other words, educational games are a learning method that allows students to study by direct interaction with others. Byrne (1995) describes a game as a kind of activity controlled by rules that not only help students relax but also offer students opportunities to practice the target language in class.

2.3.2. Role of games in language learning

According to Wright, Betteridge, and Buckby (2006), educational games are a powerful tool for learning vocabulary, which not only helps students interact directly in lessons but also fosters students' motivation. Therefore, games are helpful for children in learning a language at an early age, because games can provide real situations for practice and lift engagement in learning – “They try harder at games than other courses” (Avedon, 1971). Children at a young age often like interactive games instead of doing worksheets or listening to a lot of theory in class, which bore and demotivate them.

Moreover, playing games can reduce students' stress while studying, particularly in a second language. Some students are often shy and scared of expressing their thoughts to teachers due to making mistakes, or they do not clearly understand the knowledge. Amato (1988, p.147) also states the same idea that “Games can lower anxiety, thus making the acquisition of input more likely”. Additionally, the more engaged students are, the less pressure they experience. Yiltanlilar and Caganaga (2015) proves that using games is an effective tool to enhance students' confidence and prevent negative feelings, such as fear or anxiety, which can lead to positive performance in class. According to the Zone of Proximal Development (ZPD) from Vygotsky (1962), children are capable of highly absorbing knowledge through social interaction. Moreover, children can learn effectively through scaffolding with the help of adults or teachers, or better friends (Bruner, 1983).

2.4. The role of Motivation in Vocabulary Learning through Games

2.4.1. Definition of Learning Motivation

Motivation is widely accepted as a cornerstone of second language acquisition (SLA), which is widely acknowledged as a vital component of the learning process. But it is still a question about the concept, and scholars have not reached full agreement on a single interpretation. According to Qiao, Abu, and Kamal (2013, as cited in Lou, Subramaniam, & O'Steen, 2020, p. 55), motivation plays a central role in foreign language learning. They characterize it as the primary driving force, comprised of both intrinsic and extrinsic dimensions, that encourages individuals to undertake tasks and pursue their goals. They highlight that true engagement relies on the students actively participating and showing an interest in the target subject. Besides, Tohidi and Jabbari (2012) characterize motivation as the primary force that propels behavior toward achieving specific goals, with the ultimate aim of maximizing outcomes.

According to Bakar (2014), motivation is a multifaceted aspect of human psychology and behavior that affects how individuals allocate their time, the amount of effort they invest in a task, their attitudes toward the task, and their persistence in completing it. Similarly, Luthans (2012) defines motivation as a process that begins with a physiological or psychological need, which then activates behavior directed toward achieving a goal or incentive.

In kindergarten, motivation is crucial for engaging learners in interactive and enjoyable activities, sustaining their attention, and encouraging repeated practice of new words. Teachers can create a learning environment that can support both linguistic development and cognitive growth by fostering motivation through funny games, songs, and interactive activities. In this sense, motivation can be understood as “the reasons underlying behavior” (Guay et al, 2010, p.712).

2.4.2. The role of motivation in learning a language

Otivation is absolutely crucial, especially for students learning English as a Foreign Language (EFL). Moreover, good motivation has several important things, such as helping learners drop their

stress, inhibitions, and fear of making mistakes, which allows them to feel free and confident to communicate more naturally. Therefore, motivation is vital for helping students develop their full potential and ensuring they stay deeply involved in the learning activities. According to Li and Lynch (2016), motivation is widely regarded as one of the key components of successful learning. In the learning process, motivation is activated as a range of cognitive drives and needs within individuals. Besides, Gardner (1985) believes that motivated learners demonstrate greater willingness to participate in classroom activities, complete the tasks, and practice the language more often beyond the curriculum. Without motivation, learners may easily withdraw, lose interest, or fail in learning, regardless of their abilities. Furthermore, Dörnyei (2001) has the same idea that motivated learners are significantly more willing to take risks, speak up, and use the target language even when they feel hesitant about making mistakes.

In young learner contexts, teachers should apply engaging methods like games, storytelling, and hands-on activities precisely to maintain high-level motivation and encourage students' participation.

3. Methodology

The study was a quasi-experimental research. A mixed-method approach, combining quantitative and qualitative methods, was employed to ensure rich and comprehensive data in the research. Accordingly, 50 young learners aged 4 years old who have been enrolled in the kindergarten for at least 6 months from two classes with no identified special educational characteristics were randomly selected (25 learners per class). To ensure the confidentiality of the research participants, the learners were coded as C1-C25 for the control group and E1-E25 for the experimental group. The study was conducted at Tuoi Tho Kindergarten, a private preschool located in Hanoi, Vietnam, in 4 weeks from November to December in 2025.

The data was collected via a quantitative component that involved pre-test and post-tests to measure changes in vocabulary acquisition between the experimental and control groups. These tests, which were administered before and after the intervention, provide measurable, objective evidence of the impact of game-based learning on the vocabulary development of the children. Meanwhile, the qualitative component includes systematic classroom observations and individual interviews with participating children. Classroom observations conducted throughout the intervention period allow the researcher to have a deep insight into spontaneous behaviors, engagement levels, and interaction during the lessons. Besides, brief individual interviews using picture prompts were conducted after the intervention period to gather the children's emotional responses to the learning experiences.

4. Results and discussion

4.1. Results

4.1.1. Vocabulary Pre-Test and Post-Test Scores (n= 50)

The vocabulary pre-test and post-test served as the primary quantitative tool for evaluating the effectiveness of the instructional intervention. These tests were designed to measure students' knowledge of the 20 target vocabulary words from four topics: family members, parents' jobs, animals and fruits.

Both the pre-test and post-test were designed specifically for 4-year-old children, ensuring they were visually engaging, simple, and developmentally appropriate. Each test included two components:

(i) Picture-word matching: Children matched pictures with corresponding vocabulary words from two printed options.

(ii) Picture identification: The researcher pointed to each picture and asked the child to verbally produce or point to the correct word.

The pre-test was administered individually to each child one week before the intervention. The post-test was administered individually one week after the intervention ended. The testing took place in a quiet area of the classroom to reduce distractions. Each session lasted 5–7 minutes to maintain the children's attention span. The teacher gave simple instructions and encouraged appropriate for

young learners. By comparing scores before and after the intervention (Table 1), the study assessed the extent to which game-based instruction contributed to vocabulary learning compared with the traditional teaching methods.

Table 1. *The control and experimental groups' pre-test and post-test results*

Control group	Pre-test	Post-test	Control group	Pre-test	Post-test	Control group	Pre-test	Post-test	Control group	Pre-test	Post-test	Control group	Pre-test	Post-test
C1	7	10	C6	8	10	C11	9	14	C16	7	11	C21	12	14
C2	9	15	C7	7	11	C12	10	10	C17	8	10	C22	13	14
C3	6	8	C8	9	17	C13	12	15	C18	11	13	C23	18	19
C4	10	12	C9	6	10	C14	12	13	C19	14	14	C24	15	17
C5	5	8	C10	11	13	C15	8	10	C20	6	9	C25	9	13
Control group test results: Mean of pre-test results: 9.68; Mean of post-test results: 12.40														
Exp. Group	Pre-test	Post-test	Exp. Group	Pre-test	Post-test	Exp. group	Pre-test	Post-test	Exp. group	Pre-test	Post-test	Exp. group	Pre-test	Post-test
E1	9	15	E6	8	15	E11	11	20	E16	7	16	E21	10	16
E2	7	13	E7	10	19	E12	6	17	E17	9	17	E22	11	13
E3	10	18	E8	15	20	E13	11	18	E18	10	11	E23	12	17
E4	7	18	E9	18	18	E14	7	13	E19	8	10	E24	10	15
E5	5	14	E10	7	15	E15	5	14	E20	6	9	E25	8	13
Experimental group test results: Mean of pre-test results: 9.08; Mean of post-test results: 15.36														

Table 1 shows the means of the results from the pre-test and post-test of the two groups, the experimental group and the control group. Both the control group (mean pre-test: 9.68) and the experimental group (mean pre-test: 9.08) started at nearly the same level; their learning outcomes diverged significantly after the intervention. The control group, which relied on traditional teacher-centered methods, raised its post-test score to 12.40 and an average gain of 2.72 points. In contrast, the experimental group, which experienced entirely through educational games, demonstrated a breakthrough performance, boosting their mean score to 15.36. Notably, their average gain (6.28 points) was more than double the improvement seen in the control group. Therefore, the findings strongly showed that game-based vocabulary instruction is highly effective in improving vocabulary acquisition among kindergarten learners.

4.1.2. Classroom observation

Classroom observations were conducted every day during English lessons throughout the entire intervention period. An observation checklist was used to record indicators such as attention, participation, enthusiasm, peer interaction, and behavioral engagement (as shown in Table 2). Observing daily allowed the researchers to document subtle changes in children's learning behaviors, identify patterns over time, and compare the classroom dynamics between the two groups with greater accuracy.

Table 2. *Engagement Comparison*

Group	Activity type	Engagement Level	Key Observation Notes
Experimental	Vocabulary matching game	High	Children were excited, collaborated effectively, and repeated words voluntarily.
Control	Flashcard drill	Moderate	Some children were distracted after 5 minutes; engagement began to decline gradually

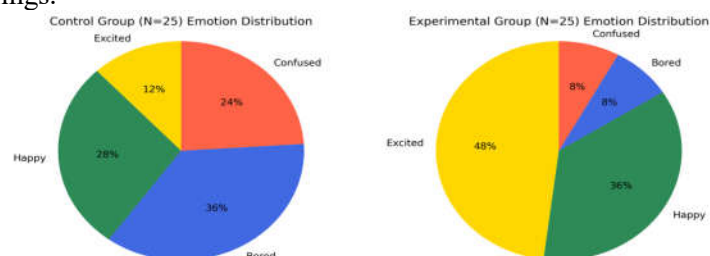
Control	Choral repetition	Low	Several children seemed bored, with minimal interaction or enthusiasm observed.
Experimental	Interactive Digital Quiz (Kahoot!)	High	High energy, competitive excitement, and instant feedback kept all students fully engaged.
Experimental	Movement games	High	Extreme physical engagement; children were laughing and concentrating; high engagement.

Table 2 depicts that game-based activities had more positive impacts on student engagement. In the experimental group, the students were more active, excited, and willing to join in the lesson, especially during vocabulary games, digital quizzes, and movement activities. During the vocabulary matching game, children demonstrated excitement and enthusiasm, actively collaborated with peers, and voluntarily repeated target vocabulary items. Similarly, the interactive digital quiz (Kahoot!) generated consistently high engagement levels. Observation notes indicate high energy, competitive excitement, and sustained focus throughout the activity. The competitive yet supportive environment created by the quiz motivated learners to stay attentive and actively involved until the end of the activity. Movement-based games in the experimental group also resulted in high engagement, characterized by strong physical involvement combined with focused attention. Children were observed laughing, moving energetically, and simultaneously concentrating on task instructions and vocabulary input.

In contrast, the control group using traditional methods as well as the teacher-centred method displayed noticeably lower engagement. During the flashcard drill, engagement was initially moderate, with learners paying attention at the beginning of the activity. However, observation notes reveal that after approximately five minutes, several children became distracted, and overall engagement gradually declined. The lowest engagement level in the control group was observed during choral repetition activities. Several children appeared bored and passive, with minimal interaction or enthusiasm. Participation was largely mechanical, with learners repeating words without clear signs of understanding or interest.

4.1.3. Picture-Prompt Interviews with Children

Picture-prompt interviews were utilised because it was a child-friendly technique to elicit learners' emotional responses toward the lessons as 4-year-old. This method allowed children to communicate experiences nonverbally or semi-verbally, providing important insights into their motivation and enjoyment. A set of emotion picture cards was designed for this study. The cards included simple facial expressions representing (excited, happy, bored, confused). Interviews were conducted individually with each child in a quiet corner of the classroom. Children were shown all the emotion cards at once and they responded by pointing to or holding up the picture that best represented their feelings.



Pie chart. Emotion Distribution Comparison between Control and Experimental Groups

The pie charts demonstrate how children's feelings are during the treatment period between the two groups. In the control group, negative or low-engagement emotions were dominant. Boredom

accounted for the largest proportion of observed emotional responses (36%), indicating that more than one-third of the children experienced a lack of interest during the lesson. In addition, confusion represented 24% of the emotional responses, meaning that over half of the children (60% combined) showed signs of disengagement or cognitive difficulty. Positive emotions were far less prevalent in the control group. Only 28% of the children appeared happy, while excitement accounted for just 12%.

By contrast, the experimental group demonstrated a markedly different emotional profile characterized by strong positive engagement. Excitement emerged as the most dominant emotion, accounting for 48% of all the observed responses. This indicates that nearly half of the children experienced high emotional arousal and enthusiasm during game-based lessons. In addition, happiness was observed in 36% of the children, resulting in a combined positive emotional response rate of 84%. Notably, negative emotional responses in the experimental group were minimal. Both boredom and confusion were observed in only 8% of the children, indicating that game-based activities effectively reduced disengagement and cognitive overload.

4.2. Discussion

Overall, these findings strongly align with the study conducted by Huyen and Nga (2003), which showed that language games significantly improve vocabulary retention and learners' motivation in EFL classrooms. In this research, the result of post-test scores from the experimental group reflects improvement in retention as well as engagement, suggesting that using games in learning vocabulary enhance long-term learning outcomes. Similarly, Uberman (1998) emphasized that games provide meaningful contexts for vocabulary's use, allowing learners to process and store new words more effectively. Furthermore, the research by Wright, Betteridge, and Buckby (2006) highlighted that games can address both cognitive and affective dimensions of language learning. The present study supports this dual-function perspective because children not only remembered vocabulary items more effectively but also had positive emotional responses, such as excitement and confidence, during the lessons. Moreover, the emotional pattern studied aligned with Dörnyei's (2001) research that intrinsic motivation is the key to determining a successful learning result. The positive feedback from children in the experimental group suggests that game-based learning naturally stimulate intrinsic motivation rather than conventional methods.

5. Conclusion

This study gives a deep insight into the impact of game-based learning on young learners' vocabulary acquisition at a kindergarten in Hanoi. Obviously, the study provides compelling evidence that educational games represent a highly effective pedagogical tool for early vocabulary instruction, through the mixed-methods approach, including pre- and post-tests, classroom observations, and picture-prompt interviews. The findings significantly contribute to several pedagogical advantages. Firstly, games provide a comfortable environment, which helps learners feel relaxed to engage in a target language lesson. Furthermore, the enjoyable and low-pressure context of games reduces learners' affective filters, making vocabulary input more accessible.

Although the study has some useful applications for improving English vocabulary among 4-year-old learners, there are still some limitations. To begin with, the sample size used for the study was very small and was restricted to just one kindergarten in Hanoi. Therefore, children from different backgrounds or alternative schools can have varying levels of exposure to game-based learning, leading to different responses. Secondly, the treatment period was short, so it was difficult to evaluate the long-term retention of new words or determine whether the learners would maintain the level of motivation. Moreover, due to time constraints, only a limited range of games was implemented during the intervention. As a result, the study was unable to examine some types of games that may be more effective for vocabulary learning. From the constraints of this study, some suggestions can be proposed for the future, giving us a direction to support young learners' learning a language.

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**Sử dụng trò chơi để nâng cao vốn từ vựng cho trẻ em
tại một trường mầm non ở Hà Nội**

Tóm tắt: Nghiên cứu này nhằm mục đích điều tra hiệu quả của việc sử dụng trò chơi để nâng cao khả năng tiếp thu từ vựng tiếng Anh tại một trường mẫu giáo ở Hà Nội, tập trung cụ thể vào kết quả học tập và phản ứng động lực của học sinh. Nghiên cứu sử dụng thiết kế bán thực nghiệm, kết hợp dữ liệu định lượng và định tính từ 50 học sinh 4 tuổi được chọn ngẫu nhiên. Việc thu thập dữ liệu được thực hiện thông qua các bài kiểm tra trước và sau can thiệp, quan sát lớp học hàng ngày và phỏng vấn bằng hình ảnh với trẻ em. Nghiên cứu cho thấy học tập dựa trên trò chơi thúc đẩy mức độ tham gia, sự nhiệt tình và tương tác giữa các bạn cùng lớp cao hơn. Do đó, việc tích hợp trò chơi vào lớp học tiếng Anh là một cách hiệu quả để cải thiện việc học từ vựng và nâng cao động lực học tập ở các em nhỏ. Hạn chế của nghiên cứu là quy mô mẫu nhỏ, thời gian can thiệp ngắn và phụ thuộc vào dữ liệu tự báo cáo. Kết quả cho thấy cần thiết phải đào tạo giáo viên về quản lý lớp học và cung cấp các nguồn tài liệu giảng dạy để đảm bảo kết quả tốt nhất. Các đề xuất cho nghiên cứu tiếp theo bao gồm mở rộng quy mô và thời gian, tích hợp nhiều trò chơi hơn và phỏng vấn phụ huynh và học sinh để có được những hiểu biết sâu sắc hơn.

Từ khoá: Học tập dựa trên trò chơi; tiếp thu từ vựng; học sinh nhỏ tuổi; động lực; trường mẫu giáo.