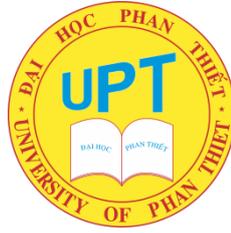


**MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY**



HUỖNH NGỌC THANH NHUNG

**GAMIFICATION IN LEARNING AND TEACHING ENGLISH FOR
STUDENTS OF HAM THANG 1 PRIMARY SCHOOL**

**MASTER'S GRADUATION PROJECT MAJORED IN
ENGLISH LANGUAGE**

Bình Thuận Province - 2023

**MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY**



HUỖNH NGỌC THANH NHUNG

**GAMIFICATION IN LEARNING AND TEACHING ENGLISH FOR
STUDENTS OF HAM THANG 1 PRIMARY SCHOOL**

MAJOR IN ENGLISH LANGUAGE

CODE: 8220201

MASTER'S GRADUATION PROJECT

SCIENCE INSTRUCTOR'S NAME:

ASSOC.PROF.DR. LÊ ĐÌNH TƯỜNG

Bình Thuận Province – 2023

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Graduation Thesis for Master degree submitted today entitled: “Gamification in Learning and Teaching English for Students of Ham Thang 1 Primary School.”. Based on the statement of requirements for Graduation Theses in Master Programs issued by the Higher Degree Committee University of Phan Thiet, I assert that I do not break rules relating to infringement of copyright while presenting my graduation dissertation. Apart from data resources stated in the section of references, I verify that my thesis does not contain any materials published elsewhere or extracted in part or even in whole from a thesis by which I have been elected or been granted another degree or diploma.

For any works without public recognition, I do not use those for the main text of my dissertation.

Binh Thuan, August 2023

HUỲNH NGỌC THANH NHUNG

RETENTION AND USE OF THE GRADUATION THESIS

I here by state that I, Huỳnh Ngọc Thanh Nhung being an undergraduate student for Master degree of English Language accept the requirements of the University of Phan Thiet about the retention and use of the Graduation Theses deposited in the Faculty of Foreign Language.

In term of these conditions, I permit the original of my Bachelor's Thesis stored in the Faculty of Foreign Language to be accessible for purposes of study and further research in compliance with the standards established and committed by the Head of Foreign Language Department for care, preservation, convenience as a reference resource, and reproduction.

Binh Thuan, August 2023

HUỲNH NGỌC THANH NHUNG

ACKNOWLEDGEMENTS

First of all, I would like to express my sincerest and deepest gratitude to Assoc.Prof.Dr. Le Dinh Tuong is not only my guide but also my great teacher throughout the research process. He was the one who oriented me to choose a topic to support me throughout the process of implementing the project. Thank you for your detailed instructions, insightful advice, rigorous assessment standards, admirable patience, enthusiasm, motivation and especially your constant encouragement. I am very honored to have the wonderful opportunity to have him impart valuable knowledge. Without his help and dedicated guidance, many difficulties would not be solved, many questions would not be answered and this thesis would never have been completed perfectly.

Next, I would like to express my deep gratitude to the teachers who taught and guided me during my study at Phan Thiet University. My success in this thesis is partly due to the specialized knowledge and English skills that I have absorbed and acquired from my respected teachers.

I would also like to thanks the staff of the Faculty of Foreign Languages for creating conditions for me to have the prestigious introduction letter from the President of Phan Thiet University to the Principal of Ham Thang 1 Primary School, where I studied and allow me to use previous theses as references.

At the same time, I would like to express my deepest gratitude to the members of Ham Thang 1 Primary School from the management board to the teachers in the school who helped me reach the 5th graders who participated in my research to complete the survey. The questionnaire for my research was completely convenient. In particular, I would like to thank my classmates in class 5A, 5B and teachers in English subject who accepted the interview for me to carry out the research. They shared many different interests, experiences, and perspectives, so my research added many new discoveries and enhanced the data analysis of the statistical results.

Finally, I cannot forget the unshakable support of my parents, husband and children. Although they didn't give me great ideas and they couldn't solve my dilemmas during my research, I am grateful that they trusted me. Without the support of my parents, my husband financially as well as spiritually encouraging, taking care of my children during the study period and completing the thesis. Sincere thanks to the members of class ME1K21 for accompanying and sharing difficulties during the time together during the course.

Last but not least, under unfavorable time conditions and especially this is the first time a young researcher like me has conducted independent research and presented scientific data analysis forms. Therefore, this report certainly cannot avoid unnecessary errors. Therefore, we hope that readers and future researchers have an objective assessment and do not mind this inconvenience.

ABSTRACT

The benefits of gamification were widely recognized in many business fields of education and human training. This study demonstrates how are students' listening and speaking skills developed when gamification is applied? Find out which games were suitable for teaching and learning for primary school students in Vietnam. The study used observation, interview and data collection methods on 80 5th grade students at Ham Thang 1 Primary School. This study confirms that gamification contributes to improving listening and speaking skills for primary school students in Public schools, Vietnam and effective in attracting children of primary school age to learn English. At the same time, it also offers a number of games suitable for teaching and learning English for primary school students. Based on the research results, I confirm that gamification is highly effective in teaching and learning English for primary school students. Since then, I recommend that this research be disseminated, applied and replicated in the current primary education system.

Keywords: teaching English, base games, gamification, young learners.

TABLE OF CONTENTS

CERTIFICATE OF ORIGINALITY.....	i
RETENTION AND USE OF THE GRADUATION THESIS	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xv
CHAPTER1 INTRODUCTION	
1.1 Background to the study.....	1
1.2 Problem statement.....	2
1.3 Aims of study.....	3
1.4 Research questions.....	3
1.5 Scope of study.....	3
1.6 Significance of study	4
1.7 Overview of thesis chapter.....	4
CHAPTER 2 LITERATURE REVIEW	
2.1 Methodology of teaching and learning second language	6
2.2 Task.....	10
2.3 Gamification	11
2.4 Game – based learning.....	14
2.5 Previous studies.....	18
2.6 Summary.....	21
CHAPTER 3 METHODOLOGY	
3.1 Participants.....	23
3.2 Materials.....	24
3.3 Procedures.....	28
3.4 Analysis.....	44
CHAPTER 4. RESEARCH RESULTS	

4.1 Analyzing the impact of gamification in teaching and learning English through two surveys.....	46
4.2 Research results through Pre- and post-tests.....	47
4.3 Teacher interview results.....	53
4.4 Discusion.....	54
CHAPTER 5. CONCLUSION AND RECOMMENDATIONS	
5.1 Conclusion.....	57
5.2 Recommendations	61
REFERENCES.....	65
APPENDIX	

LIST OF FIGURES

Figure 3.1 Ham Thang 1 primary school	82
Figure 3.2 Lesson 1 Theme 7 (I learn Smart Start grade 5)	83
Figure 3.3 Students of Ham Thang 1 primary school play games	83

LIST OF ABBREVIATIONS AND SYMBOLS

ELT	English Language Teaching
EFL	English as a foreign language
5A	Class English in Grade 5
5B	Class English in Grade 5
T	Teacher

CHAPTER 1 INTRODUCTION

1.1 Background to the study

According to the General Education Program Framework in 2018, students who finish primary school must reach A2 level, the assessment of student skills is also based on the structure of the Young Learner test. In particular, pay special attention to the requirements of listening and speaking skills as follows:

The English language proficiency examination comprises two main sections. Firstly, there is the Listening test which spans a duration of 30 minutes and contributes to 25% of the total score. This test consists of 5 parts, encompassing 25 questions. It's worth noting that the sequence of exam sections has been altered from previous versions.

Secondly, there is the Speaking test which lasts between 8 to 10 minutes and also accounts for 25% of the overall score. The Speaking test has 2 parts, with a notable change in the format of Part 2. This segment involves 2 contestants and is evaluated by 2 judges. Test scores are assessed based on the candidate's entire Speaking test, not on a section-by-section basis. The examiner scores the individual's test, not comparing the candidate to his fellow examinees.

However, it is very difficult to achieve this requirement because for primary school age there are many difficulties when learning English such as: lack of confidence in communication, not maintaining the habit of using English also makes children inferior in the process of learning and communicating in this language. Children are scared when they hear their voices, anxious when they do not understand English questions from others, or cannot memorize vocabulary words during the learning process.

Another reason for children's lack of confidence when communicating in English is not receiving encouragement from those around them, especially from parents or relatives. Many parents only focus on results and achievements without caring about the process and effort of the child. Even when the results are not as expected, many parents tend to berate and bully their children, this seems to be a problem for the majority of Vietnamese children, especially those of primary school age. Entering old method teaching, the content and knowledge mostly focus on

grammar, vocabulary, reading and writing skills instead of communication skills such as listening and speaking. Therefore, the child's pronunciation is also not corrected correctly.

In addition, the surrounding environment also greatly affects the child's English pronunciation. If children are not exposed to English, especially native English every day, or in an environment where many English speakers are not correct, children's pronunciation is not correct. Pronunciation greatly influences later communication skills fear of saying the wrong thing, even hating English, no interest in learning English, not absorbing lessons, poor test scores.

Faced with that situation, many researchers such as Trần Quốc Thảo, & Dương Thị Thanh Huyền (2022), Kapp (2012) have chosen Gamification as a measure to overcome the above difficulties. However, there has not been any research focusing on public primary school students in Vietnam. Understanding the achievements of the above research works plus the learning and research process, I have applied gamification to innovate teaching and learning methods of English for primary school students through the research topic “Gamification in Learning and Teaching English for Students of Ham Thang 1 primary school”.

1.2 Problem statement

Primary school students are very active, so it is difficult to organize games.

Firstly, the level of foreign language ability of each student is different, so when the games are popularized, they must use many different ways to express them to them. Some children understand enough knowledge to participate in the game. The other love will get bored of not cooperating which is counterproductive to the game. Some students don't like to cooperate.

Second, the number of students in a public classroom is very large, so participating in many plays is limited, the classroom space is narrow, it is difficult to move during the game, it will cause noise to affect the classroom next to.

Third, teachers must flexibly change games to suit the situation of students in each class, each group of students. In particular, it is necessary to design and integrate the content of the lesson knowledge into each appropriate game. At the same time, you must carefully observe to ensure fairness during the game. In addition, teachers also have to have good energy to participate in the children's activities.

1.3 Aims of study

The Aim of this study is renewing methods of teaching and learning foreign languages through gamification of teaching content in order to improve the communication ability of primary school students in Vietnam.

The objective of the study is to develop English listening and speaking skills for grade 5 students at Ham Thang 1 Primary School through gamification.

1.4 Research questions

The following research questions must be addressed to achieve the goals as mentioned above:

1. How are students' listening and speaking skills developed when gamification is applied?
2. What games are suitable for primary school students in Vietnam?

1.5 Scope of study

The study was carried out for 3 months from February to May 2023 on 77 5th grade students of Ham Thang 1 Primary School, Ham Thuan Bac, Binh Thuan. The main purpose is to form and develop English listening and speaking skills for 5th-grade students.

Gamification of learning content is shown in English lessons of grade 5A students at school. Then conduct a survey, Compare the progress in listening and speaking skills between grades 5A and 5B.

Two methods of data collection were carried out in the study: Questionnaire and semi-structured interview. These data collection methods are on students in grades 5A and 5B and English teachers.

Data for the two research questions were collected using a mixed method including both quantitative and qualitative methods. Closed questionnaires and semi-structured interviews were used to collect information for the experiment. All aspects

of the questionnaire were under the control of the researcher, and instructions and questionnaires were distributed to the participants. In addition to being fully informed about the study's objectives, participants were given full discretion to decide how they completed both the questionnaire and the interview. The validity and reliability of the questionnaires and interview questions were validated by an English language expert before they were made available to the participants.

1.6 Significance of study

The situation of foreign language teaching in Vietnam has changed a lot since the country's integration especially, the early years of the 21st century marked a marked change in English teaching methods in schools. Change occurs when a teacher-centered approach turns into a learner-centered approach. There have been many studies on gamification in education, but the novelty in this study is to confirm the effectiveness of the method when they applied gamification in teaching for primary school students in Vietnam. Now, students are interested, active and creative in the learning process.

Participating in Primary school chemistry game activities will develop listening and speaking skills, improve communication skills, and complete subject tasks.

Gamification of teaching content will help teachers change teaching methods, meet the 2018 educational innovation program, put students at the center, help students reach the top standards in English and improve quality English teaching at primary schools in Vietnam.

1.7 Overview of thesis chapter

The study is divided into four main chapters as follows:

Chapter 1: introduction. In this chapter, the author focuses on presenting an overview of the research topic. Introduce the theoretical basis of the research and the urgency of the topic. In addition, in this chapter, the author also provides information related to previous studies, objectives, objects, scope, methods and research organization. At the same time, an overview of research methods, primary data collection methods and tools used for descriptive statistics are presented.

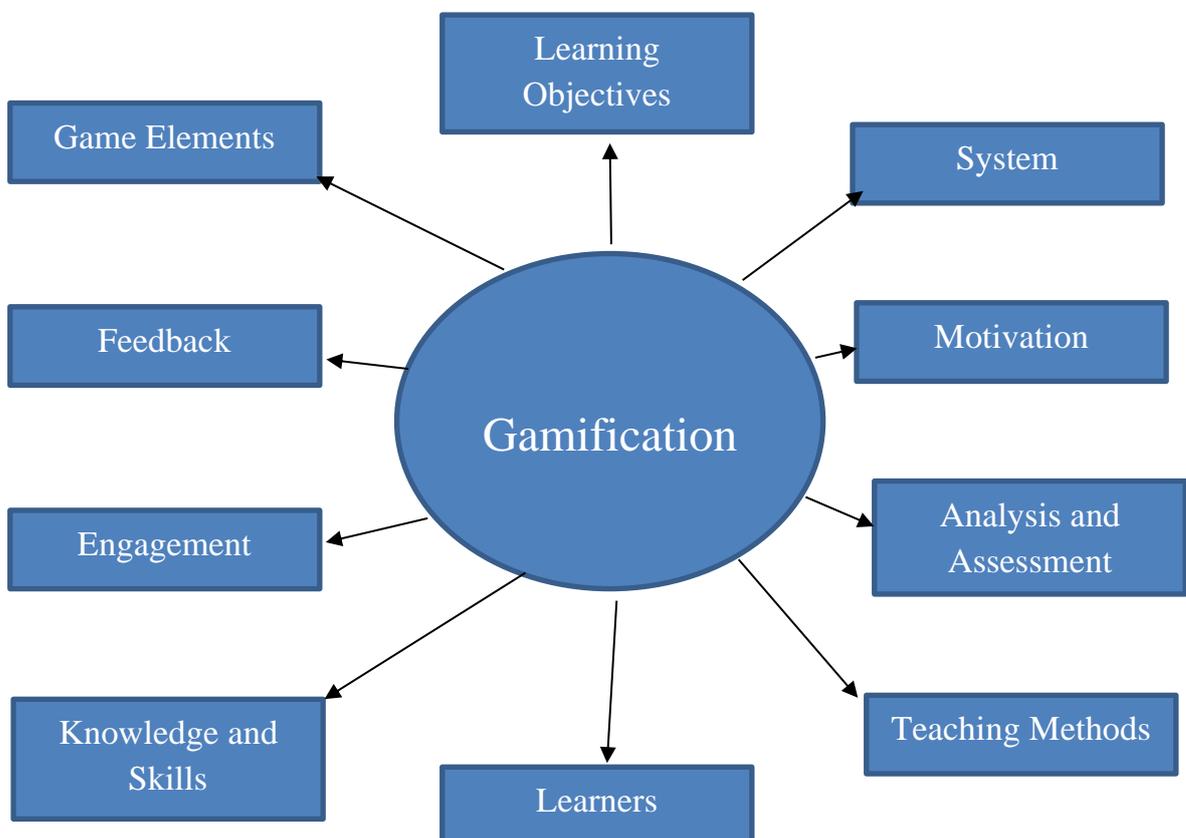
Chapter 2: Literature review. This chapter focuses on definitions of foreign language teaching methods and games. In addition, the author also collects and inherits experiences from previous studies on how to motivate students to actively participate in the class. From there, make assumptions for the research model and the proposed research model.

Chapter 3: Methodology. This chapter presents the methods used to collect and analyze data in the study. It describes the study design, overall technique, sampling, data collection tools and procedures, data processing, and data analysis methods appropriate to achieve the objectives.

Chapter 4: Research results. In this chapter, the author focuses on presenting the results obtained during the practice to confirm the effectiveness of the applied methods.

Chapter 5: Conclusion and suggestions. In this chapter, the author makes conclusions about the research hypothesis, the degree of completion of the research objectives of the topic, makes some recommendations, suggestions and presents the limitations of the topic.

Framework of Gamification



Learning Objectives: Learning objectives are the starting point for gamification. They define what you want students to achieve through the application of gamification. This can include improving specific skills, enhancing knowledge retention, or fostering creative thinking.

Game Elements: Game elements encompass scoring, rewards, levels, tasks, challenges, and competitions. They create an engaging environment and stimulate student participation. For example, assigning points for correct answers or task completion can provide motivation.

Feedback: Feedback in gamification plays a crucial role in guiding students and encouraging their progress. Feedback can include notifications of correct/incorrect answers, scoring, or specific descriptions of students' actions.

Engagement: Gamification generates engagement by making learning more interesting and appealing. Students tend to participate more actively when they find activities challenging and enjoyable.

Knowledge and Skills: Gamification is applied to enhance students' knowledge and skills. It allows students to learn through practical experiences and interaction with educational content.

System: A gamification management system is an essential component for monitoring students' progress, managing tasks, and integrating game elements into the learning process.

Motivation: Gamification boosts learning motivation by creating opportunities for winning, earning rewards, and demonstrating personal progress. This often makes students more interested and committed to the learning process.

Analysis and Assessment: The analysis and assessment process helps identify learning performance, improve weaknesses, and ensure that gamification truly supports learning.

Teaching Methods: Gamification can be integrated into traditional teaching methods or leverage modern learning methods like e-learning.

Learners: Learners are the participants in the gamified learning process, and they are the ones who benefit from gamification.

This theoretical framework demonstrates the interaction between essential elements in applying gamification to teaching and learning. Gamification provides an engaging learning environment, stimulates motivation, and helps students develop knowledge and skills effectively in the educational context.

CHAPTER 2 LITERATURE REVIEW

2.1 Methodology of teaching and learning second language

According to Larsen-Freeman, D. (2008), there are 10 basic foreign language teaching methods, but none of the L2 teaching methods is optimal for the whole L2 teaching process. Each method is suitable for a certain content. Some of the most popular methods today, which are often preferred in foreign language teaching, are Communicative Language Teaching – number 8, the approach to content and specific tasks (Content-based, Task-based, and Participatory Approaches – number 9) and strategic teaching based on self-training, teamwork and multiple intelligences (Learning Strategy Training, Cooperative Learning, and Multiple intelligences – number 10).

2.1.1 Common goals of second language teaching and learning

Teachers and students should use the second language rather than the first language in the classroom, and the aim of language teaching is to make students like native speakers (Cook, 4 – 5).

“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences” (Council of Europe, 9).

“*Communicative language competences* are those which empower a person to act using specifically linguistic means” (Council of Europe, 9).

Communicative Competence is “a dynamic, interpersonal construct that can be examined only by means of the overt performance of two or more individuals engaging in communication” (Brown, 2014: 206).

“*Language activities* involve the exercise of one’s communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task” (Council of Europe, 10).

“A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved” (Council of Europe, 10).

“The language learner/user’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.” (Council of Europe, 14).

“As processes, reception and production (oral and/or written) are obviously primary, since both are required for interaction” (Council of Europe, 14).

“The proper goal of language teaching should be the proficient L2 user who is capable of using both languages, not the monolingual who functions in only one. The overall goals of language teaching should reflect what L2 users can do; the teaching materials should incorporate situations of L2 use and features of L2 user language, not those belonging to monolinguals.” (Vivian Cook, 243).

2.1.2 Learner-Centered instruction

"Teaching second language should be learner-centered because learners have to go through a process, and often a lengthy process, of learning how to learn, and they can usually only do this with the assistance and guidance of the teacher". Therefore, “learners are systematically educated in the skills and knowledge they will need in order to make informed choices about what they want to learn and how they want to learn” (Nunan 2013, p. 53).

Characteristics of Learner-Centered Instruction (Brown & Lee, p.46)

- A focus on learners’ needs and goals
- Understanding individual differences among learners in a classroom
- Gauging the curriculum to learners’ styles and preferences
- Creating a supportive, nonfearful, nondefensive atmosphere
- Offering students choices in the types and content of activities
- Giving some control to the student (e.g., group work)

2.1.3 Communicative language teaching and learning

Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes” (Brown, p.378).

Rouf, M. A., & Sultana, K. N. (2018) “Communicative Language Teaching (CLT) is a learner-centered approach for language teaching and learning. In the CLT context, learner’s role changes from that of a passive receiver to an active participant engaging in diverse classroom activities that promote communicative competence. Again, L2 learners are supposed to learn the language by using it for different tasks, and taking part in pair work, group work, role play, and discussion inside classrooms.” (Rouf, p. 34-40).

Characteristics of Communicative Language Teaching (Brown, H. D. & Lee, H, pp. 31 – 32).

1 Overall goals. CLT suggests a focus on all of the components (grammatical, discourse, sociolinguistic, and strategic) of communicative competence.

2 Relationship of form and function. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

3 Fluency and accuracy. A focus on students’ “flow” of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles.

4 Focus on real-world contexts. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom.

5 Autonomy and strategic involvement. Students are given opportunities to focus on their own learning process through raising their awareness of their own styles (strengths, weaknesses, preferences) of learning and through the development of appropriate strategies for production and comprehension.

6 Teacher roles. The role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathetic “coach” who values the best interests of students’ linguistic development. Students are encouraged to

construct meaning through genuine linguistic interaction with other students and with the teacher.

7 Student roles. Students are active participants in their own learning process.

According to Larsen-Freeman, D. (2008) “The two most basic principles which underlie the kind of learning that can take place in the Community Language Learning Method are summed up in the following phrases: (1) 'Learning is persons,' which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students; and (2) 'Learning is dynamic and creative,' which means that learning is a living and developmental process.”

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.”

2.1.4 Task-based teaching and learning

2.1.4.1 Definition of task-based teaching and learning

“Task-Based Language Teaching (TBLT) starts with a task-based needs analysis to identify the target tasks for a particular group of learners - what they need to be able to do in the new language” (Long 2015, p. 6)

“Task-based language teaching (TBLT) constitutes an approach to language teaching that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging learners’ natural abilities for acquiring language incidentally as they engage with language as a meaning-making tool; it thus contrasts with structural approaches that emphasize language as an object to be systematically taught and intentionally learned.” (Ellis *et al.* 2020, p. 1)

2.1.4.2 Features of task-based teaching and learning

“Task-based teaching makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form the nucleus of the classroom activity” (Brown & Lee 2015, p. 47).

“Characteristics of Task-Based Language Teaching (TBLT)

- Tasks ultimately point learners beyond the forms of language alone to real-world contexts.

- Tasks specifically contribute to the communicative goals of learners.
- Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.
- Their objectives are well specified so that you can at some later point accurately determine the success of one task over another.
- Tasks engage learners, at some level, in genuine problem solving activity.”

(Brown & Lee 2015, p. 49)

As Garcia Mayo (2007: 91) puts it, Task-based learning (TBL) is ‘a computational model of acquisition in which tasks are viewed as devices which can influence learners’ information processing’.

“Task-based learning (TBL) involves the specification not of a sequence of language items, but of a sequence of communicative tasks to be carried out in the target language. Central to the notion of a communicative task is the exchange of meanings. (Carter & Nunan, p. 173).

The teacher’s role is to choose tasks, based on an analysis of students’ needs, that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. The teacher also monitors the students’ performance, and intervenes as necessary. The role of the students is to communicate with their peers to complete a task.

Characteristics of Task-Based Language Teaching (TBLT)

- Tasks ultimately point learners beyond the forms of language alone to real-world contexts.
- Tasks specifically contribute to the communicative goals of learners.
- Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.
- Their objectives are well specified so that you can at some later point accurately determine the success of one task over another.
- Tasks engage learners, at some level, in genuine problem-solving activity.

(Brown & Lee, 2015, p. 49)

2.2 Task

2.2.1 Definition of Task

“Tasks are the real-world activities people think of when planning, conducting, or recalling their day” (Long 2015, p. 6).

“Task usually refers to a specialized form of technique, or more appropriately a series of techniques, with real-world-related communicative goals. The common thread running through half a dozen definitions of task is its focus on the authentic use of language for meaningful communicative purposes beyond the language classroom.” (Brown & Lee 2015, pp. 219 – 220)

2.2.2 Features of Task

“A task can be *input-based*, requiring learners to simply process the oral or written information provided and demonstrate their understanding of it (for example by drawing a picture or making a model), or it can be *output-based*, requiring the learner to speak or write to achieve the task outcome” (Ellis et al. 2020, p. 12).

“A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.” (R. Ellis 2003)

“A work plan typically involves the following: (1) some *input* (i.e. information that learners are required to process and use); and (2) some instructions relating to what *outcome* the learners are supposed to achieve” (R. Ellis 2003, p. 16).

“Characteristics of Effective Tasks:

- meaning is primary
- there is a communication problem to solve
- there is a relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in terms of outcome”

(Brown & Lee 2015, p. 47)

2.3 Gamification

2.3.1 Definition of gamification

According to Kim, S., Song, K., Lockee, B., Burton, J. (2018) “Gamification can be useful learner engagement. The fact that many educators face problems related to student interest and engagement in their classrooms is not new to education. In the past, educators have tried to use a variety of interventions, including the use of motivational strategies. However, the effect of the intervention lasted for only a short period of time. Due to its fun and playful nature, gamification can be a good solution to help solve learner engagement and participation issues in the classroom. This book defines “Gamification in learning and education” as follows: “Gamification in learning and education is:

- A set of activities and processes
- To solve problems related to learning and education
- By using or applying the game mechanics” (p.29).

2.3.2 Elements of gamification

According to Rebetez & Bétrancourt (2007) teachers should take into account the objective of the game, the material provided and the impact of the video game on the player to implement the video game into the lesson more effectively. In addition, a better understanding of the potential and impact of games is needed for them to be used effectively in the classroom.

According to Sangkyun Kim, Kibong Song, Barbara Lockee, John Burton (2018, p45) “There are two Effects of Gamification:

(1) Learning Achievement

Learning achievements can be one of the most important outcomes in learning and education.

The effects of gamification for learning and education vary depending on specific conditions, like the characteristics of content and audience.

(2) Psychological and Behavioral Changes

The outcomes expected from learning include psychological and behavioral changes. Some researchers found the effectiveness of gamification on inducing psychological and behavioral changes”.

2.3.3 Theories for Gamification in Learning and Education

Firstly, Motivation Theory

According to Sailer, Hense, Mandl & Klevers, (2017) “Motivation is one of the most important factors that can influence the success of gamification. There are two types: intrinsic and extrinsic motivation.”

Ryan and Deci (2000) define intrinsic motivation as “The doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). It can be triggered to meet an individual’s inherent satisfaction.

Some researchers Deci & Ryan, (2000); Taylor et al., (2014) have found intrinsic motivation to be more important than extrinsic motivation in academic achievement.

According to Ryan and Deci (2000), extrinsic motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 60).

Secondly, Self-Determination Theory

Self-determination theory is a macro theory of motivation (Adams, Little, & Ryan, 2017; Deci & Ryan, 2008). According to self-determination theory, individuals tend to grow by their innate psychological needs: autonomy, competence, and relatedness.

To experience growth, individuals should

- Feel that they are able to control their behaviors and consequences
- Perceive that they have sufficient ability to accomplish tasks
- Have a sense that they belong to a group or interact with others

Thirdly, Achievement Goal Theory

The former can be a means to see if an individual's mastery goals are achieved while the latter can be an instrument used to determine a student's achievement of performance goals.

The end, Social Learning Theory and Situated Learning Theory

Social learning theory (SLT) posits that people can learn by observing others, their behaviors, and the results of the observed behaviors.

2.4 Game- based learning

According to Kirriemuir and McFarlane (2004) Computers in Human Behavior Volume 63, October 2016, Pages 50-58) "Game-based learning (GBL) describes an environment where game content and game play enhance knowledge and skills acquisition, and where game activities involve problem solving spaces and challenges that provide players/learners with a sense of achievement (e.g., Kirriemuir and McFarlane, 2004, McFarlane et al., 2002, Prensky, 2001).

According to Hainey et al. (2016) emphasized that GBL is sometimes used as a subcategory of serious games and sometimes as a synonym of serious games. "Game-based learning (GBL) describes an environment where game content and game play enhance knowledge and skills acquisition, and where game activities involve problem solving spaces and challenges that provide players/learners with a sense of achievement "(Qian & Clark, 2016, p.51). Kaimara et al. (2021) defines GBL as digital or non-digital learning environment that enables students to gain knowledge and skills.

Game-based learning ensures that learning is always accompanied by fun, excitement, and joy. Game-based learning solutions are a modern approach to teaching and taking on the traditional curriculum.

Vanderbilt University conducted a study involving over 1000 pupils on the merit of gamified learning, focusing on curriculum-based games for education. The research showed that pupils who used games to learn retained much more information in comparison to those who didn't.

Teachers also reported a huge boost in general engagement levels in high school students who used game-based learning.

54% of the teachers strongly agreed that game-based training is a must-have in modern learning. Even more substantial is that 92% of the teachers agreed that they would like to use curriculum-based learning games in the future.

Gamification and Game-Based Learning can sound like similar concepts at first, but they are quite different when you glance under the hood. Adding in gamification strategies such as badges, leaderboards, and progress bars into systems and processes allow for the entire organization to feel like a big game. This makes engagement overall more fun. Game-based learning is the implementation of stand-alone games into a learning outcome or training process.

The goals of both are generally the same. They both try to motivate and promote learning and engagement and retention rates across the board.

Today, communication skills, critical thinking and interpersonal skills, including listening, problem-solving, and cultural awareness, are essential (Nealy, 2005). Soft skills could also be categorized into intrapersonal, interpersonal, and additional skills and knowledge. In schools, the traditional curriculum focuses on teaching technical or "hard" skills, but despite this, the importance of soft skills is becoming more prominent (Beheshti, 2018). To ensure effective education, teachers need to address the teaching of soft skills. Purposeful education through soft skills programs brings significant results in the development of social and emotional skills (Boncu et al., 2017). To be effective, lessons should also include elements that students find fun and valuable (Lemberger et al., 2018). Gamification, game-based learning and escape room Gamification is one way to be suitable for teaching hard and soft skills in a fun and meaningful way through a combined approach (Sowell, 2020). The term "gamification" became popular in 2010. The process of gamifying classrooms means that teachers add game design elements to classroom experiences to increase student engagement in the curriculum through an immersive experience (Dichev & Dicheva, 2017; Martí Parreño et al., 2016). Research supports the claim that gamification in education increases student academic performance and retention of material when compared to traditional teaching models (Chen et al., 2018; Khan et al., 2017). Gamification offers a shift to active, learner-centred models that provide students with transferable attitudes and mindsets, including resilience, perseverance, adaptability, problem-solving, and teamwork (O'Brien & Pitera, 2019). Unlike

gamification, game-based learning relates to the use of games to enhance the learning experience.

Game-based learning in education is an approach to learning in which aspects of games are inherent in the learning activities that are used to teach students about a variety of topics. They are competitive and encourage students to interact with each other by using entertainment as a learning tool. This type of learning often involves materials and activities in which students are put on separate teams and they compete in adherence to specific rules or expectations. For example, a teacher might divide a class into two teams to stage a spelling competition where students are awarded points every time someone on each team spells a vocabulary word correctly. The teams can earn more points for more difficult words, and the team with the most points at the end of the class is declared the winner.

The purpose of game-based learning is to motivate or incentivize students to engage in learning activities more than they might otherwise. Game-based learning activities often involve giving students rewards as motivation, such as extra credit points or some type of special privilege (e.g., getting out of class early or being allowed to choose the theme of an end-of-the-year event). These types of learning activities are often chosen as an alternative to more traditional classroom activities and assignments.

5 Step for Game-Based Learning;

Step 1. Decide between game-based Learning or gamifying an existing program.

Although game-based learning and gamification sound very similar, there is an important distinction between the two. Game-based learning creates an interactive experience within a gaming framework and has specific learning objectives and measurable outcomes. Gamification, on the other hand, involves adding game elements or mechanics to a topic to increase engagement or enjoyment of that topic.

For example, adding gamified elements — like a drag and drop feature or asking users to pick from a list of options — does not qualify as game-based learning. These gamified elements may foster greater engagement with participants, but true game-based learning involves creating a new gameplay and writing a strategy with rules and structure to teach a new concept.

A number of factors, such as the desired outcome of the program or available resources to invest in it, may impact which path you choose. Game-based eLearning is typically more efficient at teaching employee new skills, but comes with a greater cost of investment. For simple programs, gamifying an existing program may be more suitable.

Step 2. Choose the desired outcome for your game.

Creating a clear roadmap for your game before designing it is essential to ensuring it achieves its goals. Should users discover a new topic? Develop a new skill? Reinforce existing skills? It can be easy to get caught up in designing an enjoyable, interactive game without carefully considering what players should take away from the experience.

In addition to choosing a desired outcome, decide how to measure that outcome. Will players win or lose? Will they complete an assessment at the end to determine whether new skills were learned? By developing a clear framework for progress, it will be easier to measure if the game-based course is actually achieving the desired outcome.

Engaging learners with an interactive game can stimulate productivity gains and reinforce learned skills

Step 3. Include all key elements for a game-based course: mechanics, space, goals, rules and components.

A true game-based course needs to go beyond simple gamification elements and incorporate these five key elements.

Mechanics specify how a game will work: For example, if a player hits a particular button, what will happen next? How does the game progress, and how does it lead to a specific outcome?

Space is the realm the game takes place in, and how a player occupies that space while the game is being played.

Goals are the reason for playing the game. What is the player's desired outcome? Are there multiple goals to achieve over the course of the game?

Rules are what govern how the game functions. What is possible in the game? What happens when a player completes a specific action? What are the ways to win or lose?

Components are the elements that make up a game. These can include the players, characters players interact with or items used by the player.

Step 4. Avoid common missteps in game-based design, such as misusing motivators or making the game too difficult.

Motivators may be essential to ensure a user completes the desired outcome of the game. But be careful to match the motivators up with the target audience for the game: For example, think of an online education game with a parrot as a mascot. For every incorrect answer, the parrot squawks and shakes its feathers. Young children, the target audience for this game, would be more likely to click the incorrect answer simply to see the parrot squawk, even if they knew the correct answer.

When considering your audience and which motivators to use, keep in mind that game-based learning works best for short-term productivity gains rather than long-term benefits.

Step 5. Make sure not to trivialize serious issues.

When creating a game-based eLearning course with a serious topic — such as road safety, or mining operations — the desire to create an exciting, interactive game must be balanced with the need to convey the severity of the topic. When tackling these harder topics, consider the program from every perspective to ensure no offense could possibly be taken by the game players.

2.5 Previous studies

2.5.1 Foreign Research

Several studies have shown that gamification can enhance student engagement and motivation. Research by Hamari et al. (2016) on gamification in the education sector found that the application of factors such as reward and competition systems helped improve learning interest and motivation. Research by Landers et al. (2019) also shows that gamification can enhance learning engagement and motivation in several aspects such as student interaction, control, and trust in abilities.

According to Wee Hoe Tan (2019), in education, researchers and practitioners all around the world showed noticeable efforts in order to gamify learning environments and to reveal the effects of a Systematic Design Model for Gamified Learning Environments gamification. Particularly, gamification of learning

environments has been shown to impact achievement, attitude towards lessons, engagement, enjoyment, learning, motivation, participation, and satisfaction (Tan, 2019, p. 33).

Therefore, there is a need for a study to find out the types of games suitable for primary school students in Vietnam.

Other studies have focused on the effectiveness of gamification in improving academic and English skills. Misawa et al (2017) conducted a study on the use of gamification to improve English listening and reading skills for primary school students. The results showed that gamification had a positive effect on students' vocabulary development and reading comprehension.

In addition, studies have also looked at the impact of gamification on students' creative thinking and adaptability. Research by Kapp et al (2012) explored the use of gamification to encourage creative thinking in education. The results show that gamification can promote creativity and new discoveries in learning.

However, it should be noted that some studies have also shown limitations of gamification. For example, research by Mora et al. (2017) has found that gamification can reduce students' concentration in some cases.

A survey conducted in 2015 on empirical studies regarding gamification in education highlighted a concerning trend. While the practice was still growing, it was observed to be "sliding down into the 'trough of disillusionment'," with an increasing number of studies producing inconclusive or negative results.

In another study by Hew et al. (2016), the correlation between gamification and cognitive engagement was explored in the context of the Short Synthetic Design Questionnaire. Although no significant difference was found in test scores between the two groups, it was observed that the gamified group had higher quality partners, indicating a manifestation of cognitive engagement and investment in learning. However, one limitation of this study was its short duration, suggesting that further research should examine interactions over a longer period of time.

In the context of language teaching, gamification can be integrated into technology-enhanced language learning (TELL), which encompasses language learning activities that utilize various tools and means. Compared to non-game settings, gamification offers a trendier and more attractive approach. Empirical studies have shown positive effects of gamified video games on learners' speaking ability, grammar skills, internal and external motivation, as well as their overall interest in learning English (Wu & Huang, 2017). Chau & Wei (2018) also suggest that frequent engagement with TELL games leads to a natural acquisition of vocabulary through computer games (p. 479).

2.5.2 Vietnamese Research

There is a limited number of studies conducted in the Vietnamese context regarding gamification. One notable study conducted by Phuong (2020) aimed to investigate English learners' familiarity with online gamification technologies and their perspectives on online game-based learning.

Nguyen Thi Thu Hien (2018) "Application of gamification in teaching English in high schools in Vietnam". This study focuses on applying gamification to the process of teaching English in high schools in Vietnam, and evaluate the effectiveness of this method.

The research findings shed light on the role of gamification in English language learning in Vietnam. It was discovered that gamification has begun to play a significant role in both classroom and extracurricular English language learning activities. Additionally, the study revealed that students expressed a positive attitude towards learning through video games.

Moreover, the study delved into the pedagogical implications of incorporating gamified learning activities to enhance the effectiveness of English language teaching in Vietnam and similar contexts. The findings provided valuable insights into the potential benefits and practical applications of gamification in English language education, paving the way for further exploration and development in this area.

2.6 Summary

Assoc. Prof. Dr. Nguyen Thi Hoang Yen, Deputy Director of the Vietnam Institute of Educational Sciences stated on Communist Party of Vietnam journal that the application of online games in teaching and learning will improve educational efficiency. Students will feel more interested than just accessing knowledge from textbooks and teachers' lectures. The game will stimulate and help students focus more on the knowledge that teachers need to convey; provide opportunities for students to apply their skills and experience. Vivid images and real-life experiences in the game will overcome the boredom of traditional teaching methods.

James Gee - a scholar from the University of Wisconsin (USA) also pointed out that learning combined with entertainment is very useful for young people. Good games allow players to use their skills in a different light, thereby helping players generalize their experiences and expand their knowledge base.

Gamification in education draws upon several theories to enhance learning experiences and student engagement. One prominent theory is the Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness in motivating individuals. When applied to gamification, it suggests that providing students with choices, opportunities to demonstrate their skills, and fostering a sense of community can increase their intrinsic motivation to learn. Another influential theory is the Cognitive Load Theory, which suggests that learners have limited cognitive resources. Gamification can help manage cognitive load by breaking down complex concepts into smaller, more manageable tasks, providing immediate feedback, and offering scaffolded learning experiences. Additionally, the Flow Theory by Mihaly Csikszentmihalyi proposes that optimal learning occurs when students are fully immersed in a challenging and enjoyable activity. Gamification can facilitate flow states by setting clear goals, providing incremental challenges, and offering real-time feedback. By integrating these theories into educational gamification, educators can create engaging and effective learning environments that promote student motivation, knowledge acquisition, and skill development.

Through the research process, there are many different definitions of gamification, but according to the author, it is the application of gamification to teaching content to increase students' interest. The author has applied gamification in teaching English practice for 5th graders at Ham Thang 1 primary school to help

students improve their listening, speaking, reading and writing skills and develop communication skills when learning foreign languages.

To be effective in teaching, teachers, especially English teachers, must constantly innovate methods to attract students. Therefore, in recent years, the term "Gamification" has been mentioned a lot because of its benefits in education. This is also the reason why the author carried out this topic.

Through the research process, the author has found the most popular methods of teaching English today and studies that confirm the effectiveness of gamification in education. The author applied gamification to teaching practice English for grade 5 students at Ham Thang 1 primary school to help students improve their speaking skills and develop communication skills when learning foreign languages.

CHAPTER 3: METHODOLOGY

3.1 Participants

The study was designed as a cross-sectional survey, in which:

Seventy-seven students from grade 5 were selected for the study, forming two groups: the Experimental group (5A) consisting of 39 students (19 males and 20 females) and the Control group (5B) comprising 38 students (17 males and 21 females). The selection process involved random sampling based on the cluster sampling scheme. All participants are Vietnamese, 10 years old, and have a minimum of 3 years of English learning experience at Ham Thang 1 Primary School, Ham Thuan Bac, Binh Thuan.

15 teachers (1 male and 14 female) are teaching and have at least 5 years of experience in teaching primary English at primary schools in Binh Thuan Province. All of them are Vietnamese between the ages of 30 and 55 with a University degree in English pedagogy and a B1 or B2 certificate in the European Framework.

All students and teachers agreed to participate and were willing to take surveys, take speaking tests, and answer interview questions honestly and cooperatively with the researcher during 3 months to experiment with the topic.

Ham Thang 1 Primary School - Ham Thuan Bac district was established in September, 2000. The whole school gathered at one point in Thang Hoa village, Ham Thang commune, district Ham Thuan Bac has a total allocated land area of 5,599 m².

After its establishment in 2001, the school was recognized as a standard school National Level 1 and continue to maintain until 2015 the school is accredited school meet the National Standard Level 2 By the academic year 2018 - 2019, the school is interested and supported by all levels expenses for construction, repair and upgrading of physical facilities, in order to help houses. The school develops well-rounded educational activities in the school.

Ham Thang 1 Primary school organization: There are 15 classes with 578 students and 31 staff, teachers, employees in which: Management staff: 2 VND/c; Basic teacher: 20 VND/c; Music teacher: 01 VND/c; Language teacher English: 0 3 VND/c; Teacher of Physical Education: 01; Teacher General in charge of the Team:

1 VND/c; Employee: 04 VND/c. University qualification: 18 VND/c; College: 11 VND/c; Intermediate level: 01 VND/c; Non-professional: 01 VND/c.

In terms of facilities: There are 15 permanent classrooms and 01 semi-permanent classroom; Area Official ceramic set full of working rooms and function rooms for educational activities. The school continues to maintain and develop teaching 2 sessions/day according to the New School Model (VNEN) and continue to invest in building infrastructure facilities to maintain and develop the semi-boarding model well.

After nearly 19 years of establishment, Ham Thang 1 Primary School has not stopped both in terms of scale and quality of education. The school has done well tasks each school year and the entire educational development stage. The school has a team Steady management staff, teachers with high standards and above standards achieve a high rate (100 %). The school community is always united, unified, and trusted by the people in the area thought. From the school year 2000 - 2001 until now, the school has continuously won the title of collective labor union, collective labor union, and approved by the People's Committee (PC) of the province and the Prime Minister Government awarded Certificate of Merit; In 2012, he was awarded the Labor Medal by the President Third-class workers and in 2017 continue to award Second-class Labor Medals. Spend The Party Committee maintains the title of Clean and Strong and Completes its Tasks well; Trade Union won the title of Strong Trade Union, Union of Unions won 19 consecutive years Strong League title.

Leading in primary schools in the District, the school has conducted elective English teaching for students in grades 1,2 and compulsory for students in grades 3,4,5 through the publisher's I-Learn Smart Start book series Dai Truong Phat version.

3.2 Materials

This study aimed to assess students' perspectives and attitudes before engaging in classes that utilize games to enhance the listening and speaking skills of primary school students. It employed a quantitative survey method, which involves measurable variables and statistical analysis to examine numeric data, thereby revealing cause-and-effect relationships. The findings are typically presented through statistics, tables, graphs, and charts. The quantitative approach was chosen

for its suitability in supporting the study's objectives and making data comprehension easier.

The research spanned a duration of 12 weeks, during which students were exposed to lessons incorporating games as learning tools. The primary objective was to measure students' improvement in English listening and speaking skills.

Firstly, students willingly participated in a survey utilizing a Likert scale for data collection. The Likert scale consisted of five response options: 1 (Strongly disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly agree). The survey comprised 26 questions, divided into two parts. Part A assessed students' attitudes towards game-based classroom activities, including perception, attitude, and behavior, while Part B evaluated their participation in gaming activities in terms of behavior, cognition, and emotion. The collected data were aggregated using Excel software.

Secondly, students underwent pre- and post-tests in speaking skills related to the Smart Start 5 book by Dai Truong Phat Publishing House. The speaking test was structured according to Cambridge's standardized Young Learners test, consisting of two segments. The first segment involved interactive games, while the second featured a short talk and a question-and-answer session among candidates.

Thirdly, questionnaires were distributed to 77 students and 15 English teachers, addressing students' attitudes and levels of engagement in English classes with game-based elements.

The research methodology involved a pedagogical and quantitative experimental approach. Pedagogical experiments were employed for classroom game organization, while quantitative data were analyzed using descriptive statistics. The pre-test and post-test results were scrutinized to assess students' engagement in English lessons.

The study acknowledged the 2018 curriculum's diverse tasks designed to foster listening and speaking skills in primary school students. These tasks included listening and understanding messages, listening and responding, listening and

repeating, listening and performing, and listening and making inferences. These activities aimed to enhance students' listening skills and their ability to comprehend, respond, repeat, follow instructions, and infer information from language input.

Regarding assessment tools, the study recommended aligning them with the Young Learners test structure. The listening test was composed of five parts with 25 questions, accounting for 25% of the total score. The speaking test included oral drills, role-playing, picture description, dialogue creation, and oral presentations. It comprised two parts: an interview and a collaboration section with two contestants and two judges.

The data analysis utilized the Statistical Package for Social Sciences (SPSS) to obtain numerical data and provide clearer results for the questionnaire. The results were presented through tables, percentages, means, and standard deviations, addressing the research questions and revealing demographic and cognitive profiles of the respondents.

3.3 Procedures

3.3.1 Control group and experimental group

The experimental process for implementing gamification in teaching and learning English for two groups of students can be described as follows:

Group Division:

Students participating in the study are divided into two groups: the control group and the experimental group.

The control group serves as a baseline and does not receive the gamification intervention, while the experimental group undergoes the gamified English teaching approach.

Group Composition:

In this specific study, the experimental group consists of 39 students from Class 5A, and the control group comprises 38 students from Class 5B.

Research Objective:

The primary objective of the study is to evaluate the effectiveness of gamification in teaching English to 5th-grade students, specifically those in Class 5A.

The assessment is based on a comparison of post-test results with pretest scores to gauge the impact of gamification on students' language proficiency and overall learning experiences.

Increased Engagement: A key finding of the research is a significant increase in student engagement following the implementation of gamification.

Game-like elements, such as scores, badges, and leaderboards, have captured students' attention, making the English learning process more enjoyable and interactive.

Consequently, students actively participate in classroom activities, fostering a more positive learning environment.

Improved Motivation:

Post-test results indicate a substantial improvement in students' motivation to learn English.

Clear learning goals, coupled with rewards and incentives, create a sense of achievement and progress among students.

The prospect of earning rewards and achieving recognition on leaderboards motivates them to invest more effort and take a keen interest in the language.

Enhanced Language Proficiency:

Gamification positively influences students' language proficiency by incorporating interactive activities that simulate game mechanics.

These activities facilitate regular practice in listening, speaking, vocabulary, and grammar, resulting in improved language skills demonstrated in the post-test.

Collaborative Learning:

The use of gamification in the classroom promotes cooperation and teamwork among students.

Group-based games and activities encourage collaboration, communication, and peer support.

A spirit of friendly competition and collective achievement fosters a cooperative learning environment that benefits all students in Class 5A.

Timely Feedback and Personalization:

The gamified approach provides immediate feedback on student performance, enabling them to identify areas for improvement promptly.

This personalized learning experience, tailored to individual interests and learning styles, enhances students' confidence and ownership of the learning process.

In summary, the research demonstrates the positive impact of gamification on student engagement, motivation, language proficiency, collaborative learning, and personalized feedback in the context of teaching English to 5th-grade students. The findings highlight the effectiveness of gamification as a pedagogical approach in enhancing the overall learning experience.

3.3.2 The treatment to be administered

The use of gamification in teaching and learning English for primary school students can be an effective approach to engage and motivate students. Here are some treatment strategies that can be implemented:

Incorporate game elements: Integrate game-like elements such as scores and leaderboards into English lessons. This gives a sense of achievement, competition and progress, motivating students to actively participate and achieve excellence in their English learning.

Design interactive activities: Create interactive activities and exercises that mimic game mechanics. For example, organize game activities in class to strengthen vocabulary, grammar and practice listening and speaking skills.

Set clear goals and rewards: Set clear learning goals and provide rewards or incentives to achieve them. This may include small rewards or classroom recognition. Rewards can act as motivation and encourage students to actively engage in the English language

Promote cooperation and competition: Combine elements of cooperation and competition to increase engagement. Group students into teams to participate in games or activities in English, promoting teamwork and cooperation. In addition, friendly competition can be introduced through weekly, monthly or semester leaderboard challenges or tournaments, igniting students' enthusiasm to improve their English skills.

Provide Immediate Feedback: Give immediate feedback on student performance and progress. This can be done through automated feedback systems in gamified platforms or by providing timely verbal feedback during classroom activities. Constructive feedback helps students understand their strengths and areas for improvement, reinforcing their learning experience.

Personalize the learning experience: Tailor the gamified English learning experience to each student's interests, needs, and learning style. Allow students to choose topics or topics that interest them and incorporate their preferred learning methods, such as visual aids, audio clips, or hands-on activities. Personalization increases student engagement and ownership of the learning process.

Monitor Progress and Praise Achievement: Continuously monitor student progress and provide regular updates on their performance. This can be done through progress monitoring tools or regular reviews. Celebrating milestones and achievements, recognizing students' efforts and successes, to keep them motivated in their English learning journey.

By implementing these processing strategies, gamification can be effectively used in teaching and learning English for primary school students, promoting active participation, motivation and enjoyment in the process learn languages.

3.3.3 The testing process

The study's description of the experimental process of using gamification in teaching English to elementary school students is very clear and detailed. The researcher provided a step-by-step explanation of how to conduct the experiment, including setup, data collection methods, and evaluation. Additionally, the researcher highlighted positive outcomes of using gamification, such as increased engagement, improved motivation, enhanced language proficiency, collaborative learning, and timely feedback.

Additionally, the study discussed rewards and incentives used to motivate students, which is an important aspect of gamified learning. These rewards can play an important role in maintaining student interest and engagement.

Furthermore, the plan to gather detailed information from other English teachers through interviews is a valuable step toward gaining a broader perspective on the effectiveness of gamification in language teaching.

Overall, the researcher's description demonstrates a well-structured and thoughtful approach to incorporating gamification into the teaching of English to elementary school students. It is clear that the study has taken careful measures to evaluate the impact of gamification on both student learning outcomes and attitudes.

3.4 Analysis

To analyze the results, data was collected through pre- and post-surveys, pre- and post-tests, and students and teacher questionnaires. The following steps were taken to analyze the data:

Pre- and post-surveys: The survey questionnaires were designed to assess participants' perceptions and attitudes towards gamification in English language teaching and learning. The responses were recorded using a Likert scale, ranging from "Strongly disagree" to "Strongly agree." Descriptive statistics, such as frequency, mean, median, and standard deviation, were calculated to summarize the participants' responses for each survey item. The results were then compared between the pre- and post-surveys to identify any changes in participants' perceptions over time through SPSS software.

Pre- and post-tests: The participants' language proficiency, comprehension, or other relevant learning outcomes were assessed through pre- and post-tests. Quantitative analysis techniques, through SPSS, were used to determine if there was a significant difference in the scores before and after the implementation of gamification. The test scores were analyzed to evaluate the impact of gamification on participants' learning outcomes.

Teacher interviews: Qualitative data were collected through interviews with teachers involved in implementing gamification in English language teaching. The interviews aimed to gather insights, experiences, and observations from the teachers regarding the impact of gamification. The interviews were transcribed and analyzed thematically, identifying recurring themes, patterns, challenges, and successes observed by the teachers.

Integration of data: The quantitative and qualitative data collected from surveys, tests, and interviews were integrated to provide a comprehensive understanding of the impact of gamification. The findings from the surveys, tests, and interviews were compared and triangulated to provide a more holistic analysis of the overall effects of gamification on English language teaching and learning.

Interpretation and conclusions: The analyzed results were interpreted in relation to the research objectives and existing literature. Conclusions were drawn based on the findings, highlighting the impact of gamification and its implications for educational practice. The strengths and limitations of the study were discussed, and recommendations for future research or practice were provided.

By employing both quantitative and qualitative analysis methods and integrating data from multiple sources, a comprehensive analysis of the results was conducted, contributing to a deeper understanding of the impact of gamification in English language teaching and learning.

CHAPTER 4. RESEARCH RESULTS

This chapter presents the results of the mixed method analysis and discusses the data collected from the semi-structured interview panel.

The report on data analysis deals with students' progress in learning English through gamification.

4.1 Analyzing the impact of gamification in teaching and learning English through two surveys

The initial survey results will be compared with the follow-up survey to assess any changes in participants' perceptions.

The study utilized a survey questionnaire to collect data from participants regarding their views on the impact of gamification in English language teaching and learning. The initial survey was conducted, followed by a second survey administered at a later stage. The participants were asked to rate their agreement on a scale of 1 to 5, ranging from "Strongly disagree" to "Strongly agree." (APPENDIX 3 and APPENDIX 4).

To analyze the data and compare the changes in students' perceptions of gamification before and after its implementation, we can examine the means, medians, standard deviations, and other descriptive statistics for each question (Q1-Q26). The data is split into two groups: one for the pre-implementation (before) and one for the post-implementation (after) responses. Here's a summary of the statistics for each group:

Before Gamification (Means and Standard Deviations):

Questions Q1 to Q7: The mean scores range from 2.74 to 3.48, with standard deviations from 0.996 to 1.177.

Questions Q8 to Q14: The mean scores range from 2.70 to 3.12, with standard deviations from 0.962 to 1.412.

Questions Q15 to Q21: The mean scores range from 2.62 to 3.36, with standard deviations from 0.923 to 1.191.

Questions Q22 to Q26: The mean scores range from 2.95 to 3.58, with standard deviations from 1.121 to 1.271.

After Gamification (Means and Standard Deviations):

Questions Q1 to Q7: The mean scores range from 3.13 to 4.36, with standard deviations from 1.019 to 1.290.

Questions Q8 to Q14: The mean scores range from 3.47 to 3.94, with standard deviations from 0.864 to 1.057.

Questions Q15 to Q21: The mean scores range from 3.12 to 4.19, with standard deviations from 0.656 to 0.865.

Questions Q22 to Q26: The mean scores range from 4.12 to 4.47, with standard deviations from 0.323 to 0.621.

Based on these statistics, we can observe the following trends: Overall, the mean scores have increased in most questions after the implementation of gamification, indicating a positive change in students' perceptions of gamification. The standard deviations show variability in responses, indicating that students' perceptions vary in different aspects of gamification.

In some questions, the standard deviations are lower after gamification, suggesting a more consistent agreement among students regarding those aspects.

4.2 Research results through Pre- and Post-tests

To evaluate the impact of gamification on teaching and learning, researchers utilized the paired samples t-test method for data analysis. This statistical test was employed to compare the differences before and after implementing gamification in the educational process.

To perform the test, the following steps were followed:

The Paired Samples T-test method, which assesses whether the means of two related populations are significantly different, was chosen.

In the statistical software, researchers accessed the menu "Analyze" and selected "Compare Means," followed by "Paired-Samples T-test."

Next, the researchers identified the pair of variables they wished to compare by selecting them and placing them in the "Paired Variable(s)" frame. To select two variables, they held down the "ctrl" key.

For additional reliability, the confidence interval could be adjusted by clicking on the "Option" box and entering the desired confidence level.

After ensuring all necessary settings were in place, the researchers executed the command by clicking "OK."

As a result of the analysis, three tables of data were generated, providing valuable insights into the impact of gamification on the teaching and learning process

4.2.1 Results of Speaking and Listening pretests

The detailed results of speaking pretest of two groups (5A and 5B) in are illustrated in APPENDIX 5. They are integrated in Table 4.2.1a.

Levels	Speaking results of 5A (Experimental group)		Speaking results of 5B (Control group)	
	Numbers of participants	Percentage %	Numbers of participants	Percentage %
1	23	59 %	20	52.6 %
2	15	38.5 %	15	39.5 %
3	1	2.5 %	3	7.9 %
4	0	0 %	0	0 %
5	0	0 %	0	0 %
Total	39	100%	38	100 %

Table 4.2.1a Results of speaking pretests

This statistic shows that the speaking skills of the two groups are not significantly different.

The results of listening pretest are shown in Table 4.2.1b.

Levels	Listening results of 5A (Experimental group)		Listening results of 5B (Control group)	
	Numbers of participants	Percentage %	Numbers of participants	Percentage %
1	6	15.4 %	13	34.3 %
2	18	46.1 %	16	42.1 %
3	15	38.5 %	6	15.8 %
4	0	0 %	2	5.2 %
5	0	0 %	1	2.6 %
Total	39	100%	38	100%

Table 4.2.1b Results of listening pretest

This statistic shows that the Listening skills of the two groups are not significantly different.

4.2.2 Results of Speaking and Listening posttests

The detailed results of speaking posttests in two groups can be seen in APPENDIX 6. They are integrated in Table 4.2.2a.

Levels	Speaking results of 5A (Experimental group)		Speaking results of 5B (Control group)	
	Numbers of participants	Percentage	Numbers of participants	Percentage
1	0	0 %	7	18.4 %
2	4	10.3 %	21	55.3 %
3	18	46.1 %	10	26.3 %
4	11	28.2 %	0	0 %
5	6	15.4 %	0	0 %
Total	39	100 %	38	100 %

Table 4.2.2a: Speaking posttest results of control and experimental groups in comparison

The results of listening posttest are shown in Table 4.2.2b.

Levels	Listening results of 5A (Experimental group)		Listening results of 5B (Control group)	
	Numbers of participants	Percentage	Numbers of participants	Percentage
1	0	0 %	1	2.6 %
2	1	2.5 %	12	31.6 %
3	8	20.5 %	21	55.3 %
4	19	48.8 %	3	7.9 %
5	11	28.2 %	1	2.6 %
Total	39	100 %	38	100 %

Table 4.2.2b: Listening posttest results of control and experimental groups

in comparison

4.2.3 Comparison of results between pretests and posttests

The differences in results between speaking pretests and posttests are illustrated in Table 4.3.3a.

Levels	Results of speaking pretests		Results of speaking posttests	
	Numbers of participants	Percentage	Numbers of participants	Percentage
1	43	55.8 %	7	9 %
2	30	39 %	25	32.5 %
3	4	5.2 %	28	36.4 %
4	0	0 %	11	14.3 %
5	0	0 %	6	7.8 %
Total	77	100%	77	100%

Table 4.3.3a: Differences in results between speaking pretests and posttests

The differences of results between listening pretests and posttests are illustrated in Table 4.3.3b.

Levels	Results of listening pretests		Results of listening posttests	
	Numbers of participants	Numbers of participants	Numbers of participants	Percentage
1	19	24.6 %	1	1.3 %
2	34	44.2 %	13	16.8 %
3	21	27.3 %	29	37.7 %
4	2	2.6 %	22	28.6 %
5	1	1.3 %	12	15.6 %
Total	77	100 %	77	100 %

Table 4.3.3b: Differences of results between listening pretests and posttests

Reliability Analysis:

The study used SPSS software to assess the reliability of the pre-test and post-test scores.

A high positive correlation (close to +1) was found between the pre-test and post-test scores, indicating good reliability in measuring students' English proficiency.

Impact on Speaking Skill: Both the Experimental Group (5A) and the Control Group (5B) showed significant improvements in speaking skills after using gamification.

The Experimental Group exhibited a more substantial improvement, with a mean difference of -10.256 ($p < 0.001$).

The Control Group also showed improvement, with a mean difference of -2.949 ($p < 0.001$).

Impact on Listening Skill: Similar to speaking skills, both groups demonstrated significant improvements in listening skills after gamification.

The Experimental Group had a mean difference of -8.974 ($p < 0.001$).

The Control Group had a mean difference of -6.923 ($p < 0.001$).

T-Test Results: The paired-samples t-tests showed that the post-test means were significantly higher than the pre-test means for both speaking and listening skills.

The t-values were negative and highly significant ($p < 0.001$) for both skills, indicating the effectiveness of the gamification approach.

The 95% confidence intervals provided ranges within which the true mean differences between pretest and posttest scores were likely to fall, further supporting the findings.

In conclusion, the analysis confirms that gamification has a positive and reliable impact on improving speaking and listening skills among elementary school students learning English. The Experimental Group (5A) benefited more from the gamification approach, indicating its effectiveness in enhancing language skills. These findings highlight the potential of gamification as an engaging and effective teaching method in language education.

4.3 Teacher interview results

The results of the interviews with all the teachers are detailed in APPENDIX 7. They unanimously affirm the benefits of gamification in the process of teaching and learning English. Teachers' opinions are shown in Table 4.3.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
--	----	----	----	----	----	----	----	----	----	-----

N Valid	15	15	15	15	15	15	15	15	15	15
Missing	0	0	0	0	0	0	0	0	0	0
Mean	4.53	4.60	4.40	4.47	4.27	4.53	4.47	4.47	4.60	4.60
Median	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00
Std. Deviation	.516	.507	.507	.516	.458	.516	.516	.516	.507	.507
Minimum	4	4	4	4	4	4	4	4	4	4
Maximum	5	5	5	5	5	5	5	5	5	5

Table 4.3: Teachers' opinions on gamification in teaching and learning English

The data collected has been processed and summarized using SPSS (Statistical Package for the Social Sciences). The survey consisted of 10 questions, and the results have been presented as follows:

Based on the provided data, the study evaluated teachers' perceptions of gamification in the English classroom using a scale of 1 to 5, with 1 being the lowest response and 5 being the highest response. The mean scores for each question were calculated to gain an understanding of the overall sentiment of the teachers towards gamification.

The results indicate a generally positive perception among the teachers, with mean scores ranging from 4.27 to 4.60. Scores closer to 5 signify a more favorable view of gamification, while scores closer to 1 suggest a less positive outlook. Questions 2, 9, and 10 received the highest mean scores of 4.60, indicating that the teachers viewed gamification quite positively in relation to these aspects. On the other hand, Question 5 received the lowest mean score of 4.27, implying that it might be an area where teachers had a relatively less positive perception.

To assess the dispersion of responses, the study used standard deviation scores for each question. The standard deviation values (ranging from 0.458 to 0.516) indicate the variability of responses around the mean for each question. Higher standard deviation values suggest more diverse opinions among the teachers, while lower values indicate more consistent and clustered responses.

Overall, the data shows that the teachers generally hold a positive perception of gamification in the English classroom, as evidenced by the high mean scores. The

relatively low standard deviation scores for most questions suggest that the responses were consistent and clustered around the mean, implying a degree of agreement among the teachers' opinions. However, it's important to note that Question 5 had both the lowest mean score and a slightly lower standard deviation, which might indicate that this question elicited more varied opinions among the teachers compared to other questions.

In summary, the analysis of the survey data indicates that English teachers generally have a positive perception of gamification in the classroom. Questions 9 and 10 received the highest mean scores (4.60, respectively), suggesting a more favorable response for these aspects. On the other hand, Question 5 received the lowest mean score (4.27), indicating that this aspect of gamification may need further improvement or exploration. The standard deviation scores indicate that responses for some questions were more consistent (e.g., Question 5) compared to others with more varied opinions (e.g., Questions 9 and 10).

4.4 Discussion

4.4.1 Reasons for student progress

There are several reasons why students show progress in listening and speaking skills after the implementation of gamification in English language teaching for class 5A:

Increased Engagement: Gamification makes the learning process more enjoyable and interactive, capturing students' attention and interest. When students are engaged in learning through games and interactive activities, they are more likely to invest time and effort, leading to better outcomes in their listening and speaking skills.

Motivation and Incentives: Gamification provides a sense of achievement and progress through rewards, badges, and leaderboards. As students earn points or receive recognition for their efforts, they are motivated to perform better in listening and speaking tasks to achieve higher scores and attain rewards.

Active Participation: Gamified learning encourages active participation from all students. By incorporating game-like elements, such as role-playing, group activities, and simulations, students are encouraged to use their listening and speaking skills in practical scenarios, thus improving their proficiency.

Frequent Practice: Gamification often involves repetitive tasks and challenges that require continuous practice. This regular practice in listening to instructions, conversations, and speeches, as well as engaging in speaking activities, reinforces language skills and leads to noticeable improvement.

Immediate Feedback: Many gamified learning platforms offer instant feedback on students' performance. Immediate feedback allows students to identify and correct mistakes promptly, which accelerates their learning process in both listening and speaking.

Collaborative Learning: Gamification often promotes teamwork and cooperation. Collaborative activities in English language games encourage students to communicate and interact with their peers, providing opportunities to practice their listening and speaking skills in a supportive environment.

Personalization: Gamified learning can be tailored to individual students' interests and preferences. By customizing content and activities based on students' needs and learning styles, they feel more connected to the material and are more likely to engage actively, leading to improved listening and speaking skills.

Reduced Anxiety: For some students, traditional language learning environments can induce anxiety, inhibiting their willingness to practice speaking. Gamification, with its fun and relaxed atmosphere, helps reduce language-learning anxiety, encouraging students to practice listening and speaking more confidently.

Long-term Motivation: Gamification can foster a long-term interest in learning English. As students experience success and enjoyment in gamified language lessons, they may develop a positive attitude towards language learning, leading to sustained effort and improvement in their listening and speaking skills.

In conclusion, the application of gamification in teaching English to class 5A fosters increased engagement, motivation, and active participation, which, in turn, leads to progress in students' listening and speaking skills. Through frequent practice, immediate feedback, collaborative learning, and personalized experiences, students develop a deeper understanding and appreciation of the language, ultimately enhancing their language proficiency.

4.4.2 Methods and technique of gamification

We have implemented gamification to enhance the content of our lessons and transform traditional teaching methods. Here are some of the changes we made:

We begin each lesson with a game to create an engaging atmosphere and review vocabulary from the previous lesson. This approach is more effective than rigidly checking structural vocabulary in a traditional manner.

Instead of teaching new words through the traditional method of lecturing and providing meanings, we introduce them through game-based situations. Games like 'tools for the job,' 'clock match,' 'lie detectors,' 'blind date,' 'Happy birthday,' 'national dress,' 'follow the yellow brick road,' 'school photo,' and 'doppelganger' help students hear, pronounce, and remember words during play, rather than repetitive copying as a penalty.

To make language exercises more enjoyable, we incorporate a gaming element. Instead of lecturing on how to do exercises from the book, we turn them into games. For example, we time vocabulary quizzes, award points for correct answers, and encourage students to beat their previous scores. This competitive element motivates active participation and improves memorization of language concepts.

Dialogues are practiced through interactive language games and role-playing scenarios. Students act out real-life situations in English, such as ordering food in a restaurant or having conversations with friends or people from different countries. This approach enhances speaking skills and boosts students' confidence, leading to quick and long-lasting memorization of vocabulary and sentence patterns.

We also design language tasks and challenges that require students to complete exercises in English, such as solving puzzles, quizzes, and grammar-related tasks. As students overcome these challenges, they earn points and rewards, fostering a sense of accomplishment and engagement.

Leaderboards are implemented to showcase student progress and achievements. We organize friendly class competitions based on language-related tasks, such as pronunciation contests or storytelling competitions. Students are encouraged to create their own stories or narratives in English, either individually

or collaboratively. Recognizing and rewarding top performers creates a competitive yet supportive learning atmosphere, fostering creativity and linguistic expression.

An integral part of applying gamification is encouragement and reward. We provide tangible incentives, such as small gifts, candies, stickers, certificates of achievement, or classroom privileges, to celebrate milestones in language learning. This positive reinforcement system motivates students to invest more effort in their English learning journey.

By integrating gamification into our teaching methods, we have created a dynamic and interactive learning environment that fosters engagement, motivation, and enjoyment, ultimately leading to more effective language learning outcomes for our 5th-grade students.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

5.1.1. Advantages and disadvantage of gamification in teaching and learning English

Focusing on assessing students' attitudes and participation in English learning activities through gamification, the study analyzed progress in cognitive, affective, and behavioral dimensions. The findings demonstrated that gamified English learning activities positively impacted students' vocabulary, reading, and writing skills, as they actively engaged and strived for high scores in the games. The interactive and colorful nature of gamified activities fostered motivation and reduced anxiety during English learning sessions, appealing to the young and curious minds of 5th-grade students.

Regarding attitude and behavior, the students responded positively to the gamified English learning activities, expressing support for their continued implementation in the future. These findings aligned with previous research, further validating the benefits of gamification in enhancing students' English learning outcomes.

Advantages of Gamification in Teaching and Learning English:

Increased Engagement: Gamification makes the learning process more enjoyable and interactive, capturing students' attention and interest. Engaged students are more motivated to participate actively in language activities, leading to better learning outcomes.

Improved Motivation: By incorporating game-like elements such as rewards, badges, and leaderboards, gamification provides students with a sense of achievement and progress. This motivates them to work harder and stay committed to their language learning journey.

Active Learning: Gamified activities often require students to apply language skills in practical scenarios, such as role-playing or problem-solving. This hands-on approach promotes active learning, enhancing students' ability to use the language in real-life situations.

Personalization: Gamification allows for personalized learning experiences, tailoring content and challenges to individual student needs and interests. This

customization fosters a sense of ownership over the learning process and increases student engagement.

Immediate Feedback: Many gamified platforms provide instant feedback on students' performance, allowing them to identify and correct mistakes promptly. This timely feedback helps students improve their language skills more effectively.

Collaboration and Social Interaction: Gamification often involves group activities and collaborative tasks, promoting teamwork and communication among students. This enhances their social interaction and communication skills in English.

Disadvantages of Gamification in Teaching and Learning English:

Overemphasis on Rewards: In some cases, students may become overly focused on earning rewards and badges, prioritizing external motivation over genuine interest in language learning. This could hinder their intrinsic motivation to learn.

Potential Distractions: Gamification, if not carefully implemented, can lead to distractions in the classroom. Students might become more interested in the game aspect than in the actual language learning, impacting their overall progress.

Limited Coverage of Content: Gamified activities might not cover all aspects of language learning comprehensively. Important language skills like reading and writing might receive less attention compared to speaking and listening.

Access and Technology: Implementing gamification effectively often requires access to technology and appropriate platforms. Schools or students with limited resources might face challenges in fully embracing this approach.

Overcomplication of Learning Materials: In some cases, gamification might lead to the overcomplication of learning materials, making the language tasks overly complex or challenging, which could demotivate some students.

Individual Learning Styles: While gamification can be engaging for many students, it might not align with the learning preferences of all individuals. Some students might thrive better in a more traditional learning environment.

In conclusion, gamification in teaching and learning English offers various advantages, such as increased engagement, motivation, and active learning. However, educators should be mindful of potential drawbacks, such as overemphasis on rewards, distractions, and limitations in content coverage. By striking a balance and

carefully designing gamified activities, teachers can leverage the benefits of gamification to enhance the language learning experience for their students.

5.1.2. Suggested methods and technique of gamification in teaching and learning English for students in Vietnam

The study conducted a comprehensive statistical analysis, providing compelling evidence of the positive influence of gamification on two study groups. The test results reinforced the benefits of incorporating gamification into English teaching content, aligning with prior research that highlights the advantages of using gamification in English education. Additionally, the study offered valuable recommendations on suitable games for primary school English teachers to enhance their teaching practices further.

Focusing on assessing students' attitudes and participation in English learning activities through gamification, the study analyzed progress in cognitive, affective, and behavioral dimensions. The findings demonstrated that gamified English learning activities positively impacted students' vocabulary, reading, and writing skills, as they actively engaged and strived for high scores in the games. The interactive and colorful nature of gamified activities fostered motivation and reduced anxiety during English learning sessions, appealing to the young and curious minds of 5th-grade students.

Regarding attitude and behavior, the students responded positively to the gamified English learning activities, expressing support for their continued implementation in the future. These findings aligned with previous research, further validating the benefits of gamification in enhancing students' English learning outcomes.

In conclusion, the study's results provided substantial evidence for the positive impact of gamification on primary school students' English learning journey. The study emphasized the importance of integrating gamified activities into the classroom to promote active engagement, enhance language proficiency, and foster a positive learning environment. By leveraging the power of gamification, educators can inspire and motivate young learners to excel in their English language skills, resulting in more effective and enjoyable language education experiences.

However, the thesis acknowledged certain limitations, including generalizability, timeframe, sample size, research design, limited focus on non-

academic outcomes, and the need for teacher training. These limitations call for cautious interpretation and further research to address these gaps and advance the field of gamification in education.

Overall, the research on gamification offers valuable insights into its potential to positively impact language education for elementary school students. It highlights the significance of creating dynamic and learner-centered approaches to enhance student motivation and language proficiency. Policymakers and educators can consider incorporating gamified activities into English language teaching to foster active participation and a positive learning environment, ultimately benefiting young learners' language development.

5.2 Recommendations

Essential recommendations emerge from the analysis of the results.

5.2.1 Recommendations for English teachers

Teachers should assess students' perceptions and beliefs regarding gamified approaches before implementing them in the classroom. Understanding students' attitudes and addressing any concerns can effectively engage them and increase receptiveness to gamification. Educators have a responsibility to introduce innovative approaches and educate students about the benefits of gamified activities, fostering a positive learning environment.

Gamification is an excellent strategy to engage students and make the learning process more enjoyable and effective. Here are some recommendations for English teachers looking to apply gamification in their teaching:

Set Clear Learning Objectives: Define specific learning goals and outcomes for each gamified activity. Ensure that the games align with the curriculum and reinforce the language skills you want to develop in your students.

Choose Appropriate Games: Select games that are age-appropriate, relevant to the English language concepts being taught, and enjoyable for your students. Digital games, board games, and role-playing activities are some options you can explore.

Create a Storyline: Integrate gamified activities into a coherent storyline or narrative. This can help create a sense of purpose and motivation for students as they progress through the game.

Reward System: Implement a rewards system to recognize students' achievements and progress. Use points, badges, or levels to acknowledge their efforts and keep them motivated.

Collaboration and Competition: Incorporate both collaborative and competitive elements in the games. This allows students to work together as a team while also fostering healthy competition, which can be motivating for some learners.

Feedback Mechanism: Provide regular feedback on students' performance in the games. Constructive feedback helps them understand their strengths and areas for improvement.

Real-World Relevance: Ensure that the gamified activities have real-world relevance to help students see the practical application of their language skills.

Balance Challenge and Skill Level: Maintain an appropriate level of challenge that aligns with students' language proficiency. The game should be challenging enough to keep them engaged but not too difficult to discourage participation.

Reflection and Discussion: After each gamified activity, encourage students to reflect on their experiences and discuss what they have learned. This reflection helps solidify learning and provides insights for future improvements.

Track Progress: Keep track of students' progress and performance in the games. This data can be used to tailor individualized learning paths and identify areas where students may need additional support.

Variety and Rotation: Introduce a variety of gamified activities to keep the learning experience fresh and exciting. Rotate games regularly to maintain interest.

Encourage Autonomy: Allow students some autonomy in decision-making during the game. This empowers them to take ownership of their learning and boosts motivation.

Incorporate Language Skills: Design games that incorporate various language skills, such as listening, speaking, reading, and writing, to provide a comprehensive learning experience.

Be Enthusiastic: As the teacher, your enthusiasm and engagement are infectious. Show excitement about the gamified activities to encourage students to participate wholeheartedly.

Remember, gamification should enhance the learning experience rather than replace it entirely. Strike a balance between traditional teaching methods and gamified activities to create a well-rounded English learning environment.

5.2.2 Recommendations for schools

Schools play a pivotal role in promoting the use of gamified activities. Schools should invest in necessary infrastructure, including reliable internet access, projectors, and smartphones, to support gamification. Providing technical support and organizing training workshops will help teachers develop proficiency in utilizing technology effectively. Adjustments to the curriculum may be necessary to accommodate gamified activities, and schools should allocate resources to educator preparation.

Adding some recommendations for schools when applying gamification:

Involve Teachers and Staff: Ensure that teachers and staff are actively involved in the planning and implementation of gamification. Their support and understanding of the strategy are crucial for its effective integration into the curriculum.

Align with Curriculum Standards: Ensure that gamified activities align with the school's curriculum and educational standards. Gamification should complement and enhance the learning experience rather than diverting from academic goals

Professional Development: Provide training and professional development opportunities for teachers to understand the principles and best practices of gamification. This ensures they can effectively use gamified strategies in their classrooms.

These recommendations aim to mitigate technical issues, instill confidence in instructors, and create an ideal environment for integrating gamified activities into English lessons. Schools should encourage teachers to apply gamification techniques across all grade levels, while teachers should conduct research and organize game activities during teaching hours. Lastly, students should actively participate in the game activities facilitated by their teachers.

5.2.3 Recommendations for further reseaches

Furthermore, I strongly recommend pursuing a doctoral thesis focused on the gamification of education for elementary school students. This research area holds

great potential for enhancing the learning experience and engagement of young learners. By investigating the use of gamification in elementary school classrooms, the thesis can contribute valuable insights, such as the effectiveness of game-based strategies, design principles for educational games, and the impact of gamification on academic performance and skill development.

To ensure rigorous research, a mixed-methods approach combining quantitative analysis of student performance data and qualitative examination of student experiences and attitudes should be adopted. Collaboration with elementary school teachers and administrators will ensure practical relevance and applicability.

In conclusion, a doctoral thesis on the gamification of education for elementary school students can significantly impact the field of education, providing valuable insights for evidence-based practices in gamified learning. This research will contribute to the existing knowledge base and lay the foundation for further advancements in gamified education. I fully support the pursuit of this thesis and its potential to enhance the learning experiences of young students.

REFERENCES

In English

- Ary, D. (2014). *Introduction to research in education*. Wadsworth Cengage Learning.
- Barzilai, S., & Blau, I. (2014). *Scaffolding game-based learning: Impact on learning achievements, perceived learning, and game experiences*. *Computers & Education*, 70, 65–79.
- Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy (4th Edition)*. Pearson Education.
- Brown, H. D. (2016). *Principles of Language Learning and Teaching (6th Edition)*. Pearson Education.
- Carter, R., & Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
- Council of Europe. (2008). *Common European Framework of Reference for Languages*. Strasbourg: Council of Europe.
- Cook, V. (2008). *Second Language Learning and Language Teaching (4th ed.)*. London: Hodder Education.
- Cook, V. (2017). *Second language learning and language teaching*. Routledge.
- Carter, R., & Nunan, D. (2006). *Task-based Language Teaching in the Asia Context*. University of Hong Kong.
- Daniela, L. (2021). *Smart Pedagogy of Game-based Learning*. Springer.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Flores, J. F. F. (2015). *Using gamification to enhance second language learning*. *Digital Education Review*.
- Garris, R., Ahlers, R., & Driskell, J. E. (2002). *Games, motivation, and learning: A research and practice model*. *Simulation & Gaming*, 33(4), 441–467.
- Garland, C. M. (2015). *Gamification and implications for second language education: A meta-analysis (Master's thesis)*. St. Cloud State University. Retrieved from [URL]
- Hanus, M. D., & Fox, J. (2015). *Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison,*

- satisfaction, effort, and academic performance*. *Computers & Education*, 80, 152–161.
- Haukås, Å., Bjørke, C., & Dypedahl, M. (Eds.). (2018). *Metacognition in Language Learning and Teaching*. Routledge.
- Huang, W. H. Y., & Soman, D. (2013). *Gamification of education*. Report Series: Behavioral Economics in Action, 1–29.
- James, K. K., & Mayer, R. E. (2019). *Learning a second language by playing a game*. *Applied Cognitive Psychology*, 33(4), 669–674.
- Johnson, E. K., & Salter, A. (2022). *Playful Pedagogy in the Pandemic: Pivoting to Game-Based Learning*. Taylor & Francis Group.
- Johnson, E., & Salter, A. (2022). *Playful Pedagogy in the Pandemic: Pivoting to Game-Based Learning*. Routledge.
- Kapp, K. M. (2012). *Games, gamification, and the quest for learner engagement*. *Training and Development*, 66(6), 64–68.
- Kim, S., Song, K., Lockee, B., & Burton, J. (2018). *Gamification in Learning and Education: Enjoy Learning Like Gaming*. Springer International Publishing AG.
- Kim, Sangkyun (et al) (2018). *Gamification in Learning and Education: Enjoy Learning Like Gaming*. Springer International Publishing.
- Larsen-Freeman, D., & Anderson, M. (2008). *Techniques and Principles in Language Teaching, 2nd Edition*. Oxford University Press.
- Long, M. (2015). *Second Language Acquisition and Task-Based Language Teaching*. Wiley-Blackwell.
- Linda Daniela (2021). *Smart Pedagogy of Game – based Learning*. Springer.
- Mackey, A., & Gass, S. (2012). *Research methods in second language acquisition: A practical approach*. Wiley-Blackwell.
- Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. London. Lawrence Erlbaum Associates.
- McLaughlin, R., & Searson, M. (2005). *Games and Simulations as Tools for Educational Reform*. In C. Crawford (Ed.), *Proceedings of Society for Information Technology and Teacher Education International Conference* (Vol. 2005, pp. 1200–1204).

- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (2005). *Task-Based Language Teaching*. Cambridge University Press.
- Nunan, D. (2013). *Learner-centered English language education: The selected works of David Nunan*. Routledge.
- Reiners, T. et al. (Eds.). (2015). *Gamification in Education and Business*. Springer International Publishing.
- Rebetez, C., & Betrancourt, M. (2007). *Video game research in cognitive and educational sciences*. Cognitione, Creier, Comportament.
- Rouf, M. A., & Sultana, K. N. (2018). *Learner Role in CLT: Practices in the Higher Secondary Classrooms*. Journal of NELTA, 20(1-2), 34–40.
- Sangkyun Kim - Kibong Song- Barbara Lockee- John Burton (2018). *Gamification in Learning and Education. Enjoy Learning Like Gaming*. Springer International. Publishing AG.
- Tan, Wee Hoe (editor) (2019). *Design, motivation, and frameworks in game-based learning*. IGI Global.
- Torsten Reiners, Lincoln C. Wood (2015). *Gamification in Education and Business*. Springer International Publishing.

In Vietnamese

- Nguyễn Thị Thu Hiền (2018). Các yếu tố ảnh hưởng đến sự thành công trong học tập của học sinh trong các khóa học kết hợp trong giáo dục đại học. Một tổng quan tài liệu. Kỷ yếu hội thảo khoa học quốc tế dành cho học viên cao học và cứu sinh 2018, 211-226.
- Trần Quốc Thảo, & Dương Thị Thanh Huyền (2022). Insights into young learners's attitudes towards gamified learning activities in English language learning. TNU Journal of Science and Technology. <https://doi.org/10.34238/tnu-jst.6229>.

APPENDIXES

APPENDIX 1: QUESTIONNAIRES FOR STUDENTS

Dear Students,

I would like to enlist your help. I am a student at the master's degree in English language of Phan Thiet University.

I am doing a survey for my thesis on “Gamification in Learning and Teaching English for students of Ham Thang 1 primary school”. The survey should only take about 10 -15 minutes of your time. Your answers are anonymous, so DO NOT enter your name in the survey.

Answers will be kept confidential. Thank you for your time and cooperation.

Section 1: Please provide your answer by using a tick () mark

A1. Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
A2. Grade:	<input type="checkbox"/> 5A	<input type="checkbox"/> 5B
A3. Have you ever joined any extra English classes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
A4. How many hours per day do you spend on self-study?		
<input type="checkbox"/> Less than 1 hour	<input type="checkbox"/> 1-2 hours	<input type="checkbox"/> more than 2 hours

Section 2: Please indicate the extend of your agreement with following statement on a 5-point scale. (Please circle your answer)

1= Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

No	Questions	Options				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Do you feel happy when you earn points while playing games?					

2	Have you used any educational apps with gamification to help you learn?					
3	Do gamification make learning more enjoyable?					
4	Do you think gamification could help you learn better?					
5	Do you believe gamification can make studying more interesting?					
6	Have you ever tried creating a game or activity that uses gamification for learning?					
7	8. Do you think gamification can help you remember information for a longer time?					
8	9. Have you ever felt more excited about learning because of gamification?					
9	Do you think gamification can make studying more enjoyable?					
10	Do you think gamification can help you remember information better?					
11	How do you think gamification can help you develop important skills for the future?					
12	How much do you enjoy learning English through gamified activities?					

13	Do you find gamified quizzes and games helpful in improving your English skills?					
14	Do you feel more motivated to learn English when it's presented in a gamified format?					
15	Do you think gamification makes English lessons more interesting and fun?					
16	Are you more likely to participate actively in English class activities when they involve games?					
17	Does receiving rewards or points in gamified English activities motivate you to do better?					
18	Would you like to see more gamified elements integrated into your English lessons?					
19	Do you believe gamification helps you remember English vocabulary and grammar more effectively?					
20	Are you more engaged and focused in English class when games are involved?					
21	Would you recommend using gamification in English classes to other students?					

22	Do you believe gamification enhances your English learning experience?					
23	Do you like competing with my classmates in English games?					
24	Do you want to see more gamification elements in our English lessons?					
25	Does gamification encourage you to participate more actively in English lessons?					
26	Would you recommend gamification as a learning method to your classmates?					

THANK YOU VERY MUCH.

APPENDIX 2**QUESTIONNAIRE FOR TEACHERS**

I am a learner in the master class at English language major of the University of Phan Thiet, Vietnam. I am conducting a study “**Gamification in Learning and Teaching English for students of Ham Thang 1 primary school**” For this research, I require your valuable input at per your best knowledge. Your data will be kept confidential and they will only be used for the research analysis purpose. The findings of the research can be shared with you on demand. This will only take 10 minutes to fill the questionnaire. Thank you for your time.

Section 1: Please provide your answer by using a tick (✓) mark

1. Gender: Male Female
2. English level: B1 B2
3. How long have you taught English?
 1- 5 years 6 - 10 years Over 10 years
4. Have you ever applied Game in your English classroom? Yes No

Section 2: Please indicate the extend of your agreement with following statement on a 5-point scale. (Please circle your answer)

1= Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

No	Questions	Options				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Gamification enhances students' motivation to learn English.					
2	Gamification is an effective method to improve students' English language skills.					
3	Gamification helps create a more enjoyable and engaging					

	learning environment for students.					
4	Integrating gamification in English language lessons is time-consuming and challenging.					
5	Gamification allows for better individualization of learning for each student.					
6	Gamification positively impacts students' retention of English language content.					
7	The use of gamification in teaching English is suitable for all types of students, regardless of their learning abilities.					
8	Teachers should receive training and support to effectively implement gamification in English language classes.					
9	Gamification positively influences students' overall attitude towards learning English.					
10	There are differences in learning outcomes between traditional teaching methods and gamification.					

THANK YOU FOR YOUR COOPERATION!

Frequency Table 1**Q1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	12	15.6	15.6	20.8
3	15	19.5	19.5	40.3
4	35	45.5	45.5	85.7
5	11	14.3	14.3	100.0
Total	77	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	7.8	7.8	7.8
2	19	24.7	24.7	32.5
3	17	22.1	22.1	54.5
4	31	40.3	40.3	94.8
5	4	5.2	5.2	100.0
Total	77	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	11	14.3	14.3	19.5
3	38	49.4	49.4	68.8
4	15	19.5	19.5	88.3
5	9	11.7	11.7	100.0

Total	77	100.0	100.0
-------	----	-------	-------

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	13.0	13.0	13.0
2	20	26.0	26.0	39.0
3	28	36.4	36.4	75.3
4	18	23.4	23.4	98.7
5	1	1.3	1.3	100.0
Total	77	100.0	100.0	

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	17	22.1	22.1	22.1
2	9	11.7	11.7	33.8
3	28	36.4	36.4	70.1
4	20	26.0	26.0	96.1
5	3	3.9	3.9	100.0
Total	77	100.0	100.0	

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	7.8	7.8	7.8
2	26	33.8	33.8	41.6
3	19	24.7	24.7	66.2
4	25	32.5	32.5	98.7
5	1	1.3	1.3	100.0
Total	77	100.0	100.0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3.9	3.9	3.9
2	30	39.0	39.0	42.9
3	21	27.3	27.3	70.1
4	19	24.7	24.7	94.8
5	4	5.2	5.2	100.0
Total	77	100.0	100.0	

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	27	35.1	35.1	40.3
3	25	32.5	32.5	72.7
4	16	20.8	20.8	93.5
5	5	6.5	6.5	100.0
Total	77	100.0	100.0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	31	40.3	40.3	42.9
3	18	23.4	23.4	66.2
4	17	22.1	22.1	88.3
5	9	11.7	11.7	100.0
Total	77	100.0	100.0	

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	10.4	10.4	10.4
2	28	36.4	36.4	46.8
3	20	26.0	26.0	72.7
4	21	27.3	27.3	100.0
Total	77	100.0	100.0	

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	15.6	15.6	15.6
2	16	20.8	20.8	36.4
3	13	16.9	16.9	53.2
4	18	23.4	23.4	76.6
5	18	23.4	23.4	100.0
Total	77	100.0	100.0	

Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	13.0	13.0	13.0
2	14	18.2	18.2	31.2
3	20	26.0	26.0	57.1
4	23	29.9	29.9	87.0
5	10	13.0	13.0	100.0
Total	77	100.0	100.0	

Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	11.7	11.7	11.7
2	28	36.4	36.4	48.1
3	15	19.5	19.5	67.5
4	24	31.2	31.2	98.7
5	1	1.3	1.3	100.0
Total	77	100.0	100.0	

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	24	31.2	31.2	36.4
3	27	35.1	35.1	71.4
4	19	24.7	24.7	96.1
5	3	3.9	3.9	100.0
Total	77	100.0	100.0	

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	9.1	9.1	9.1
2	19	24.7	24.7	33.8
3	31	40.3	40.3	74.0
4	20	26.0	26.0	100.0
Total	77	100.0	100.0	

Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	18	23.4	23.4	28.6
3	15	19.5	19.5	48.1
4	32	41.6	41.6	89.6
5	8	10.4	10.4	100.0
Total	77	100.0	100.0	

Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	6.5	6.5	6.5
2	15	19.5	19.5	26.0
3	23	29.9	29.9	55.8
4	27	35.1	35.1	90.9
5	7	9.1	9.1	100.0
Total	77	100.0	100.0	

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	11.7	11.7	11.7
2	27	35.1	35.1	46.8
3	26	33.8	33.8	80.5
4	14	18.2	18.2	98.7
5	1	1.3	1.3	100.0
Total	77	100.0	100.0	

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	21	27.3	27.3	29.9
3	19	24.7	24.7	54.5
4	17	22.1	22.1	76.6
5	18	23.4	23.4	100.0
Total	77	100.0	100.0	

Q20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	6.5	6.5	6.5
2	24	31.2	31.2	37.7
3	19	24.7	24.7	62.3
4	25	32.5	32.5	94.8
5	4	5.2	5.2	100.0
Total	77	100.0	100.0	

Q21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	6.5	6.5	6.5
2	19	24.7	24.7	31.2
3	30	39.0	39.0	70.1
4	18	23.4	23.4	93.5
5	5	6.5	6.5	100.0
Total	77	100.0	100.0	

Q22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	8	10.4	10.4	10.4
2	21	27.3	27.3	37.7
3	13	16.9	16.9	54.5
4	23	29.9	29.9	84.4
5	12	15.6	15.6	100.0
Total	77	100.0	100.0	

Q23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	13.0	13.0	13.0
2	22	28.6	28.6	41.6
3	14	18.2	18.2	59.7
4	24	31.2	31.2	90.9
5	7	9.1	9.1	100.0
Total	77	100.0	100.0	

Q24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	14.3	14.3	14.3
2	15	19.5	19.5	33.8
3	20	26.0	26.0	59.7
4	27	35.1	35.1	94.8
5	4	5.2	5.2	100.0
Total	77	100.0	100.0	

Q25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	30	39.0	39.0	40.3
3	9	11.7	11.7	51.9
4	28	36.4	36.4	88.3
5	9	11.7	11.7	100.0
Total	77	100.0	100.0	

Q26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	6.5	6.5	6.5
2	11	14.3	14.3	20.8
3	14	18.2	18.2	39.0
4	28	36.4	36.4	75.3
5	19	24.7	24.7	100.0
Total	77	100.0	100.0	

APPENDIX 4: Post - Survey of students**Statistics 1**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
N	Valid	77	77	77	77	77	77	77
	Missing	0	0	0	0	0	0	0
Mean		4.36	4.32	3.70	3.92	3.60	3.13	3.45
Median		5.00	5.00	4.00	4.00	3.00	3.00	3.00
Std. Deviation		1.050	1.019	1.348	1.201	1.290	1.250	.994
Minimum		1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5

Statistics 2

		Q8	Q9	Q10	Q11	Q12	Q13	Q14
N	Valid	77	77	77	77	77	77	77
	Missing	0	0	0	0	0	0	0
Mean		3.47	3.56	3.51	3.81	3.81	3.68	3.94
Median		3.00	4.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		1.008	1.057	.927	.812	.874	.924	.864
Minimum		1	1	1	2	2	1	1
Maximum		5	5	5	5	5	5	5

Statistics 3

		Q15	Q16	Q17	Q18	Q19	Q20	Q21
N	Valid	77	77	77	77	77	77	77
	Missing	0	0	0	0	0	0	0
Mean		3.39	3.87	3.12	4.19	4.10	4.16	3.68
Median		3.00	4.00	3.00	4.00	4.00	4.00	4.00
Std. Deviation		1.002	.656	.858	.795	.447	.400	.865
Minimum		1	2	1	2	3	3	2
Maximum		5	5	5	5	5	5	5

Statistics 4

		Q22	Q23	Q24	Q25	Q26
N	Valid	77	77	77	77	77
	Missing	0	0	0	0	0
Mean		4.47	4.16	4.12	4.12	4.27
Median		4.00	4.00	4.00	4.00	4.00
Std. Deviation		.502	.365	.323	.606	.621
Minimum		4	4	4	3	3
Maximum		5	5	5	5	5

Frequency Table**Q1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	5	6.5	6.5	7.8
3	12	15.6	15.6	23.4
4	6	7.8	7.8	31.2
5	53	68.8	68.8	100.0
Total	77	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	4	5.2	5.2	6.5
3	13	16.9	16.9	23.4
4	10	13.0	13.0	36.4
5	49	63.6	63.6	100.0
Total	77	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	14	18.2	18.2	23.4
3	18	23.4	23.4	46.8
4	6	7.8	7.8	54.5
5	35	45.5	45.5	100.0
Total	77	100.0	100.0	

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3.9	3.9	3.9
2	8	10.4	10.4	14.3
3	16	20.8	20.8	35.1
4	15	19.5	19.5	54.5
5	35	45.5	45.5	100.0
Total	77	100.0	100.0	

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	7.8	7.8	7.8
2	6	7.8	7.8	15.6
3	31	40.3	40.3	55.8
4	4	5.2	5.2	61.0
5	30	39.0	39.0	100.0
Total	77	100.0	100.0	

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	13.0	13.0	13.0
2	11	14.3	14.3	27.3
3	29	37.7	37.7	64.9
4	13	16.9	16.9	81.8
5	14	18.2	18.2	100.0
Total	77	100.0	100.0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	8	10.4	10.4	13.0
3	34	44.2	44.2	57.1
4	19	24.7	24.7	81.8
5	14	18.2	18.2	100.0
Total	77	100.0	100.0	

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	8	10.4	10.4	13.0
3	34	44.2	44.2	57.1
4	18	23.4	23.4	80.5
5	15	19.5	19.5	100.0
Total	77	100.0	100.0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	6.5	6.5	6.5
2	4	5.2	5.2	11.7
3	25	32.5	32.5	44.2
4	29	37.7	37.7	81.8
5	14	18.2	18.2	100.0
Total	77	100.0	100.0	

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	12	15.6	15.6	18.2
3	13	16.9	16.9	35.1
4	45	58.4	58.4	93.5
5	5	6.5	6.5	100.0
Total	77	100.0	100.0	

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	9	11.7	11.7	11.7
3	7	9.1	9.1	20.8
4	51	66.2	66.2	87.0
5	10	13.0	13.0	100.0
Total	77	100.0	100.0	

Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	7	9.1	9.1	9.1
3	17	22.1	22.1	31.2
4	37	48.1	48.1	79.2
5	16	20.8	20.8	100.0
Total	77	100.0	100.0	

Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	8	10.4	10.4	11.7
3	19	24.7	24.7	36.4
4	36	46.8	46.8	83.1
5	13	16.9	16.9	100.0
Total	77	100.0	100.0	

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	3	3.9	3.9	5.2
3	16	20.8	20.8	26.0
4	37	48.1	48.1	74.0
5	20	26.0	26.0	100.0
Total	77	100.0	100.0	

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	8	10.4	10.4	13.0
3	40	51.9	51.9	64.9
4	12	15.6	15.6	80.5
5	15	19.5	19.5	100.0
Total	77	100.0	100.0	

Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	3.9	3.9	3.9
3	13	16.9	16.9	20.8
4	52	67.5	67.5	88.3
5	9	11.7	11.7	100.0
Total	77	100.0	100.0	

Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	5.2	5.2	5.2
2	8	10.4	10.4	15.6
3	44	57.1	57.1	72.7
4	17	22.1	22.1	94.8
5	4	5.2	5.2	100.0
Total	77	100.0	100.0	

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	6.5	6.5	6.5
3	3	3.9	3.9	10.4
4	41	53.2	53.2	63.6
5	28	36.4	36.4	100.0
Total	77	100.0	100.0	

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	5.2	5.2	5.2
4	61	79.2	79.2	84.4
5	12	15.6	15.6	100.0
Total	77	100.0	100.0	

Q20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	1.3	1.3	1.3
4	63	81.8	81.8	83.1
5	13	16.9	16.9	100.0
Total	77	100.0	100.0	
		Freque ncy	Percent	Valid Percent
Valid 2	8	10.4	10.4	10.4
3	21	27.3	27.3	37.7
4	36	46.8	46.8	84.4
5	12	15.6	15.6	100.0

Total	77	100.0	100.0
-------	----	-------	-------

Q22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	41	53.2	53.2	53.2
5	36	46.8	46.8	100.0
Total	77	100.0	100.0	

Q23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	65	84.4	84.4	84.4
5	12	15.6	15.6	100.0
Total	77	100.0	100.0	

Q24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	68	88.3	88.3	88.3
5	9	11.7	11.7	100.0
Total	77	100.0	100.0	

Q25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	10	13.0	13.0	13.0
4	48	62.3	62.3	75.3
5	19	24.7	24.7	100.0
Total	77	100.0	100.0	

Q26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	9.1	9.1	9.1
4	42	54.5	54.5	63.6
5	28	36.4	36.4	100.0
Total	77	100.0	100.0	

APPENDIX 7: Survey of teachers**Statistics 1**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
N	Valid	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0
Mean		4.53	4.60	4.40	4.47	4.27	4.53	4.47
Median		5.00	5.00	4.00	4.00	4.00	5.00	4.00
Std. Deviation		.516	.507	.507	.516	.458	.516	.516
Minimum		4	4	4	4	4	4	4
Maximum		5	5	5	5	5	5	5

Statistics 2

		Q8	Q9	Q10
N	Valid	15	15	15
	Missing	0	0	0
Mean		4.47	4.60	4.60
Median		4.00	5.00	5.00
Std. Deviation		.516	.507	.507
Minimum		4	4	4
Maximum		5	5	5

Frequency Table 1**Q1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	7	46.7	46.7	46.7
5	8	53.3	53.3	100.0
Total	15	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	40.0	40.0	40.0
5	9	60.0	60.0	100.0
Total	15	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	9	60.0	60.0	60.0
5	6	40.0	40.0	100.0
Total	15	100.0	100.0	

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	8	53.3	53.3	53.3
5	7	46.7	46.7	100.0
Total	15	100.0	100.0	

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	11	73.3	73.3	73.3
5	4	26.7	26.7	100.0
Total	15	100.0	100.0	

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	7	46.7	46.7	46.7
5	8	53.3	53.3	100.0
Total	15	100.0	100.0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	8	53.3	53.3	53.3
5	7	46.7	46.7	100.0

Total	15	100.0	100.0
-------	----	-------	-------

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	8	53.3	53.3	53.3
5	7	46.7	46.7	100.0
Total	15	100.0	100.0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	40.0	40.0	40.0
5	9	60.0	60.0	100.0
Total	15	100.0	100.0	

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	40.0	40.0	40.0
5	9	60.0	60.0	100.0
Total	15	100.0	100.0	

FIGURE



Figure 3.1.1 Ham Thang 1 primary school



Figure 3.1.2 Class 5A



Figure 3.1.3 Students play game.

Theme 7

THE WORLD AROUND US

LESSON 1

Vocabulary:
the UK/British, the USA/American, China/Chinese, Singapore/Singaporean, Japan/Japanese, Vietnam/Vietnamese

Structure:
Where's (he) from?
(He)'s from (the USA).

A Listen, point and say.

<p>1</p> <p>the UK/ British</p>	<p>2</p> <p>the USA/ American</p>	<p>3</p> <p>China/ Chinese</p>	<p>4</p> <p>Singapore/ Singaporean</p>	<p>5</p> <p>Japan/ Japanese</p>	<p>6</p> <p>Vietnam/ Vietnamese</p>
--	--	---	---	--	--

B 1. Listen and read.

2. Listen and draw lines.

VISITORS COME TO GREENWOOD...

3. Practice the structure.

STRUCTURE

Where's he from? He's from the UK. He's British.
Where's she from? She's from Japan. She's Japanese.

78

THE WORLD AROUND US: Lesson 1

Figure 3.1.4 Lesson 1 Theme 7 (I-learn Smart Start grade 5)

Lesson plan

WEEK 27
From 27/03/2023 to 31/03/2023

Tuesday, March 28th, 2023

CLASS 5A

Period 105: Theme 7: The world around us- Lesson 1 (A, B)

A. Objectives: By the end of the lesson, Ss will be able to:

- + Recognize vocabularies about nations and nationalities.
- + Ask and answer about where people are from.
- + Develop 2 skills: listening and speaking.

B. Language content:

1. Vocabulary: the UK/British, the USA/American, China/Chinese, Singapore/Singaporean, Japan/Japanese, Vietnam/Vietnamese
2. Sentence pattern: *Where's (he) from?*
(He)'s from (the UK). He's (British).

C. Teaching aids: student book, computer, overhead projector, screen

D. Techniques: Pair work, group work, pair drills, video-analyzing

E. Procedure:

Teacher's activities

Teacher's activities**Students' activities****I. Warm up (6') "Pastimes game"**

Purpose: Create a lively atmosphere before starting the lesson and help teachers check students' vocabulary.

How to play:

The teacher will divide the class into two teams, each team will put 1 chalk at the top of the table. Divide the board into two halves with two teams. When they hear the signal to start, students on each team will quickly run to the board to write down any word they learned in the previous lesson. Then run back to give chalk to the next person. However, you can only write one word at a time, can be many times. The game will take place within 3-5 minutes. At the end of the game, the team with the most correct spelling words wins. Duplicate words will only count as one word.

- Sing the song

II. New lesson**A. Presentation****Activity 1: Listen, point and say (7')**

- Introduce new words by pictures on the screen.
- Play audio and have students listen and repeat. Point to the pictures along with the audio. Repeat several times.
- Play audio again and have students listen, repeat and point to the pictures in their books.
- Change the order of the pictures, point to them individually and have students say the words, correct pronunciation when needed.
- Game: "**National dress**" game
 - **How to use the game:** Divide your class into pairs A and B. Give map A to all the As. Give map B to all the

-Observe the pictures

- Say the words

- Listen and repeat the words

- Play the game

Bs. They should not show the maps to each other. Give each pair a pile of clue cards. They should remove the paperclip and place the pile exactly as it is, face down, between them. Tell them they are about to go on a treasure hunt. The clues are in the pile in front of them. They should take turn these up one at a time. Student A should begin. When they have traced the route given in the clue, they can turn up the next clue. Unfortunately, their maps are not complete, so they will have to ask each other for help, to find exactly where the clues are. The object of the game is to find the treasure. To do this, they will have to help each other to follow the clues until they come to the last one which will tell them where the treasure is (on the island)

* **Level 4:** Ss state more countries and nationalities they know

B. Practice (15')

Activity 2: Listen and read (5')

- Introduce the situation "*Visitors come to Greenwood...*"
- Have students call out the characters and the nations where they are from.
- Have Ss describe the pictures.
- Have students listen and say key information

Activity 3: Listen and draw lines (5')

- Have Ss identify the character and flags for nations and nationalities.
- Play audio and demonstrate the activity using the example.
- Play audio and have students listen and draw lines.
- Check the answers as a class.

Activity 4: Practice the structure (5')

- Give ideas.

-Describe the picture

Listen and give information they hear.

<ul style="list-style-type: none"> - Draw students' attention to the structure box. - Play audio and have students listen. - Play audio again and have students listen and repeat. - Have Ss practice in pairs, using picture cues. Act out. <p>Feedback.</p> <p>C. Production (5') "Transfer game" Purpose: Create a fun atmosphere in the classroom while consolidating knowledge.</p> <p>How to play:</p> <p>After the class settles down, the teacher will call any student to stand up and say a country out loud in English. Then point quickly at any friend and shout "Transmit power".</p> <p>You have just been assigned to quickly stand up and say another country and continue to point at another friend and shout "Transmitting electricity". Just like that, the players in the class would take turns getting up and transmitting electricity. During the game, if you say something wrong, you will be punished and have to hop around the classroom.</p> <p>In addition, the teacher can also give any topic, the players will give the vocabulary related to that topic and "transmit power" to the next players.</p>	<ul style="list-style-type: none"> - Identify the character and flags for nations and nationalities. - Listen and draw lines - Share answers - Listen and repeat the structure. - Work in pairs. - Act out. - Play the game
<p>III. Homework: Have Ss</p> <ul style="list-style-type: none"> - Review words and structure in Lesson 1. - Prepare new lesson. 	<ul style="list-style-type: none"> - Do the home- link tasks.

PRESTEST**PART IV: SPEAKING (25 ms)**

1. Interview (10 m)

- What did you do in the summer?
- Why do you like learning English?
- Do you like dogs?
- What do you do before/during Tet?

2. Ask and answer questions, using picture cues. (10 m)

Teacher shows pictures from Theme 1 to Theme 4. Call each pair to ask – answer in front of the class. Each pupil asks two questions and gives two answers

3. Listen and comment (5 m)

Teacher shows picture and ask 2 questions. Ps listen and say Yes, .../ No, and give correct statements.

**POSTTEST****PART IV: SPEAKING (25 ms)****A. Getting to know each other. (10 ms)**

1. What's your name?
2. How old are you?
3. Where are you from?
4. What nationality are you?
5. What do you do to speak English well?

B. Talking about future activities/ weather/ jobs. (10 ms)

1. What are you going to do tomorrow?
2. How often do you?

3. What's the weather like in Binh Thuan?
4. What do you want to be when you grow up?
5. Why do you want to be a/an?

C. Describing the picture. (5 ms)

Picture 1:



1. What can you see in the picture?
2. Where is the man/girl/boy from?
3. Describe the weather in those places.
4. What kind of weather do you like best?
5. What do you like doing in that kind of weather?

Picture 2:



1. What can you see in the picture?
2. Where do those people live?
3. What's life in the countryside/village like?
4. Describe people's activities in the picture.
5. Do you like living in the city or village? Why?

HAM THANG 1 PRIMARY SCHOOL

**PRETEST
ENGLISH- GRADE 5**

Full name:
Class:

Time: 15'

Skill	Listening			Speaking	Total
	Q.1	Q.2	Q.3	Q.10	
Marks					
Remarks				

PART I. LISTENING 25 ms

Question 1. Listen and number. There is one example. (10ms)

Example:



0

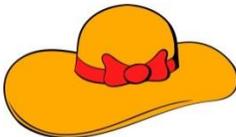


D

Question 2. Listen and tick the box (✓). There is one example. (10ms)

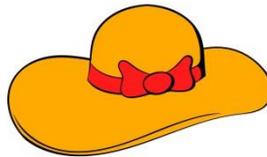
Example:

0. How much is the hat?



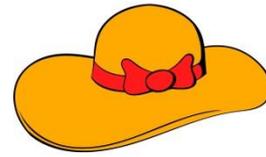
25\$

A.



35\$

B.



45\$

C.

1. How much is the T-



38\$

shirt?
A.



58\$

B.



68\$

C.

2. How much is the scarf





A. B. C.

3. What does Amy want to see?



A.

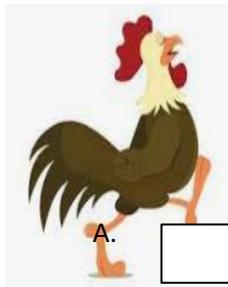


B.



C.

4. What is the chicken



A.



B.



C.

doing?

Question 3. Listen and Tick (✓) or Cross. (X). There is one example. (5 ms)

0. Amy and Adam are talking on the phone.

Amy wants to go to the supermarket.

1. Adam can go straight along Main Street and turn right at the traffic lights.

2. Turn left at the campsite to get to the market.

HAM THANG 1 PRIMARY SCHOOL

POSTTEST

ENGLISH- GRADE 5

Full name:.....

Class:.....

Skill	Listening			Speaking	Total
	Q.1	Q.2	Q.3	Q.10	
Marks					
Remarks				

PART I. LISTENING 25 ms (10')

Question 1. Listen and tick (✓) the box. There is one example. (10ms)

Example:



A



B



C

1.



A



B



C

2.



A



B



C

3.



A



B



C

4.



A



B



C

Question 2. Listen and draw lines. There is one example. (10ms)

Example:



August 21st



A.

May 18th



B

March 3rd



C.

March 5th



D.

February 20th

E.

October 22nd

Question 3. Listen and write ONE word. There is one example. (5 ms)

Example: Lucy is going to go bowling with Alfie.

1. A coconut fell and the man hurt his _____ .
2. When he played _____, he jumped and fell on the ground.

