International Journal of English Language Education
ISSN 2325-0887
2024, Vol. 12, No. 1

The Effects of Blooket on Motivation in Learning English among First-Year Non-English Majors at A University in Ho Chi Minh City

DIEM PHUC LUONG HUYNH

Nguyen Hien High School

Received: February 8, 2024 Accepted: February 29, 2024 Published: March 5, 2024

doi:10.5296/ijele.v12i1.21758 URL: https://doi.org/10.5296/ijele.v12i1.21758

Abstract

This study reviews Blooket's impacts on 51 non-English major university students' vocabulary and reading skills through their intrinsic and extrinsic motivation in comparing when teachers use traditional and technological methods in teaching based on Ryan and Deci's self-determination framework (2020). The research conducted by Shliakhtina et al. (2023) has indicated that old-fashioned approaches, like the Grammar Translation Method with appropriate teacher support, can also enhance students' motivation. However, students sometimes need more support learning vocabulary and reading skills because it is a learned-by-heart process. The study gathered data on students' motivation levels when exposed to different teaching approaches by conducting action research. This data can help identify the effectiveness of Blooket in enhancing students' intrinsic and extrinsic motivation, according to the research of Tran (2022) and Thu & Dan (2023). The results indicate that incorporating elements of extrinsic motivation, such as points or badges within Blooket, also contributes to overall motivation. Students may feel a sense of achievement and be further motivated to participate actively in language learning activities. The interactive nature of Blooket, along with its ability to create a supportive learning environment, fosters a sense of learning and self-awareness among learners. This, in turn, allows students to understand their strengths and weaknesses and take ownership of their learning process.

Keywords: motivation, self-determination, action, intrinsic, extrinsic

1. Introduction

English learning in Vietnam has shifted from traditional grammar-translation methods, mainly emphasizing reading comprehension and vocabulary as crucial skills, into focusing on practicing and enhancing all four skills in foreign language learning. However, word meanings and pronunciation challenges can demotivate learners, and traditional teaching methods are considered dull in teaching and practicing these skills, leading researchers to advocate for game-based education. Moreover, Gen Z students favor technology in education, and various online platforms have become integral to English learning.

Amid the COVID-19 pandemic, the importance of game-based education has risen, tools like Quizlet and Blooket have been embraced, and university students with diverse backgrounds benefit from technology in achieving English proficiency. This action research focuses on Blooket's role in motivating learners, comparing traditional and technology-based teaching approaches. The study aims to enhance the quality of language education in Vietnam, addressing students' attitudes and motivation through vocabulary and reading cycles.

2. Literature Review

2.1 Motivations

Motivation is the driving force behind goal-setting and achievement, shaped by culture, society, and lifestyle. Incentives like grades and success inspire learners. For academic success, especially with self-motivated students, maintaining interest is crucial. Various theories, such as Olushola & Adewumi (2021) and Gobin et al. (2012), include Maslow's Hierarchy of Needs, categorizing motivation into two main groups: intrinsic and extrinsic.

Intrinsic motivation, driven by self-satisfaction or enjoyment, can be influenced by external factors, with praise affecting it, according to Deci (1972). Ryan and Deci (2000) define intrinsic motivation as doing something purely for enjoyment. It plays a crucial role in cognitive, social, and physical growth, supporting learning without external incentives. Measurement methods, like the "free choice" scale (Deci, 1971), observe participants' task engagement. Cognitive Evaluation Theory (CET) explores how social environments impact intrinsic motivation, emphasizing competence and autonomy. Positive feedback enhances intrinsic motivation, while unfavorable feedback diminishes it (Deci & Cascio, 1972). Intrinsic motivation is unique to activities perceived as intrinsically interesting, characterized by novelty, challenge, or aesthetic value. Understanding behaviors that are not inherently attractive requires exploring the dynamics of extrinsic motivation.

While intrinsic motivation is fundamental, most actions are not intrinsically driven because social expectations limit natural inspiration. "External regulation" refers to actions originating outside the subject, often involving rewards or penalties. Money is seen as a behavioral motivator, with its value, not the physical money, driving actions. The perception of money varies, affecting psychological health positively or negatively (Thibault et al., 2016; Srivastava et al., 2001). Extrinsic motivation for learning a foreign language often involves career,

relationships, or educational requirements. Extrinsic motivation, when balanced, can lead to contentment, but relying on others' approval or bravado may result in a loss of control and a desperate lifestyle (Locke & Kenner, 2016).

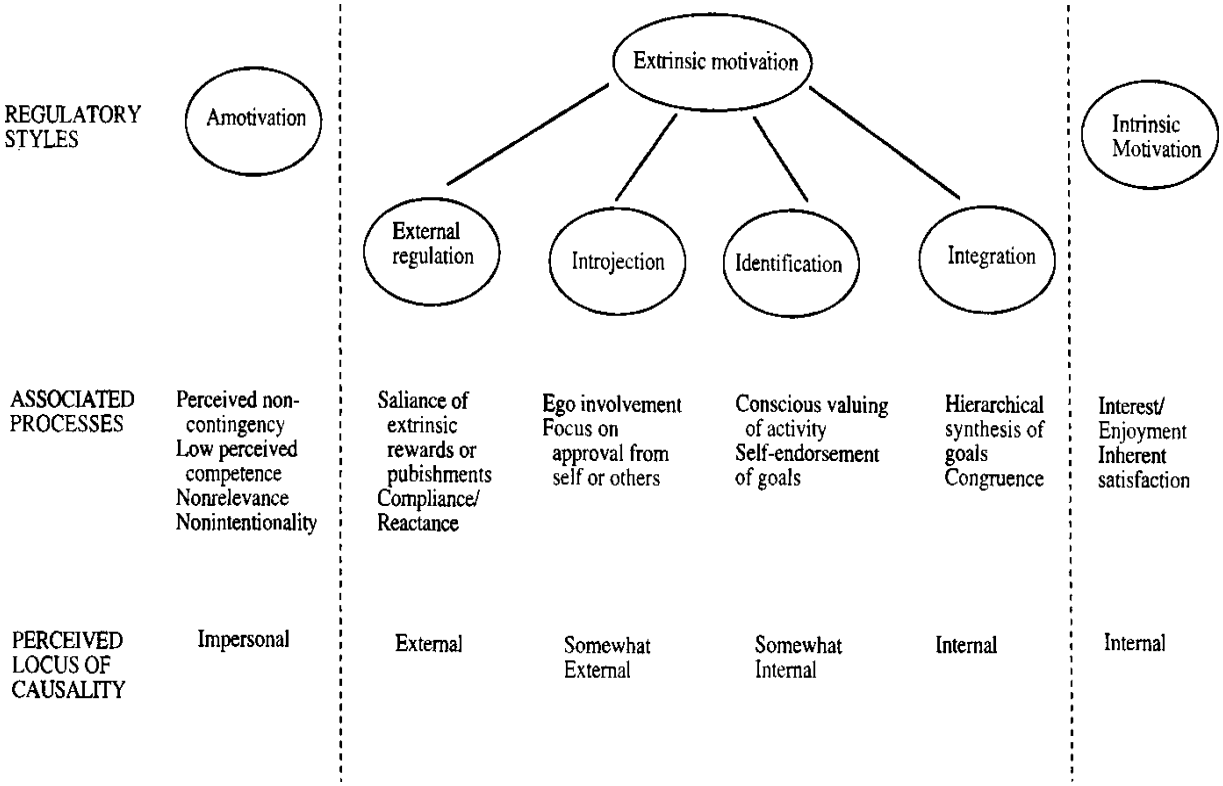


Figure 1. The Taxonomy of Individual Motivation. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.

2.2 Technology in English Language Teaching

Integrating AI in education can potentially revolutionize knowledge acquisition (Sevara, 2023). The benefits of ICT allow the purposeful organization of game-based lessons that are engaging and interesting to students (Durova, 2023). Information and communication technology (ICT) has become an integral part of the educational process, requiring teachers to possess professional-level computer skills and the ability to develop new academic programs based on it. One such advantage is the ability to provide English language learners with materials that align with their personal needs and interests. Traditional educational resources may only sometimes cater to individual preferences and learning styles, but online platforms can offer specially tailored resources. For instance, learners interested in finance or medicine can access

specialized vocabulary through magazines, articles, and podcasts related to their areas of interest. This customized approach enhances learning effectiveness and keeps students motivated and engaged in the long run. Another significant advantage of IT in language learning is its ability to foster student communication and collaboration. Language acquisition heavily relies on communication practice, and IT facilitates this through online forums and chat rooms. These platforms create a supportive community where students can interact with one another. Social media platforms like Facebook, Twitter, and Instagram also enable English learners to connect and practice communication with other learners worldwide. This strengthens cooperation and provides valuable opportunities for language practice. Kimova et al. (2023) reviews highlight the current penetration of emerging technologies, such as machine learning, deep learning, and artificial intelligence, in various fields of education, including foreign language education. It emphasizes the importance of incorporating these technologies in teaching and learning English as an applied language at the university level. The review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (**PRISMA**) guidelines for systematic reviews and meta-analyses. The review's findings indicate a need for more empirical research on using the latest technologies, such as chatbots or virtual reality devices, in foreign language education. Existing mobile apps primarily focus on vocabulary development. Foreign language teachers may also have theoretical knowledge about these technologies but need more practical implementation skills. Furthermore, Zhang and Yu (2021) focus on the challenges faced by language teachers in higher education regarding open-distance teaching. Specifically, the discussions revolved around four themes related to teaching English in the context of mobile technologies: (1) the role of technology, (2) innovative teaching methods, (3) English language instruction, and (4) flexible learning. The findings indicate that teachers do not find mobile technology and pedagogical innovation challenging. Instead, they face difficulties related to psychological anxiety, expanded pedagogical responsibilities, and accommodating flexible learning. Blooket, however, helped them overcome their challenges as it had a wide range of pre-make lessons and reviewing sections relating to many aspects of teaching and learning; in turn, it shortened the teacher’s anxiety in flexible learning.

3. Methodology

3.1 Research Design

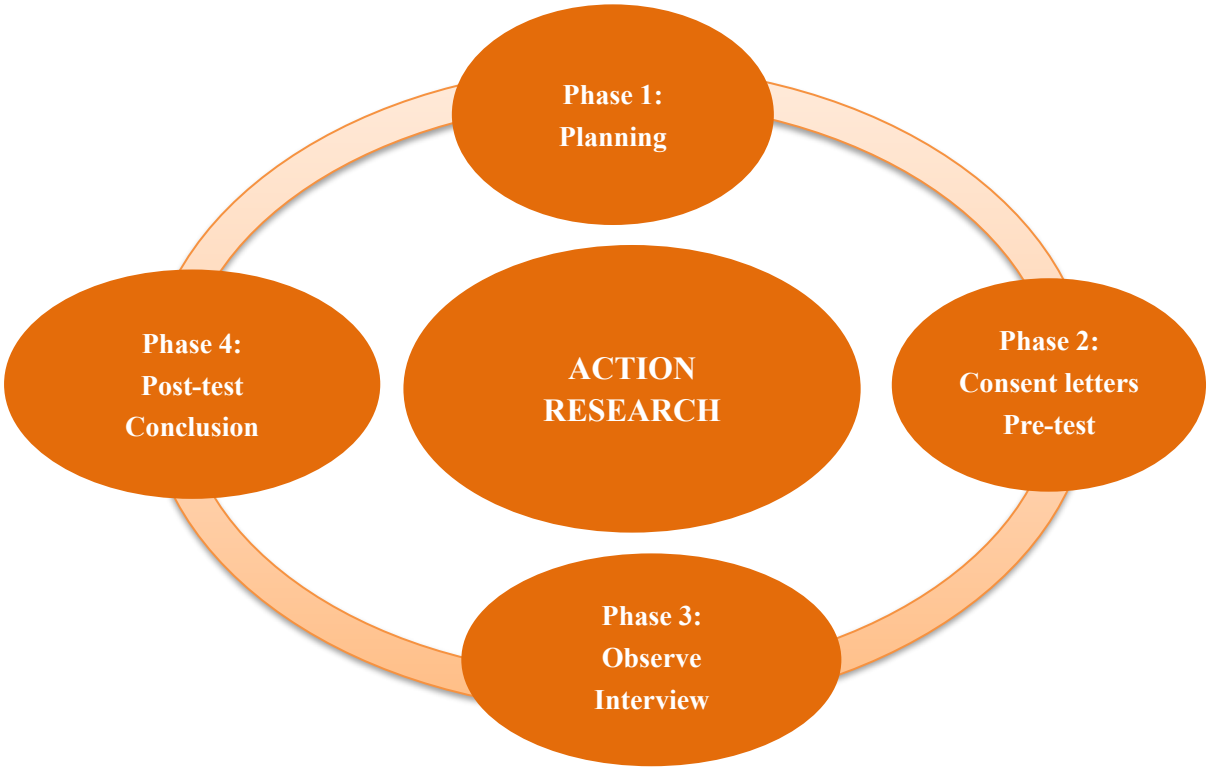


Figure 2. The Action Research Four Stages.

Two research topics were addressed using the four-step action research cycle developed by Kemmis and McTaggart (1988) and Burns (2009), which depicts each stage of the research process as an analysis and implementation of the process. This action research includes two cycles to examine the effectiveness of using Blooket rather than traditional approaches to improve students' English skills and attitudes to learning. Each stage consists of four phases: plan, implement, observe, and reflect. The first cycle in the action research applies traditional teaching and Blooket on reading. In contrast, the second cycle will focus on learning vocabulary, and the two processes will take four sessions during the experimental phase.

3.2 Data Gathering Instruments

3.2.1. Pre and post-test

The action research-based classroom involves designing and implementing a pre-test and post-test survey to assess the effectiveness of the Blooket application in motivating non-majority English learners. The pre-test and post-test are administered to students before and after the application's use, aiming to gather data on the effects of Blooket on learning English at university. Students must complete two tests during four sessions, two cycles before and after the experimental phase. Additionally, they must complete a demographic information survey, which includes seven questions with specific vital codes, to be analyzed by SPSS after the

action research process. These tests aim to understand the students' backgrounds, English learning purposes, age, and gender.

Table 1. Pre-Test and Post-Test Survey

Please indicate with a TICK the extent to which the following statements are true of your learning at the present time	1 SDA	2 DA	3 N	4 A	5 SA
Technology helps me to understand the lectures					
I can learn English well with a technology program					
I will find a way to use technology to improve my knowledge					
I have the motivation to learn English with technology					
Learning English without technology is hard					
I can remember vocabulary and understand the reading text through activities					
I have more interaction with my classmates					
The teachers often create activities with technology support					
The teacher encourages me some online websites to learn English					
The teacher teaches better without using technology					

Demographic information

1. My English level is A1 A2 B1 B2 C1 C2
2. I have used technology in the English learning process: Yes No
3. Do you often use these websites to learn English: Kahoot, Blooket, Quizzes, or Other
4. Why do you want to learn English?
5. Your best English skills: Listening, Reading, Writing, Speaking
6. Do you need help understanding the reading text? Yes No
7. Do you often need to remember vocabulary? Yes No

3.2.2. Interview

The researcher proposes using a semi-structured interview with four main questions (1 or 2 following questions) for students to express their perspectives on using Blooket to motivate them to learn better or not. In this section, the thematic analysis will be divided into codes relevant to answering research questions on the effect of implementing Blooket on motivating students. The participants will be informed that their answers will be recorded and used as data

for research purposes, and their identification will be classified. The interview will be conducted in Vietnamese to ensure understanding during the record. There are four questions in the interview guideline (not include the following questions):

1. Have you ever learned with Internet-based Education technology apps before? (Kahoot, Quizzes, Quizlet, Gimkit…)
2. Is this your first time learning with Blooket?
3. How do you feel about Blooket?
4. Can you name some problems you have with Blooket?

3.2.3. Participants

Thirty students from a non-English major class at the University of Economics and Finance enrolled in the first year of the General English Program course are the primary participants in this study. Most of them had already aced the General English Program 3 test by the middle of April and spoke English at a basic level. In addition, they were familiar with their General English Program (**GEP**) 3 teacher's teaching style and understood the information she had shared in front of the class, even when she used Kahoot and quizzes.

3.3 Sample and Sampling Procedures

The participants in this action research had never studied with this researcher before, which is crucial. When students do not major in English, their linguistic backgrounds differ, and their writing outcomes fall short of what schools expect. In this case, the students will take some time to become familiar with the experimental approach. Most Vietnamese students are accustomed to the conventional reading-translation way of teaching, which involves writing words one at a time; thus, it could take some time to help them adjust to the new teaching approach. A week before implementing the action research, the following terms and assurances for confidentiality and anonymity shall be provided (adapted from Bell and Waters, 2018).

- All participants will be offered the opportunity to remain anonymous.
- All information will be treated with the strictest confidentiality.
- Interviewees can verify statements when the research is in draft form.
- Participants will receive a copy of the final report.
- The research is to be assessed by the university for examination purposes only, but should the question of publication arise later, permission will be sought from the participants.
- The research will attempt to explore educational management in practice. The final report is hoped to benefit the school and those who participate.

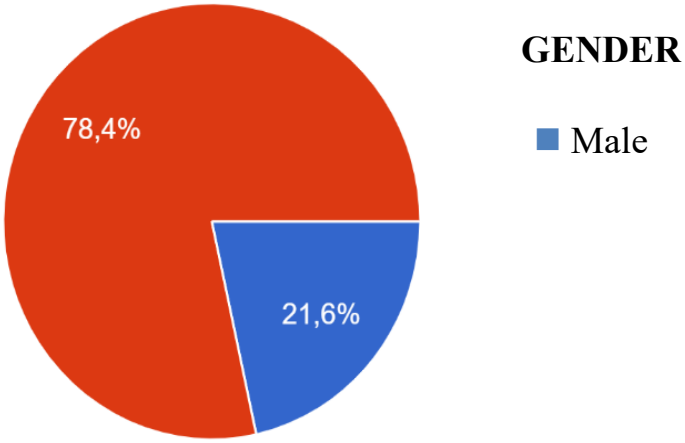
3.4 Data collection procedures

The research aims to assess the impact of using Blooket to motivate learners to learn vocabulary and reading and their attitudes toward learning English. Data collection involves a pre-test and demographic information survey to gather fundamental data about students' language background and understanding of technology during the learning process. The action research begins with a traditional teaching cycle using Blooket for reading knowledge, followed by a vocabulary lecturer cycle. Students complete a post-test to illustrate changes in learning with Blooket and compare it to other programs. The pre-and post-test results are analyzed using SPSS to calculate differences in learner attitudes before and after the action research. Participant interviews are collected from the recording and analyzed using thematic analysis.

4. Data Analysis

4.1. Participants Information

Figure 3. Participant's Gender

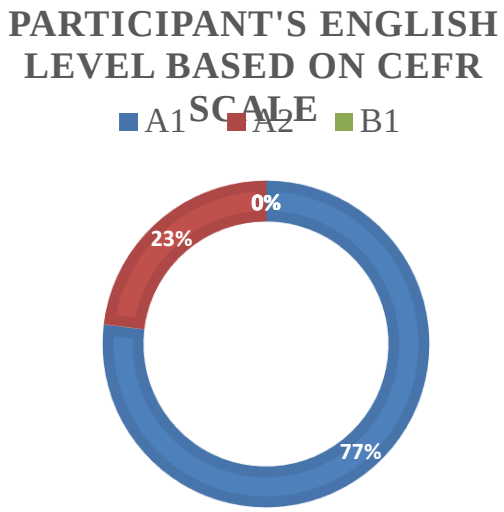


This study was conducted with the participation of 51 non-English major learners in GEP 4 classes at the University of Economics and Finance in Ho Chi Minh City.

Figure 3 demonstrated that approximately 79% of the participants were female, while males only took over about 22% in the overall rate.

The learners who participated in this study self-evaluated their English level based on the CEFR scale, which was between A1 and A2; as shown in Figure 7, 77% of learners confidently rated themselves at the A1 level, while only a small percentage of learners confidently claimed they were in the A2 level (23%). None declared their levels at a higher rank of B1 to C2.

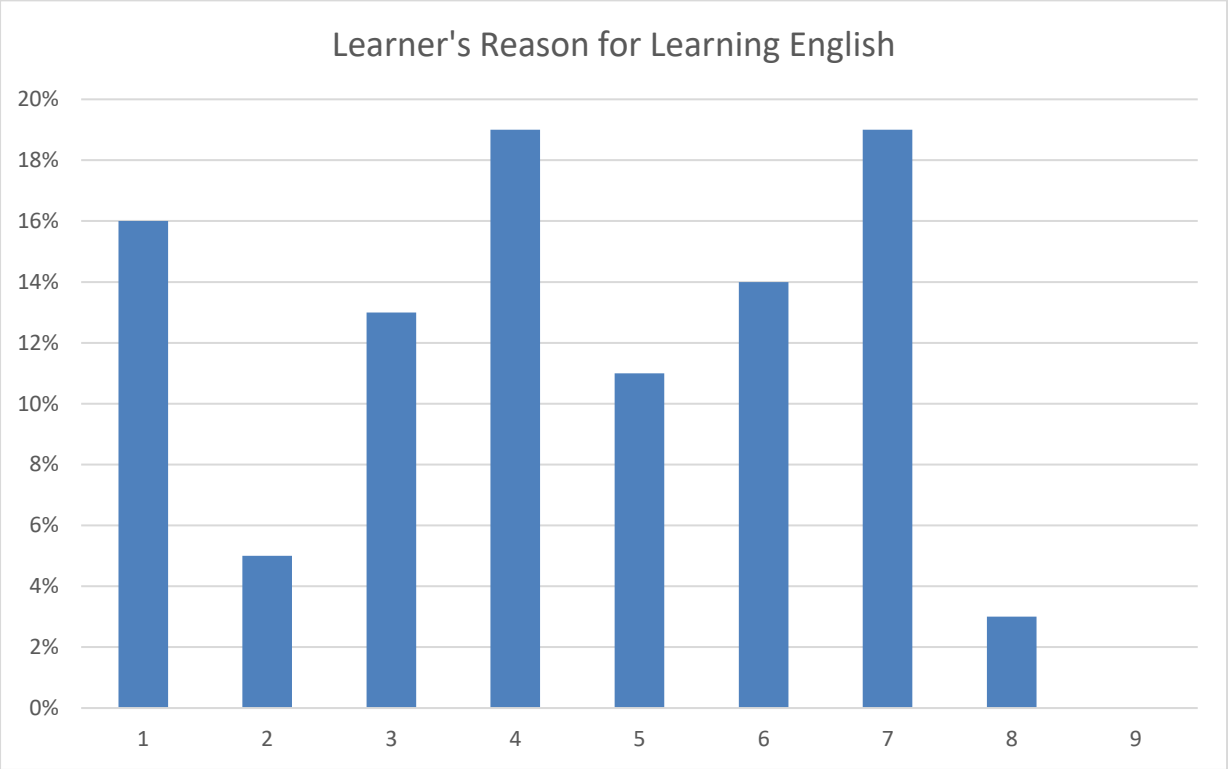
Figure 4. Participant's self-evaluated English level based on CEFR Scale



Additionally, most of them agreed that they were more confident with writing skills than the other three skills in language learning. Some learners claimed that they used to apply the technological advancements in their English-acquiring progress, and they found it easier to memorize vocabulary, which acted as an obstacle for them in understanding a reading text. The participants of this research were also asked why they chose English as their second language; the responses of the participants varied; however, some reasons were repeated in the learners' answers.

The chart below demonstrates the reasons learners stated when being required to answer the question, *"Why did you choose to learn English?"*. The reason items will be marked from 1 to 8, as **1:** "necessary for a future career; education; etc."; **2:** "English is an advantage"; **3:** "necessary for future uses"; **4:** "English is a universal/popular language"; **5:** "English is necessary for communication and connecting"; **6:** "provide better opportunities for job development"; **7:** "Provide better jobs"; **8:** "Can only choose English to learn because of their major."

Figure 5. Learner's reasons for learning English



Most participants claimed that they were well aware that this is a global language and that it can help them find better careers in the future or allow them to see or have more job offers if they have a good language background. Moreover, 16% of the learners said they choose to learn English because they believe it is indispensable if they want to study abroad or work in foreign-based companies. Less than 15% claimed that they notice that this language can provide them with better job development opportunities, essential for future requirements, or the mandatory functions of this global language in communication and connecting with others in working or living in foreign places. A tiny 5 percent of learners claimed that English is an advantage to them, while 3% stated that they did not choose to learn this language based on their own will; they said that they have to learn English as they have no other choice due to the major they have been learning, claiming that if they had a choice to choose a second language to learn they would not choose English because they have studied this language for most of their school life.

4.2. Reliability Statistics Analyze

The reliability statistics of this scale were measured and calculated with the help of the SPSS application. This research will analyze the reliability score of the six stages of learners' internalization. As shown in Table 2, five out of six scales used in this research have a reasonably high reliable score on Cronbach's Alpha score from 0.8 to 0.9; only the fourth scale is below the standard zone; therefore, this scale needs to be changed or investigated to have a better reliable score. However, this can also be accepted as a reliable statistic concerning the learner's transforming their limitation into their motivation in learning vocabulary and reading skills.

Table 2. Reliability Statistics Analyze

Scales	Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
AMOTIVATE – AMO	.815	.820	4
EXTERNAL REGULATION – ER	.872	.871	4
INTROJECTION – INTRO	.877	.877	4
IDENTIFIED REGULATION – ID-R	.764	.760	4
INTEGRATED REGULATION – INTE-R	.930	.930	4
INTRINSIC MOTIVATION – IM	.920	.922	4

4.3. Compare t-test Analyze

To conduct a trustworthy study in this field, the comparison data of this research will focus on comparing post-test data and the 40 data deducted from the 51 data of the pre-test stage as the missing data information.

4.3.1. Amotivate Scale

Table 3. Amotivate Scale Compare T-Test Statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre AMO 1	2.575	40	.9842	.1556
	Post AMO 1	2.550	40	1.0365	.1639
Pair 2	Pre AMO 2	2.650	40	1.0513	.1662
	Post AMO 2	2.375	40	.9789	.1548
Pair 3	Pre AMO 3	2.250	40	.8987	.1421
	Post AMO 3	2.400	40	1.0328	.1633
Pair 4	Pre AMO 4	2.400	40	.9001	.1423
	Post AMO 4	2.475	40	1.1320	.1790

Students' amotivate plays an indispensable part in orienting students' self-determination development in language learning through intrinsic motivation and autonomy. Before taking

experimental treatment from the researchers, most students admitted that they were confused and lacked learning independence in vocabulary and reading for different reasons, such as competitive environment, inappropriate tasks, and lessons' benefits. The post-test results illustrate that students remain average as they chose to be neutral among the factors in the motivation scales. However, a few students changed their perspectives, felt more positive about learning, and joined the lessons. The pre and post-test results indicate that, on average, students remained neutral in their motivation scales, suggesting that their motivation levels did not significantly change. However, it is worth noting that a small number of students did experience a shift in their perspectives towards learning. These students reported feeling more positive about learning and actively participated in the lessons.

4.3.2. External Regulation Scale

Table 4. External Regulation Compare T-Test Statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre ER 1	2.200	40	.9115	.1441
	Post ER 1	2.350	40	1.1447	.1810
Pair 2	Pre ER 2	2.750	40	1.1712	.1852
	Post ER 2	3.050	40	1.1756	.1859
Pair 3	Pre ER 3	2.700	40	1.0670	.1687
	Post ER 3	2.800	40	1.0427	.1649
Pair 4	Pre ER 4	3.000	40	1.2403	.1961
	Post ER 4	3.475	40	1.1764	.1860

The external regulations impact learning significantly, which can enhance teachers' and peers' support and bonus. At the beginning of the pre-test stage, most students do not agree that they participate in those lessons respectively because of their learning autonomy seeking knowledge without encouragement from external regulations. On the other hand, some students have controversial perspectives that external factors create a better atmosphere as teachers give them bonuses based on their performance. After using technological support, a fair number of learners expressed neutral or mixed feelings regarding the rewards or points offered by the teacher based on their effort in the lessons. Notably, a small percentage of learners fully supported joining classes with friends. At the same time, a more extensive portion provided fair-minded answers, suggesting peer interaction played a role in their confidence and active participation during class time.

4.3.3. Introjection Scale

Table 5. Introjection Compare T-Test Statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre INTRO 1	3.200	40	1.2649	.2000
	Post INTRO 1	3.650	40	1.0754	.1700
Pair 2	Pre INTRO 2	3.050	40	1.0365	.1639
	Post INTRO 2	3.400	40	.9001	.1423
Pair 3	Pre INTRO 3	3.425	40	1.1522	.1822
	Post INTRO 3	3.850	40	.8336	.1318
Pair 4	Pre INTRO 4	3.750	40	1.3156	.2080
	Post -INTRO 4	4.000	40	.9871	.1561

Learners' consciousness in the pre-test and post-test has similar results. Students mostly agree that learning from others, learning by themselves, finding some tasks' achievements, and vocabulary and reading skills are crucial to learning English. Additionally, it emphasizes the need for students to maintain self-awareness regardless of whether teachers employ traditional teaching methods or utilize platforms like Blooket. Recognizing the significance of various learning approaches and skills can contribute to a well-rounded English learning experience.

4.3.4. Identified Regulation Scale

Table 6. Identified Regulation Compare T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre ID-R 1	2.575	40	1.0099	.1597
	Post ID-R 1	2.975	40	1.0250	.1621
Pair 2	Pre ID-R2	3.400	40	1.0077	.1593
	Post ID-R2	3.550	40	.9323	.1474
Pair 3	Pre ID-R 3	3.600	40	1.0813	.1710
	Post ID-R 3	3.750	40	.9806	.1550
Pair 4	Pre ID-R 4	3.450	40	.9323	.1474
	Post ID-R 4	3.550	40	1.0365	.1639

Learners' learning goals demonstrate students' purposes related to teachers' activities and their autonomy during learning. The only distinction between pre- and post-tests is the change in students' agreement on various perspectives rather than focusing on improving skills. With the traditional teaching method, the participants report that they still disagree on their learning goals, which shows they need more determination. However, using Blooket only increases a small percentage of students' behaviorism noticeably because more than 30% of learners still have a neutral aspect with some unclear goal activities and tasks. It is important to note that the effectiveness of teaching methods and the alignment of learning goals can vary depending on

various factors, including individual learner preferences and the specific context of the educational setting. Exploring additional strategies or approaches to address learners' challenges and promote a clearer understanding of their learning goals may be beneficial.

4.3.5. Integrated Regulation Scale

Table 7. Integrated Regulation Compare T-Test Statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre INTE-R 1	3.700	40	1.0427	.1649
	Post INTE-R 1	3.800	40	.9661	.1528
Pair 2	Pre INTE-R 2	3.400	40	1.0328	.1633
	Post INTE-R 2	3.675	40	.9167	.1449
Pair 3	Pre INTE-R 3	3.525	40	1.0857	.1717
	Post INTE-R 3	3.725	40	.9334	.1476
Pair 4	Pre INTE-R 4	3.525	40	1.0374	.1640
	Post INTE-R 4	3.675	40	.9167	.1449

During this internalization stage, learners tend to be more proactive in setting their learning goals and taking ownership of their learning journey. They become more aware of their progress and are actively involved in shaping their learning experiences. This heightened self-awareness and active participation can enhance motivation and lead to more effective learning outcomes. It is important to note that individual learners may vary in self-awareness and functional involvement level. Some learners may naturally be more proactive and conscious of their learning process, while others may require additional support and guidance to develop these skills. In the current stage, there was a significant decrease in the percentage of disagreement among learners compared to the previous step. None of the learners disagreed with the statement of joining to obtain more knowledge, while 45% agreed with this statement. The learners' choices on the Likert Scale mainly fell between 1 and 5, indicating substantial agreement or disagreement. The mean statistics on the post-test stage showed an increasing figure, with mean decimals consistently above 3.0. The decimals ranged from 3.6 to 3.8, suggesting no significant differences between the scales.

4.3.6. Intrinsic Motivation Scale

Table 8. Intrinsic Motivation Compare T-Test Statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre IM 1	3.500	40	1.0622	.1679
	Post IM 1	3.800	40	.8533	.1349
Pair 2	Pre IM 2	3.450	40	1.0365	.1639
	Post IM 2	3.700	40	.9115	.1441
Pair 3	Pre IM 3	3.600	40	1.0077	.1593
	Post IM 3	3.750	40	.8987	.1421
Pair 4	Pre IM 4	3.425	40	1.1742	.1857
	Post IM 4	3.600	40	.9819	.1553

Finally, intrinsic motivation shows an in-depth understanding of students' determination between traditional and technological methods toward vocabulary and reading skills. Different learners have varying perspectives towards their learning attitude, and their past experiences reflect mixed results between 1 and 5. This suggests that the scale or questionnaire will likely produce consistent and dependable results. The items in question measure a unique aspect of the construct being assessed and are essential for maintaining the overall consistency of the measure. There was a decrease in the disagreement ratio during the post-test stage compared to the pre-test stage because most of the items' statistics sharply declined, and many students recognized that they were confused between these two methods.

5. Discussion

In this section, the traditional experimental method and application of the Blooket process are analyzed and evidenced by the previous research.

5.1.Students' Attitudes before Using Blooket and Traditional Method

English as a foreign language (EFL) learners in Vietnam often use traditional methods like grammar translation and direct methods rather than modern approaches like communicative language teaching and task-based learning. This lack of motivation can stem from internal or external factors, such as lack of control or support. Despite this, students are eager to learn English to prepare for future careers. They have different arguments for their self-awareness in language learning, with most participating freely and recognizing their strengths, weaknesses, emotions, and behavior patterns. Vietnamese EFL learners have high self-awareness when teachers provide careful instruction, clear communication, and various instructional approaches. However, secondary education teachers often teach grammatical structure and communicate in their mother tongue, leading students to learn vocabulary and reading independently. Task design and activities are significant factors in improving skills, but some learners may experience tasks that are not challenging enough for them. Integrative motivation is a prominent factor in language learning, driven by internal factors rather than external ones.

Students often plan to achieve goals through activities in class and teacher knowledge but may have mixed attitudes toward reading and writing. Bonus points can support and create a positive attitude towards "boring" knowledge, such as vocabulary and reading.

5.2.Using Blooket and Students' Attitudes

Blooket, a technology-based learning tool, has significantly impacted student motivation during the learning process. It changes students' aversion to traditional methods by enhancing their enjoyment of learning vocabulary and reading. The tool uses visual lessons on projectors, attracting students with its pictures, beautiful words, and easy interaction with the teacher. It also makes tasks meaningful and relevant to real-life situations, allowing students to recognize vocabulary in specific contexts. However, some students may feel distracted by learning vocabulary and reading through Blooket as it illustrates the evolution of computer-assisted language learning in universities from communicative to interactive. Most universities in Vietnam have changed their teaching approach from traditional to communicative language teaching, requiring communicative competence for real-life purposes. However, some learners still prefer traditional methods, with rewards and bonuses as essential motivational factors. Blooket allows students to learn from different people's ideas without worrying about grammatical structure or wrong answers. To ensure students adhere to language norms and cultural values without fully understanding or questioning relevant factors, the external rewarding system is used to encourage learners to try to complete the task or answer the question as a means of encouraging learner participation in the lesson, and saving points for after use if they need to improve their progress score. Blooket's activities can help improve vocabulary and reading skills and motivate students to learn more effectively. A reasonable explanation for this phenomenon is the lack of context and related activities in traditional high school teaching methods. Blooket, a computer-assisted language learning tool, provides a more engaging and challenging context for students to practice their reading skills. This approach improves students' autonomous motivation, as they perceive it as personally meaningful and aligned with their core values and beliefs. Students prefer learning English to challenge themselves and receive feedback, which has a higher percentage than traditional methods. Technological support can also help reduce students' perspectives on challenging themselves, reviewing lessons, and receiving feedback. Applying Blooket in teaching has a higher percentage than traditional methods, but it slightly increases in some aspects. This suggests that the self-determination theory can enhance learners' intrinsic motivation, with extrinsic motivation being a significant factor in their motivation. Creating a supportive and inclusive learning environment is crucial for nurturing intrinsic motivation, making the learning experience more meaningful and enjoyable.

6. Conclusion

The research findings indicate that learners' intrinsic motivation at the university level can be enhanced by implementing Blooket, a learning tool to create an appropriate atmosphere and instill confidence compared with the traditional method. One prominent feature of using Blooket is the improvement of students' self-awareness and autonomy in language learning.

Additionally, extrinsic motivation also plays a role in contributing to their overall motivation by incorporating elements of extrinsic motivation, such as points or badges within Blooket; students may feel a sense of achievement and be further motivated to participate in their language learning activities actively. Using Blooket, students will likely feel encouraged and inspired in their learning journey. This technological support has an interactive nature and creates a supportive learning environment that can foster a sense of learning and self-awareness among learners, allowing students to understand their strengths and weaknesses and take ownership of their learning process. The findings reveal that implementing Blooket can positively impact learners' motivation, especially extrinsic motivation, self-awareness, and autonomy, by creating an engaging and supportive learning environment.

6.1.Implications

Blooket, an online educational platform, has the potential to enhance students' motivation in various ways. By implementing this platform into the learning process, Blooket can make educational activities more engaging and enjoyable for students. Although the traditional method has limitations, such as not creating a supportive environment or making students feel bored, students understand what they seek in the language learning process and evolve autonomously. Furthermore, Blooket allows teachers to modify content and create appropriate learning experiences. Therefore, teachers must understand students' interests and abilities and provide some external motivation to monitor learners' growth and improvement.

6.2.Limitation

This action research has some limitations during the experimental phases. Firstly, the participants in this action research need to have a rapport with the researcher, so there may be a disconnect between the teaching approach and the researcher. Students' language backgrounds are also different because of the mixed classes at the university level. The result may reflect other students' pre- and post-test perspectives and participation attitudes regarding this drawback. Secondly, students go to the university for a General English class for only eight days during this research for traditional and Blooket methods. It may take time to gather comprehensive data and draw conclusive results quickly. Multiple sessions using the conventional and Blooket methods allow for a more thorough analysis of their impact on student motivation or learning outcomes. Finally, when applying Blooket in high school or junior high school teaching methodology, teachers must consider the school regulations on allowing learners to use their cellphones during class time and the school facilities to ensure that the learners can easily access Blooket as a method of learning English.

References

Burns, A. (2009). *Action research. In Qualitative research in applied linguistics* (pp 112–134). Palgrave Macmillan, London.

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology, 18,* 105–115.

Deci, E. L. (1972). Intrinsic motivation, extrinsic reinforcement, and inequity. *Journal of Personality and Social Psychology, 22*(1), 113–120.

Deci, E. L., & Cascio, W. F. (1972). *Changes in intrinsic motivation as a function of negative feedback and threats*. Presented at the meeting of the Eastern Psychological Association, Boston.

Durova, S. (2023). THE BENEFITS OF USING MODERN TECHNOLOGIES IN TEACHING AND LEARNING ENGLISH. *Modern Science and Research, 2*(10), 84–89. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/24977

Gobin, B. A., Teeroovengadum, V., Becceea, N. B., & Teeroovengadum, V. (2012). Investigating the relationship between the present level of tertiary students' needs relative to Maslow's hierarchy: A case study at the University of Mauritius. *International Journal of Learning*, *18*(11), 203-219.

Kemmis, S., & McTaggart, R. (Eds.). (1988). *The action research planner* (3rd ed.).

Klimova, B., Pikhart, M., Polakova, P., Cerna, M., Yayilgan, S. Y., & Shaikh, S. (2023). A Systematic Review on the Use of Emerging Technologies in Teaching English as an Applied Language at the University Level. *Systems, 11*(1), 42.

Locke, E. A. & Kenner, E. (2016). Burnout and the battle for your own happiness. In A- S Antoniou & C. L. Cooper (Eds.), *Coping, personality, and the workplace*. Burlington, VT: Gower.

Olushola, A. A., & Adewumi, S. A. (2021). THE IMPACT OF INTRINSIC AND EXTRINSIC MOTIVATION ON TEACHERS PERFORMANCE: EVIDENCE FROM SELECTED TVET COLLEGES IN LAGOS, NIGERIA. *Eurasian Journal of Social Sciences*, *9*(3), 176-188.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, *25*(1), 54–67.

Sevara, U. (2023). Enhancing Distance Education through Artificial Intelligence in Teaching English. *Central Asian Journal of Literature, Philosophy and Culture, 4*(1), 46–51. https://doi.org/10.17605/OSF.IO/79P3V

Shliakhtina, O., Kyselova, T., Mudra, S., Talalay, Y., & Oleksiienko, A. (2023). The effectiveness of the grammar-translation method for learning English in higher education institutions. *Revista Eduweb*, *17*(3), 134-145.

Thibault Landry, A., Kindlein, J., Trépanier, S.-G., Forest, J., Zigarmi, D., Houson, D., & Brodbeck, F. C. (2016). Why individuals want money is what matters: Using self-determination theory to explain the differential relationship between motives for making money and employee psychological health. *Motivation and Emotion, 40*(2). https://doi.org/10.1007/s11031-015-9532-8

Thu, T. T. M., & Dan, T. C. (2023). STUDENTS'PERCEPTIONS ON ENGLISH VOCABULARY TEACHING AND LEARNING BY USING BLOOKET: A CASE

STUDY/NHẬN THỨC CỦA SINH VIÊN VỀ VIỆC DẠY VÀ HỌC TỪ VỰNG TIẾNG ANH BẰNG BLOOKET: MỘT NGHIÊN CỨU TÌNH HUỐNG. *European Journal of Applied Linguistics Studies*, *6*(1).

Tran, M. (2022). Enhancement of performance and motivation through application of Blooket in an English class. In *13th International Conference on TESOL*.

Zhang, J., & Yu, S. (2023). Investigating pedagogical challenges of mobile technology to English teaching. *Interactive Learning Environments, 31*(5), 2767-2779. https://doi.org/10.1080/10494820.2021.1903933

Acknowledgments

Not Applicable.

Funding

Not Applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights